



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Bereavement Policy

Document History

Document written by F Steer June 24, approved by EHT and noted at Federation GB 9 July 2024

Review every three years

Next Review – Term 2, November 2027 or before if required

The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God’s love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*“As many hands build a house, so many hearts make a school.”
(Matthew Ch 7 24-27)*

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of ‘many hearts make a school’.

Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*“One body, many members, learning together surrounded by God's inclusive love.”
(Corinthians 12:12-14)*

TRUST RESPECT HOPE ENDURANCE

1 Introduction

1.1 Background and rationale

The Aspie Federation is a collection of inclusive schools that strives to ensure that all children feel safe when with us. Our values focus on kindness, understanding, patience, honesty, love and boldness alongside working with the strengths of each individual child to ensure that they achieve to the best of their abilities. We aim to be an outstanding federation at the heart of our culturally diverse communities, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum in line with each of the individual schools' values and beliefs.

Around 41,000 children are bereaved of a parent every year in the UK. That's nearly two children under 16 every hour. Many more are bereaved of a grandparent, sibling, friend or other significant person¹.

Experiencing a bereavement can make children more vulnerable. Bereavement, whether it is an expected death because of illness or a sudden and unexpected death or suicide, is something that can impact on members of our school community at any time.

Our schools are committed to the emotional health and well-being of its staff and pupils. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares pupils for coping with bereavement.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school can best prepare for, and respond to, bereavement in the school community.

We recognise that members of the school community will be affected by a range of losses including separation and divorce. Some aspects of this policy may also be helpful in these cases.

1.3 Purpose of the policy

This bereavement policy supports us to provide effective support to pupils and staff before and after bereavement. It covers both expected and unexpected deaths.

Empathic understanding in the familiar and secure surroundings of school may be all the bereavement support some children and staff require. However, we also need to be prepared to call on more specialist support where there is a sudden and unexpected death, or where the impact of a bereavement is complex.

The objectives of this policy are to:

- enhance effective communication at a difficult time

¹ Winston's Wish <https://www.winstonswish.org/about-us/facts-and-figures/>

- clarify the pathway of support between school, family, community and services
- make best use of the support available in school, the council's families, children and learning department and the wider community.

2 Our charter for bereaved children and young people

To help us meet the objectives of this policy we have adopted the [Winston's Wish Charter for Bereaved Children](#) and will display this in appropriate staff areas and on our website.

[Adapt in consultation with the school community if you wish to or delete if not required.]

| | |
|----------|--|
| B | <p>Bereavement support</p> <p>Bereaved children need to receive support from their family, from their school and from important people around them. We will signpost them to specialist support if needed.</p> |
| E | <p>Express feelings and thoughts</p> <p>We will help bereaved children to find appropriate ways to express all their feelings and thoughts associated with grief, such as sadness, anxiety, confusion, anger and guilt.</p> |
| R | <p>Remember the person who has died</p> <p>We understand that bereaved children have the right to remember the person who has died for the rest of their lives. We will support them to share special and difficult memories.</p> |
| E | <p>Education and information</p> <p>All children, particularly bereaved children, are entitled to receive answers to their questions. They also need information that clearly explains what has happened, why it has happened and what will be happening. We will strive to enable children to have their questions answered, through the PSHE curriculum, on an individual basis, working with parents and carers or through support services.</p> |
| A | <p>Appropriate response from schools and colleges</p> <p>Bereaved children need understanding and support from their teachers and fellow students without having to ask for it. We will provide training to ensure this happens.</p> |
| V | <p>Voice in important decisions</p> <p>We will work with families to encourage them to involve bereaved children in important decisions that have an impact on their lives such as planning the funeral and remembering anniversaries.</p> |
| E | <p>Enjoyment</p> <p>We will support the bereaved child's right to enjoy their lives even though someone important has died.</p> |

| | |
|----------|---|
| M | Meet others We will try where possible to enable bereaved children to benefit from the opportunity to meet other children who have had similar experiences. |
| E | Established routines We will endeavour, whenever possible, to enable bereaved children to continue activities and interests so that parts of their lives can still feel 'normal'. |
| N | Not to blame We will help bereaved children to understand that they are not responsible, and not to blame, for the death. |
| T | Tell the story We will encourage bereaved children to tell an accurate and coherent story of what has happened. We know this is helpful to them particularly if these stories are heard by those important people in their lives. |

3 Safeguarding, confidentiality and recording

We follow our school's safeguarding policies and procedures to ensure that the welfare of the child remains paramount throughout, and that all children are protected from harm.

It is important to maintain confidentiality throughout the handling of any incident or disclosure. However, pupils will need to be made aware that complete confidentiality cannot be guaranteed.

To retain the trust of pupils and parents and carers, we will ensure that the sharing of appropriate information is kept to a minimum. Sensitive information will only be disclosed internally or externally with careful attention to the rights and needs of individuals and in line with general data protection regulation.

If a child is suffering from trauma, we will share this as appropriate with staff, but not necessarily the details of their experience.

We will discuss with the bereaved child and their family which adults in the school community they would like made aware of the experiences impacting on the child.

We will use our usual school systems (My Concern) to record when a child has experienced a close bereavement, is at risk of suicide or has made a suicide attempt.

4 Roles and responsibilities in dealing with bereavement

4.1 The role of the governing body is to:

- approve the bereavement policy and ensure its implementation

- ensure the policy is reviewed every three years or when national or local policy directs a change
- ensure that appropriate attention is given to how bereavement issues are addressed within the curriculum
- ensure that approaches to bereavement are respectful of religious and cultural values and beliefs
- ensure that staff are given appropriate opportunities for training, reflection and access to support if they need it.

4.2 The role of the head teacher and senior leadership team is to:

- lead a whole-school approach to the effective management of loss and bereavement including ensuring appropriate training and support provided for staff
- contact KCC in the case of a sudden and unexpected death or suicide – key professionals would be expected to be involved – e.g. link Educational Psychologist and Primary Mental Health Worker, alongside relevant colleagues and managers
- be the first point of contact for family/child/staff directly affected by a bereavement
- record bereavements affecting children
- designate liaison and support to other trained members of staff when appropriate
- monitor progress in supporting those impacted by a bereavement and liaise with external agencies
- keep the governing body appropriately informed
- deal with media enquiries (*KCC*)

4.3 The role of all staff in our school is to:

- access bereavement support training and cascade learning to other staff if appropriate
- know how to access support for themselves, for other staff and for the family, if advice or information is needed
- know how to report a concern if the bereavement or sudden and unexpected death has placed a child at significant risk of harm
- know how to support a child when they are distressed and how to refer to specialist support if needed
- have a basic understanding of a child's needs when facing loss and change

- provide individual support as and when needed and in consultation with the head teacher and pastoral team
- teach about loss and bereavement as part of the planned curriculum or in the role of tutor (teachers only)
- inform the head teacher at the earliest possibility if they hear about a death of someone in the school community

5 Procedures

5.1 Pre-bereavement

In some situations, it is known in advance that a death is going to occur. This is usually because of a long illness.

In cases where this is an adult within the school community, individual conversations will be held with the head teacher in terms of support, information exchange and practical considerations.

When the expected death is of a child or a member of a child's family we will:

- contact the family to confirm factual information and explore what support could be provided to them
- identify a key point of contact (Head of School) in school in terms of information exchange and to update when things change
- ensure that all relevant adults are clear about what information has and needs to be shared with the pupil
- keep lines of communication open to ensure that all information is received in a timely fashion
- explore the possibility of signposting to other organisations such as Winston's Wish or a local hospice
- look to involve faith or community leaders when appropriate and with the agreement of the family
- explore what support for the pupils affected might look like in practice
- arrange training for specific members of staff to ensure all involved are confident in their ability to support the pupil

- if appropriate, consider and reflect on how to communicate with the wider school community for example the pupil's class mates
- if appropriate, begin conversations around practical considerations in the events leading up to the death and following the death

5.2 Following a bereavement

We will consider each individual situation carefully to ensure that the response from the school is sensitive, accurately reflects the gravity of the situation, and involves those affected as appropriate.

As an immediate response we will:

- contact the deceased's family with the aim to establish the facts and avoid rumours (head teacher)
- consider any religious beliefs that may affect the timing of the funeral or impact on other aspects of the bereavement process
- find out, if possible, how the family would like the information to be managed by the school
- allocate member(s) of staff to be the key point(s) of support for the affected child / young person or children / young people and ensure there is support in place for the staff members if required
- send letters or cards of condolence to families or individuals directly affected
- will prepare a press statement, with support from the council's communications team if required and with due regard to the family affected (head teacher)
- inform staff of the death before pupils are informed, recognising that some pupils may have found out through other means. Where possible, staff will be prepared (through prior training) to share information in age-appropriate ways to make sure all staff have the same version of the event. Where this has not been possible, staff will be supported to share the information.
- inform pupils who are most directly affected (such as a friendship group), preferably in small groups, by someone known to them and in keeping with the wishes of the family and expertise of the school
- inform the wider school community in line with the wishes of the family. We would normally do this through assemblies and / or letters to parents.
- make small changes to the school timetable to accommodate the needs and wellbeing of the child or children affected by the situation. However, we will aim for minimal disruption to the timetable as this can offer a sense of security and familiarity.

For the funeral we will:

- find out the family's wishes and follow these in terms of the involvement of members of the school community (or not)
- identify which staff and pupils may want to attend if invited by the family and the practicalities of issues such as risk assessment, staff cover and transport. In some rare circumstances it may be appropriate to close the school
- organise tributes such as flowers or a collection in line with family wishes and the wishes of staff and pupils
- be sensitive to religious and cultural issues.

After the funeral we will:

- consider whether it is appropriate to visit the child and family affected at home and plan a return to school
- ensure friendships are secure – peer support can be particularly important for a bereaved child or young person
- continue regular contact with the family and show we still care about them and their child over time
- monitor the emotional needs of staff and **pupils** and provide listening time and ongoing appropriate support
- consider practical issues and make thoughtful and sensitive updates to parental and other contact details when needed
- continue to assess the needs of children most affected, and record and plan for support accordingly.

Longer term we will:

- be aware that the impact of bereavement follows a child throughout their school life. So, we will record information and share with relevant people, particularly at transition points. This could include ensuring significant dates and events for the child are recorded and shared with appropriate staff for future reference.
- signpost families to bereavement support including that provided by Winston's Wish <https://www.winstonswish.org/about-us/>

- ensure that learning about loss and bereavement is embedded into appropriate curriculum areas including PSHE education. When teaching about loss and bereavement we will give careful thought as to how to support those directly affected by loss and bereavement.

5.3 Following a sudden and unexpected death – suicide

Suicide is not just a really difficult event to deal with, it also presents the unique risk of potentially being the trigger for another suicide.

As described in section 4.3 we will seek advice from Area Education Officer. As a school community we will make a response to a sudden death within two school days

It is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative suicide.

In the case of suicide, we will refer to The Samaritans Step by Step Guide.

<https://www.samaritans.org/how-we-can-help/schools/step-step/>

Information provided to the school community in the immediate aftermath of a sudden and unexpected death will depend on the age of the pupils but should be based on and reinforce:

- facts (not rumours)
- an understanding that death is permanent
- an exploration of normal and wide-ranging reactions to sudden and unexpected death – expressions of anger and guilt are entirely normal
- an understanding that, with support, people can cope
- an understanding that fleeting thoughts of suicide are not unusual
- an awareness of suicidal warning signs and resources available to help
- an understanding of expectations around funerals.

When discussing any suicide that has occurred, we will ensure that the information given is age appropriate and:

- is factually correct but does not include detail of the suicidal act itself does not romanticise, glorify or vilify the death
- does not include details of any suicide note
- does not include speculation over the motive for suicide

- takes care with the language used – for example using phrases such as ‘died by suicide’ or ‘ended his / her life’ rather than ‘committed suicide’ or ‘successful suicide’, and saying ‘attempted to end his / her life’ rather than ‘unsuccessful suicide’ or ‘failed attempt at suicide’.

6 Equality and inclusion, values and beliefs

We recognise that there is a range of cultural and religious beliefs, customs and procedures concerning death. It follows that bereaved children and families may have differing expectations.

Some of these may affect matters of school organisation. We will source training and guidance to develop our understanding of the range of beliefs to best support pupils.

We will present a balance of different approaches to death and loss. We will make pupils aware of differing responses to bereavement, and that we need to value and respect each one of these.

7 Young asylum seekers and refugees

Many young asylum seekers and refugees have experienced the death of family members or friends, often in traumatic circumstances. This, and further traumatic experiences and losses, can have a devastating effect on their emotional and physical health, behaviour, learning and relationships.

Sudden traumatic death complicates the process of grief and mourning, as usual ways of coping may be overwhelmed. We will consult specialist mental health services where appropriate.

8 Supporting staff

8.1 Support for bereaved staff

We are aware that staff also experience bereavement. When this happens, we will ensure they are provided with support to take care of themselves, and to know where they can go for additional help should they need it.

This could include: their GP; Cruse Bereavement Care <http://www.cruse.org.uk/>; or staff counselling, information and advice.

We will work within our leave of absence policy and if necessary, with the council or trust’s occupational health team to ensure staff are provided with appropriate leave and support at a time of bereavement.

Teachers who are dealing with their own bereavement are encouraged to speak with their line manager about any areas of the curriculum which they feel uncomfortable to teach or want support to teach.

8.2 Staff training

We will ensure that regular training is provided to staff to support staff in meeting their roles and responsibilities as identified in this policy. Winston's Wish offers [training courses](#) and also a [free online training course for school staff](#).

9 Curriculum

Children and young people explore the concept of loss, bereavement, and grief as part of the statutory elements of our Life Skills curriculum. It is also addressed through cross-curricular opportunities such as body changes or life cycles, as well as through art, literacy, and religious education.

We also use assemblies to address aspects of death – such as Remembrance Day, Holocaust Memorial Day or commemorative occasions. We also observe national minutes of silence and explain the purpose of this.

When appropriate, we respond to a tragedy or serious incident by discussing this in class having discussed as a staff team the language we will use to respond to the incident.

Teachers are provided with training on how to deliver this sensitive area of the curriculum within a safe, learning environment. We also point parents and carers towards appropriate advice on how to talk to their children about these events when necessary.

We will answer any questions relating to loss or death in a sensitive, age-appropriate, honest and factual way. Children and young people will not be expected to disclose any personal experiences but will be signposted to support if they want it.

We give children opportunities to learn about and discuss cultural and religious issues around death and encourage them to express their own responses and feelings.

10 Additional support and links

10.1 National support services and support resources

As part of PSHE and our safeguarding work we will also signpost to appropriate sources of support for pupils and adults in the school community.

Winston's Wish: www.winstonswish.org Support information and guidance for bereaved children, young people and for those caring for bereaved families.

Cruse Bereavement Care: www.crusebereavementcare.org.uk Support for anyone who has been bereaved.

Childhood Bereavement Network: <http://www.childhoodbereavementnetwork.org.uk> Find childhood bereavement support in your local area.

Hope Again: <http://hopeagain.org.uk/> A website for young people who have been bereaved.

Papyrus: <https://papyrus-uk.org/> Support and advice for young people struggling with thoughts of suicide, and anyone worried about a young person.

Samaritans: <http://www.samaritans.org/your-community/supporting-schools> A range of guidance and support for schools.

Appendices

NON-STATUTORY

Appendix 1 Suggested Templates for Letter to Parents

Before sending a letter home to parents about the death of a pupil, permission must be gained from the child's parents. The contents of the letter and the distribution list must be agreed by the parents and school

Sample Letter on Death of a Pupil

Dear Parents

I have the sad task of informing the children of the death of ---, a pupil in --- died from cancer. As you may be aware, many children who have cancer get better but sadly had been ill for a long time and died peacefully at home yesterday. He/She was a very popular member of the class and will be missed by everyone who knew him/her. When someone dies it is normal for their friends and family to experience lots of different feelings like sadness, anger and confusion. The children have been told that their teachers are willing to try to answer their questions at school but if there is anything more that you or your child needs to know, please do not hesitate to ring the school office and we would be more than happy to help you.

We will be arranging a memorial service in the school in the next few months as a means of celebrating life.

Yours faithfully

Headteacher

NON-STATUTORY

Appendix 2
Sample Letter to Bereaved Parents

Dear

We are so very sorry to hear of Toby's death. There are no words to express the sadness of losing a child and we can only begin to imagine the anguish you must be going through. Clearly, as a school community, we will miss him very much and we are doing our best to offer comfort and support to his friends and classmates. He was a much loved member of our school family. If we can do anything to help as you plan Toby's funeral service or other memorial opportunities, please let us know. In time, we will also ensure that Toby's belongings in school be returned to you, including photographs we may have on the school system.

Be assured that you are in our thoughts at this very sad time and do not hesitate to contact us if we can be of support in any way.

With sympathy

Headteacher

NON-STATUTORY

Appendix 3
Sample Letter on Death of a Staff Member

Dear Parents

I am sorry to have to tell you that a much-loved member of our staff [name] has died. The children were told today and many will have been quite distressed at the news. No-one wants to see children sad, but we are very aware that factual information and emotional support are the best means of helping children deal with bereavement. I am sure there will be many parents who are also saddened by the news. Children respond in different ways so may dip in and out of sadness, and questions, whilst alternately playing or participating in their usual activities. This is normal and healthy. You may find your child has questions to ask which we will answer in an age appropriate way in school, but if you feel you would like more support and advice yourself, please do not hesitate to contact the school office. You may also find some very useful advice and resources online at www.childbereavement.org.uk

We will share details of the funeral as soon as they are known. Children who wish to attend will be welcome to do so, though it will not be compulsory. It is likely that school will be closed on the morning or afternoon of the funeral as staff will, of course, wish to pay their respects to a very popular colleague.

I am sorry to be the bearer of sad news, but I appreciate an occurrence like this impacts the whole school community. I am so grateful for the thriving partnership we have with parents and trust that we, together, will be able to guide and support the children through what may be, for many, a very new experience in their lives.

Yours faithfully

Headteacher

Appendix 4

Website to support in Loss and Grief - You are not alone!

<https://www.winstonswish.org/>

<https://www.beem.org.uk/>

<https://www.childbereavementuk.org/>

<https://www.cruse.org.uk/>

<https://livewellkent.org.uk/>

Children & young people - Holding on Letting Go

<https://holg.org.uk/help-support/children-young-people/>

Talking about them having “lost” someone or someone being “laid to rest” might lead to the child or young person feeling confused, which can add to their worry. If it is spoken in a gentle tone, straightforward language can create a better understanding, which reduces the likelihood of trauma.

Try and avoid phrases that seem reassuring but do not acknowledge the finality of death. For example, “time is a healer” or “when things get back to normal”. Instead, talk to children and young people about learning to live with their loss or rebuild their lives and find their way back to things they enjoy.

It can be hard to know that a child or young person you care about is having a difficult time and not be able to solve their difficulties. When someone dies, there is no fix. What you can give them is connection, empathy and acceptance.

Creating a safe context

Traumatic bereavement can result in children and young people feeling very unsafe so the help that school offers should be planned



Cara’s teacher knew that she loved painting and she and Cara agreed that they would work on an art project together for 20 minutes each week during the lunchtime break. This created a relaxed and creative context in which they could talk as much as Cara was able to.

around creating a sense of safety. Conversations with children and young people might happen during regular scheduled check-ins or at other times. It can be helpful to create a relaxed context in which to talk, with a focus other than conversation. Respect the child or young person’s privacy and find a time and a space that is separate from other children and adults.

⋮ ‘We don’t want to be made to feel different or get upset in front of our friends.’



Jeannie asked Wesley to meet her on Thursdays before everyone else arrived for basketball club. They worked together to make sure the courts were clear and the equipment was organized. This gave them something to focus on and allowed private time for as much or as little talk as Wesley wanted.

What if the child or young person does not want to talk?

Children and young people who have experienced trauma often want to avoid thinking or talking about the difficult thing that has happened. They might put a lot of effort and energy into avoiding reminders of the death, the person who died or the

A helpful question might be “are you worried about thoughts or feelings you are having?” This shows that you accept that things might be more difficult than they seem and trust that the child or young person can make helpful judgments about their own wellbeing. Younger children might find it easier to understand something like “sometimes I think you work really hard to make everyone think you are OK – even when you are not – does that sound right? What is that like for you?”

It can take huge effort and energy for children and young people to appear to be OK and they might be completely drained or unable to keep this up.

If you notice that they are doing well with something, acknowledge and encourage this but perhaps also acknowledge that this might take a lot more effort than it used to – make space for them to name this.

Keep in contact with home

⋮ ‘Even when things seemed better at school, it felt like I was wearing a mask all day that I could only take off when I got home. It was exhausting.’


Bear in mind that following a death in the family, home can be the most difficult place to be. Let


the child or young person know that you are in contact with their parents or carers and that they can talk about home if they want to.

Hold the hope

Look out for ways to help the child or young person rediscover things that they enjoy. Make sure that you can envisage ways that things can get better for them – talk with confidence about positive things you can imagine in their future and help them to organise themselves around important events, school transitions or college or university applications.

Further reading & resources for adults

 [The Grieving Child in the Classroom: A Guide for School-Based Professionals by Sue Trace Lawrence](#)

 [Resources to help children and young people understand how they would like to be helped](#)



**UK TRAUMA
COUNCIL**

A project of



Anna Freud
National Centre for
Children and Families

Funded by



HM Government

In partnership with

**THE NATIONAL LOTTERY
COMMUNITY FUND**

UKTraumaCouncil.org

In partnership with



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Grief and Loss



Listening to and
talking to children
about grief and loss

Listening to and talking to children about grief and loss

If children seem to want to talk about what is happening, adopting the stance of sympathetic listener is probably the most generally helpful approach. The following points may also be relevant: -

- a) Try to recognise and keep in check any feelings and prejudices you may have about the nature of their loss, especially if it is a contentious marital breakdown.
- b) Children and families usually find their own solutions to crises eventually and should be allowed to do so. It is tempting to give lots of advice but it can prevent people from finding their own way through problems.
- c) Try not to criticise either parent, but allow the child to do so if they wish and accept their feelings or anger.
- d) In your desire to help children feel better, try to avoid leading them to expect unrealistic improvements or solutions to the situation, such as 'I'm sure Daddy will be home soon'. A comment like 'Things will work out in the end' might be a useful, comforting phrase.
- e) Use simple words for emotions, e.g. sad, cross, lonely, mixed-up, fed-up.
- f) Primary aged children in particular may need assurance that they are not the only family that this has happened to, given the picture of the nuclear family portrayed by society and in the media.
- g) It is often helpful to encourage the child to think about whether there is a relative or friend of the family who could be a special friend during this time.
- h) If the child clams up, don't press the conversation further.
- i) You need to respect the child's confidentiality. However, you may feel that it is appropriate to let a few key members of staff know that all is not well. Equally you may find the child's distress upsetting and emotionally draining and may need to discuss your own feelings or what to do next with a trusted colleague.
- j) Finally, although at times everything may seem very negative and stressful, it is important to remember that even the most difficult situations generally do change, develop and eventually resolve.



Helping someone who is suffering from loss – Some do's and don'ts

- DO let them express any sad feelings they have at a particular time and are willing to share.
- DO let your genuine concern and caring show.
- DO be available to listen or help however seems appropriate at the time.
- DO say you are sorry about the sad event and about their pain.
- DO reassure them that they could not have prevented it.
- DO talk about the positive qualities of the person they have lost.
- DO allow them to talk about their loss as much and as often as they want to.
- DO let them understand that they will have a mixture of feelings including sadness, anger guilt and that this is perfectly normal.

- DON'T avoid them because it makes you uncomfortable.
- DON'T say you know exactly how they feel. (Unless you have also experienced their particular loss they are unlikely to believe you can empathise with them fully).
- DON'T say anything that implies how they should feel or they will feel something in particular next.
- DON'T change the subject when they mention their loss or feelings.
- DON'T avoid mentioning their loss for fear of reminding them of bereavement (they won't have forgotten it).
- DON'T try to find something positive about the loss.
- DON'T point out they have their other
- DON'T suggest they should be grateful for
- DON'T make any comments which suggest that it was their fault.



