



The Prince & Princess
of Wales Hospice



A Community Approach to Supporting Loss, Grief and Bereavement



**Guidance for Educational
Establishments**
September 2018

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Introduction



Loss

Loss is a common occurrence which affects individuals in very different ways. The impact of loss can be far reaching and devastating. We may experience loss of a home and community through moving house; loss of social contacts through changing jobs; loss of familiar family life through parental breakup or birth of a sibling; or loss of possessions through theft. Loss is most often considered to be a negative or painful process and one which requires time, space and the support of others to aid recovery. This is especially true for loss suffered through death. Regardless of age, the experience of bereavement is significant and can be life changing. A community approach to supporting bereavement acknowledges that it is the combined effort of individuals and local services that creates the building blocks to recovery and positive emotional health and wellbeing following bereavement.

This resource is designed to help education staff feel more confident when supporting a child, young person, family member or member of staff who is experiencing loss through bereavement.

In this resource you will find information on:

- ❑ children and young people's understanding of death and bereavement
- ❑ the impact of loss and bereavement on behaviour and emotional development
- ❑ ways in which bereavement can be introduced into the curriculum to enable children, young people and staff to explore experiences and feelings associated with bereavement, change and loss
- ❑ useful resources, websites and information about local support organisations
- ❑ advice on developing a School Bereavement Policy in order to more fully prepare for supporting children, young people, their families and staff members during times of grief and loss

Policy context



Nurturing and supporting the health and wellbeing of children and young people are key components of various national and local statutory and policy documents including ***The Education (Additional Support for Learning) (Scotland) Act 2009*** and ***Curriculum for Excellence***.

In East Renfrewshire Council the Education Department's vision statement ***Everyone Attaining, Everyone Achieving through Excellent Experiences*** clearly links to the ***Single Outcome Agreement*** which prioritises the health and wellbeing of all children within its commitment to improving outcomes for all learners. Providing effective support to children and young people who have experienced bereavement and loss is an important element of this vision.

Getting it Right for Every Child (GIRFEC) places multi-agency collaboration at the heart of effective planning for promoting the emotional wellbeing of all children and young people. In a community approach it is the responsibility of everyone to provide support to children and young people who experience bereavement and loss.

Community Approach

Our educational establishments provide:

- ▣ policy and procedures for supporting pupils, family members and staff members through, and beyond, periods of bereavement and loss
- ▣ a caring and nurturing environment which supports all children including those who are experiencing bereavement and loss
- ▣ curricular opportunities for all children to develop their life long resilience in the face of adversity and loss
- ▣ ongoing training and support for staff members
- ▣ information and advice to bereaved family members of our pupils

Our partner agencies provide:

- ▣ ongoing training for school staff in supporting bereaved families
- ▣ up to date information on local and national support services
- ▣ information signposts where further support is required
- ▣ additional direct support to families where appropriate



Background and Rationale

Approximately 1 in 25 children and young people have experienced bereavement of a parent or sibling.

Winston's Wish 2012

In 2015 an estimated 23,600 parents died in the UK, leaving around 41,000 dependent children aged 0-17. That's 112 newly bereaved children every day.

Childhood Bereavement Network

In 2004, around 3.5% of 5-16 year olds in the UK had been bereaved of a parent or sibling. That equates to roughly one child per classroom.

Fauth, Thompson, and Penny, 2009

It is estimated that there are around 26,000 school age children in Scotland who have been bereaved of a parent or sibling at some point in their childhood. In 2014, around 2,390 parents died in Scotland, leaving around 3,920 dependent children.

NHS Education for Scotland

At any one time, 70% of primary schools have a recently bereaved child on their roll.

Holland, 1993

78% 11-16 year olds reported that they had been bereaved of a close relative or friend.

Harrison and Harrington, 2001

Bereavement

The term 'bereavement' refers to the process of grieving and mourning and is associated with a deep sense of loss and sadness. While it is a natural process the effects can be overwhelming. In 2000/01 Childline received 1,146 calls and letters from children about bereavement. A leading childhood bereavement charity [Winston's Wish](#) reports that children often feel isolated during their grief experience and may feel that nobody understands their feelings. Everyone's experience of bereavement will be unique, however, certain reactions are common to children as well as adults. Specifically, children and young people may experience a great number of emotions, including [sadness, anger, anxiety, guilt, fear, denial, disbelief and confusion](#). Most children and young people will **not** require professional help or a 'bereavement expert'; rather, more important is the [care and understanding of familiar and trusted adults](#). Education staff are well placed to provide such support and by simply carrying on with their usual daily activities, staff can play a vitally important role for a grieving child.

Long Term Impact of Childhood Bereavement

Bereavement can have a significant impact on a young person's health and wellbeing. The following risks to development have been identified:

- ❑ reduced self-esteem: two years following the death of a parent, self-esteem is significantly lower in comparison to peers. (Silverman & Worden, 1992)
- ❑ reduced academic achievement (Van Eerdewegh et al, 1985)
- ❑ increased risk of offending behaviour (Liddle & Solanki, 2000)
- ❑ increased incidence of teenage pregnancy (Young 1994)
- ❑ increased risk of developing psychological distress & adult depression (Weller et al, 1991; Black & Young, 1995; Berman et al, 1998)

In addition, in the short term, children and young people are vulnerable to **reduced engagement and concentration at school**. They may display a **change in behaviour such as poor attendance, risk-taking behaviour, mood swings, becoming withdrawn, bullying behaviour or illness** (Child Bereavement UK).

These risks can be significantly reduced through adopting simple and sensitive support strategies in school.

“I felt really angry at no one in particular, just anger” – S6 pupil



How Children and Young People Grieve

Grief affects everyone differently, however, the developmental age of a child or young person will have a direct impact on their understanding of death. This will, to a large extent, predict their response to death in addition to the following factors:

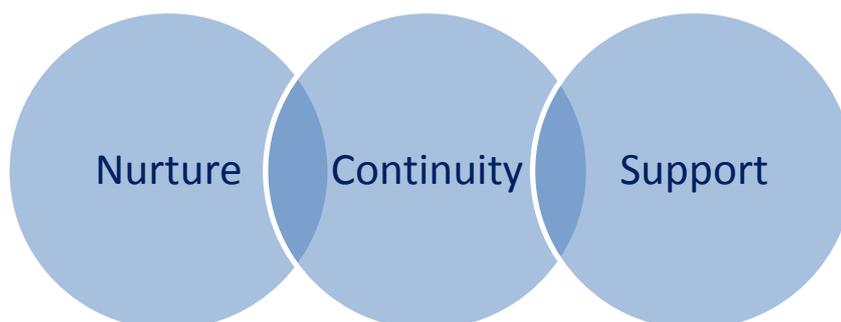
- ❑ the relationship of the child or young person to the person who has died
- ❑ the behaviour of adults around them
- ❑ the child's or young person's personality
- ❑ any additional support needs the child or young person might have
- ❑ the child's or young person's level of communication
- ❑ the child's or young person's previous experience of death



Black (1993)

Grief in children and young people will present differently to that of adults. Most children and young people do not experience the sustained intense emotion experienced by adults. They may show their sadness only occasionally and for brief periods, or may complain of physical discomfort, such as having a sore stomach or head, rather than expressing sadness. The grief comes and goes, and may be triggered by life events, anniversaries or world events regardless of the amount of time that has passed.

Most children and young people manage the task of mourning in a healthy way and only a minority are at risk of developing high levels of emotional and behavioural problems (Haine et al., 2008). Similarly, most bereaved children do not need specialist bereavement support (Dowdney, 2000) as long as the adults around the children provide:



Grief Response by Development Stage



Understanding of death and responses to bereavement and loss will differ depending on the child or young person's developmental stage. It is necessary to consider the child or young person's **developmental age rather than chronological age** when considering how the child or young person might react to a loss and the most appropriate form of support. This section explains what to expect at each stage and what supports should be considered. It is important to remember that children and young people do not move abruptly from one stage of development to the next and the characteristics from each stage may overlap.

Infants (birth to 2 years)

At this stage of development children are not able to understand death, but will experience the **loss as a separation** from someone to whom they may have an attachment. Due to limited ability to communicate verbally, children may express this loss in other ways, such as becoming withdrawn or crying more frequently. The emotional state of people around them may also have an adverse effect, and **normality and routine are very important**.

Key Points

Children from birth to 2 years:

-  have no understanding of death
-  are aware of separation and will grieve the absence of a parent or carer
-  may respond with increased crying, decreased responsiveness, and changes in eating or sleeping
-  may keep looking or asking for a missing parent or carer and wait for him or her to return
-  are most affected by the sadness of surviving family members

Preschool-age children (2-5 years old)

At this stage of development children believe that **death is reversible or temporary**. They may also be convinced that it was something that they said or did which caused the person to die. Abstract concepts are not easily grasped, and so it is important that the child is spoken to in very **concrete terms**. In order to make sense of what has happened children at this age may often ask the same questions over and over again.

Key Points

Children from 2 - 5 years:

-  are curious about death and believe death is temporary or reversible
-  are naturally egocentric and see themselves as the cause of events around them so may feel responsible for the death
-  may see death as the person is sleeping
-  understand the world as a mix of reality and fantasy
-  may think that they can make the deceased come back if they are good enough
-  will worry about who will take care of them and about being abandoned
-  are still greatly affected by the sadness of surviving family members
-  cannot put their feelings into words and instead react to loss through behaviours such as irritability, aggression, physical symptoms, difficulty sleeping, or regression (such as bed-wetting or thumb-sucking)

“She kept asking if Papa would be back for her birthday.”

Parent of a 3 year old



Primary school-age children (six to 12 years)

Children begin to develop the understanding that death is irreversible and something that happens eventually to all living things. Death may be regarded as something that is a bit 'spooky', and they may display what seems to be an unhealthy curiosity in the more morbid aspects of the death. Children at this age may complain of headaches, a sore tummy or other ailments. These are referred to as **'somatic' complaints and are generally physical manifestations of emotional pain**. Behaviour may change, but it is important to encourage children at this age to **express their feelings and understand that what they are feeling is perfectly natural**.

Key Points

Children from 6 - 9 years:

-  understand that death is final, but see it as something that happens only to other people
-  may think of death as a person or a spirit, like a ghost, angel, or a skeleton
-  are often interested in the specific details of death and what happens to the body after death
-  may experience a range of emotions including guilt, anger, shame, anxiety, sadness
-  continue to have difficulty expressing their feelings and may react through behaviours such as school phobia, poor performance in school, aggression, physical symptoms, withdrawal from friends, and regression
-  still worry about who will take care of them and will likely experience insecurity, clinginess, and fear of abandonment
-  may still worry that they are to blame for the death

Children from 10 – 12 years:

-  by age 10 children understand that death is universal, unavoidable, and will happen to them
-  will experience a range of emotions and will start to worry about their own death
-  are likely to ask a lot of questions

Adolescents and Adults



This is a crucial stage in the development of identity when young people are developing their own ideas about who they are and what is important to them in their lives. They are more aware of their future. **Death may cause them to reflect on the meaning and purpose of life, or they may not want to reflect, and hide their feelings.** As adults our job is to let them know that **we are there if they need to talk, or that we can find someone else to help if necessary.** Although the grieving process at this age is much like adults, teenagers are still developing emotionally. Teenagers are much more aware of the finality of death and will feel the personal impact deeply. Teenagers can reflect on the longer term impact of their loss; that future milestones will not be shared with the person who has died. **Relationships with others are becoming increasingly important, and any loss can lead to feelings of anger or severe distress.** Older children may take on caring roles within the family which can remove the opportunity to grieve. A loss of confidence may result from bereavement and **it is important to support the young person to build resilience and remember the positive aspects of their life.**

Key Points

Adolescents and Adults

- have an adult understanding of the concept of death, but do not have the experiences, coping skills or behaviour of an adult
- may 'act out' in anger or show impulsive or reckless behaviours, such as substance misuse or fighting in school
- may experience a wide range of emotions, but not know how to handle them or feel comfortable expressing them
- the reality of death contradicts a teenager's view of himself or herself as invincible, and teenagers may question their faith or their understanding of the world
- developmental issues of independence and separation from parents can interfere with the ability to receive support from adult family members
- coping strategies may create tension with family members, as adolescents may cope by spending more time with friends or by withdrawing from the family to be alone
- boys, particularly in teenage years, are likely to experience academic difficulties in the early months following parental death

Children and Young People with Additional Support Needs



While a child or young person with Additional Support Needs may require additional consideration and planning as to how to provide the best support, the principles remain the same:

- ▣ provide as much routine and normality as possible
- ▣ be honest and use clear and simple language
- ▣ encourage the child or young person to communicate feelings using the communication style which is appropriate for the child's age, developmental stage, level of understanding and additional support needs
- ▣ communicate closely with parents/carers to ensure a consistent response
- ▣ observe closely for changes to behaviour which may be an expression of their confusion and loss

Children with additional support needs may become very anxious by any changes to their routine, family or school life which can affect behaviour. **Prepare the child for things that might be different.** Be clear about routine changes such as who will collect the child from school.

Be careful about the language you use, especially if the child is literal in their understanding and interpretation. For example, if you describe death as "like going to sleep" you may make the child or young person terrified of going to sleep at night. The child or young person may not understand the concept of death and instead will require the personal impact to be explicitly stated e.g. "you will not see Grandma again".

A child or young person with an additional support need may not respond at all to a death even of someone very close or **may focus on very practical issues** such as who will make their dinner or take them to swimming lessons. This can be hard for others to hear and accept but is a reflection of the child's understanding of death (Coehler, 2016). Alternatively a child or young person's response may be delayed and behaviour change may not present for weeks or months after the death.



Role of Education Staff in Supporting Bereaved Pupils

A child's school often provides a safe place to discuss, grieve and explore feelings of loss but staff may be reluctant to engage in these conversations due to a lack of confidence. They may be concerned about making the situation worse or saying the wrong thing.

Child Bereavement UK suggest the following principles should be embedded to aid the thinking of staff when supporting bereaved pupils:

Normality

For the majority of children or young people suffering a significant change in their life, the routines of school life can give a sense of normality. The familiarity of attending school or nursery with familiar people offers a sense of security and continuity. Maintain routines and timetable but allow for flexibility.

Relief from Grief

For children and young people, school or nursery can provide relief from a tense and emotionally charged atmosphere at home. They may feel overwhelmed by the grief expressed by family members. There may be a constant stream of visitors expressing their own grief. Children and young people can find this difficult to deal with.

An Outlet for Grief

When a parent or sibling has died, children and young people can try to protect their surviving parent by hiding their own grief and pretending to cope. School is often seen as somewhere safe to express this grief.

A Listening Ear

Family members struggling to deal with their own grief can find it difficult to support their child's grief. For a child who wishes to, school staff can provide an opportunity to talk about what has happened with a familiar and trusted adult in relative peace and calm.



The Opportunity to be a Child

Children often take on more adult responsibilities in the house so school offers the chance to play, laugh, sing and generally just be a child without feeling guilty. Evidence suggests that play allows a child to express, understand and process emotions and is, therefore, a vital activity for bereaved children to help them cope with loss (Saracho and Spodek, 1995).

Home-School Communication

Systems should be in place to keep in contact with home. Discuss plans for returning to school or nursery and keep in touch about progress and supports. Grieving children and young people can present differently across settings. Good communication will ensure a more realistic picture of how the child is coping is shared and planned for.

Resources

It may be useful to have a selection of resources on the subject in the school or nursery. Books, poems, pictures and websites are an effective way to gently introduce the concept of death or use as a starter for discussions.

Developing Resilience

Create opportunities through the PSHE curriculum or at more informal times to discuss issues surrounding loss, bereavement and grief. While it is not possible to fully prepare children and young people for death and the impact that bereavement can have, children can develop resilience and coping strategies through activities and discussions. For example, Allison (2001) suggests explaining death within a life cycle, possibly using insects, plants or animals to demonstrate this process. You will find example lesson plans in the appendix.

Taking Care of Yourself

Talking to a child or young person about the death of someone close may be one of the hardest things a teacher will ever have to do. As the Hands on Scotland website points out, "Supporting a bereaved child can be exhausting and bewildering and may also bring back painful memories of your own. Staff should do what they can to support the child, without expecting too much from themselves and should talk to someone if they need support." (www.handsonscotland.co.uk).

Anticipatory Grief



In some cases grief can be felt **before the death has even occurred.**

Anticipatory Grief refers to the **emotions and feelings experienced**

when a death is imminent or anticipated.

Anticipatory Grief can begin as soon as death becomes a likelihood such as in the case of a terminal illness. It shares many symptoms of regular grief - **sadness, anger, isolation.** But the awareness of the looming death may also bring **anxiety, restlessness and hopelessness.**

The child or young person may not be directly experiencing the loss of the person at this time but there may be resulting loss and change with regards to their lifestyle, care arrangements, everyday activities and connectedness with others. They may also be observing the deteriorating health, and be directly involved in the increased care needs of a loved one which can be exhausting both emotionally and physically. Other feelings such as **resentment towards the dying person and relief when the death eventually comes are common** and completely normal but are confusing for a child or young person and can lead to feelings of guilt and shame.

For some people anticipatory grief can reduce the symptoms of grief after a death but this is not universal or predictable. Therefore, no assumptions can be made about the reaction of a pupil following an anticipated death.

Behaviours and feelings will most likely follow the same developmental stages highlighted in the 'Grief Response by Development Stage' section.

Pupils will need support to:

- ❑ understand and accept that anticipatory grief is normal as are the often confusing feelings that accompany it
- ❑ express their feelings using any medium they prefer (talking, art, writing etc.)
- ❑ stay connected with others. This may be difficult for logistical reasons (hospital visits, extra care responsibilities) so school or nursery might be the only place social relationships can be nurtured
- ❑ connect with local services such as support groups (e.g. Young Carers) providing the young person to connect with others in a similar position
- ❑ focus on the support and love they are providing their loved one with and the opportunities they have to make the last phase of this person's life positive and fulfilling
- ❑ take care of themselves

Supporting the Bereaved Child or Young Person on Returning to Education

Before the child or young person returns to school or nursery, the Headteacher or class teacher should explain what has happened to peers/year group as appropriate. This should be discussed in advance with the child's parents or carers where possible. A suitable person should also be identified to meet with the child on his or her return to school or nursery to acknowledge what has happened. This could be the class teacher, pupil support teacher, key worker or year head.

Things to consider on the child or young person's return:

- ❑ Ensure the names and contact details of the deceased person are removed to avoid any accidental correspondence
- ❑ When acknowledging the loss do not be afraid to use the word dead or death

“I was very sorry to hear about the death of your.....”

- ❑ Be honest in your discussions and try to answer questions truthfully
- ❑ The child may need reassurance that they are not responsible for the death
- ❑ Crucial to supporting a child returning to school after bereavement is establishing as normal a routine as possible. However, **the following supports may be considered and planned in collaboration with the child or young person and parents or carers:**
 - Time out cards - young people often feel embarrassed about showing their emotions and do not want to cry in front of their peers, by offering time out the young person can express their grief away from the classroom
 - Access to a quiet space when time out is required
 - Regular support from an identified member of staff – this could take a variety of forms and should be directed by the needs and wishes of the child or young person
 - Adapted timetable – the child or young person may benefit from planned breaks from the curriculum on a temporary basis
 - A Child's Plan may be developed if a number of supports are identified

“I didn't always know what I was feeling and this was confusing”



S2 pupil

Just Listen

An area of uncertainty for school staff is knowing what to say to the child or young person who has been bereaved. **Accept that you cannot make the person feel better but that you are still doing something useful.**

Remember and practice the key principles of **Active Listening**:

- Present an open body stance and non-verbal signals to demonstrate you are listening
- Listen in an accepting, non-judgemental way
- Echo and reflect back what has been said
 - “yes, it must have been so hard for you”
 - “ I can imagine what a shock it would have been”
 - “it sounds like you have had trouble sleeping since it happened”
- Tolerate silences
- Offer reassurances about the normality of grief reactions
- Don't be afraid to say “I don't know”
- Offer opportunities to talk while doing other activities such as drawing, writing or playing - removing the pressure of eye contact can enhance the child's ability to talk
- Avoid comments like “I know how you are feeling”
- Avoid offering advice or solutions unless it is specifically asked for
- If you're not sure how to answer a question, it is ok to ask “what do you think?” and build on their understanding

“People avoided me because they didn't know what to say. But they didn't need to say anything just listen”

P7 Pupil



Ways to Remember



'Memory Book or Box' (Allison 2001)

This could be a book or box which is used as a record and reminder of the individual who has died; it could also be used more generally to highlight significant moments in the child's life. The child or young person might choose mementos which show:

- happy events or occasions
- messages and memories
- photographs
- possessions

This record can then be used to demonstrate the role that the deceased individual had in the child's life or the life of the school. This role will also be seen in a more general context of life progression as items can be added over time.

Planting Trees or Plants

Planting a tree or plant can be a good way of remembering the person who has died and provides a focal point for commemorating the life and death of the person.

Artwork

Making something in memory of someone special who has died helps connect to them in the making of it and provides the bereaved person something to treasure in the future.

Diary

Putting thoughts and feelings into words can be a therapeutic way of releasing some of the pain of the loss. It can be helpful to look back on.

For other ideas visit www.winstonswish.org.uk

As Time Passes

For the majority of children and young people, over time the loss becomes gradually easier to deal with but grief can come and go and can be triggered many weeks, months and years after the death of a loved one. **It is not helpful to assume a child or young person will be fine because a significant amount of time has passed.** Remember that they will be grieving for life and the loss will always be with them.

Things to consider

- ❑ be prepared to listen regardless of the amount of time that has passed
- ❑ give bereaved pupils time - it may be many months before they can fully cope with the demands of school work
- ❑ consider alternative support options for example Seasons for Growth, a referral to youth counselling or Educational Psychology or signpost to specialist bereavement organisations (see Appendix 1)
- ❑ be aware of important dates such as the anniversary of the death, Mother's/ Father's Day, birthdays and Christmas
- ❑ be sensitive to the child or young person's response to certain class activities e.g. Mother's/ Father's Day, reading lists or more general topics about death
- ❑ be sensitive to the child or young person's response to any other deaths or critical incidents in the school or community
- ❑ pass on information at times of transition to ensure future staff members are aware of the circumstances and can provide further supports as necessary



Suicide and Sudden Death

Sudden and unexpected losses are much more difficult for both children and adults to deal with. They produce a perceived threat to the child's sense of security or personal safety as well as providing no time to think, review and adjust prior to the event. In addition, the difficulty that many adults have in coping with suicide and sudden death means the child may not have the emotional support of carers and family members. While the death of a loved one does not always result in trauma, experience of suicide or sudden death can increase the risk of the child being traumatised.

It is important for staff to be mindful of their own beliefs about suicide and how that may affect the way they respond to a child bereaved through suicide. The taboo around suicide can make it more difficult to talk about

The opportunity to say goodbye is lost in sudden deaths and it is important that the child is offered the opportunity to say goodbye in other, more symbolic ways such as through writing a letter or poem.

The task of grieving is the same for death by suicide and sudden death as for other causes of death but the emotions may be more intense. Communication is vital in supporting a child and the previous strategies apply but it might be helpful to consider the following key points:

Key Points in supporting a child bereaved by suicide or sudden death

- Blame – a child may feel responsible for the death and will require reassurance that this is not the case
- Honesty – be as honest as you can in your responses to the child's questions
- Talk – be available to allow the child talk whenever he/she is ready
- Coping Strategies – children who have previously developed helpful coping strategies for dealing with difficult situations will be better equipped to cope so make this a part of a child's everyday educational experience



“It helped to just be normal
for a bit”

P6 Pupil

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Appendix 1

Understanding the Theory

The Dual Process Model of Coping with Bereavement

Stroebe, M. & Schut, H. (1999)

The Dual Process Model of Coping with Bereavement is a taxonomy to describe the different ways that people come to terms with a death. The model identifies 2 coping styles adopted by bereaved people:

'loss-oriented' and 'restoration-oriented' coping

Loss-orientation refers to a coping style which focuses on the experience of loss itself. The focus for the bereaved person here is the nature of the relationship and attachment, the expression of emotion and grief.

Restoration-Orientation refers to the more practical adjustments that must be made as a result of the loss. This may include taking over financial responsibilities, raising children alone, reorganisation of certain aspects of life. These tasks of restoration will be accompanied by their own emotional responses of anxiety, loneliness but also pride and relief.

It differs to other models in that it does not propose a staged approach to grief but rather sees bereavement as a more flexible, dynamic process which can switch between the 2 styles. While loss orientation is largely dominant early on and restoration orientation dominates after time passes, both styles will continue to feature to varying degrees. The alternation between loss and restoration-oriented coping is referred to as oscillation: at times the bereaved will be confronted by their loss while at other times they will avoid the loss or seek distraction. This oscillation is necessary for long term mental and physical wellbeing. It appears that females tend to be more loss-oriented and males tend to be more restoration-oriented in their coping styles.

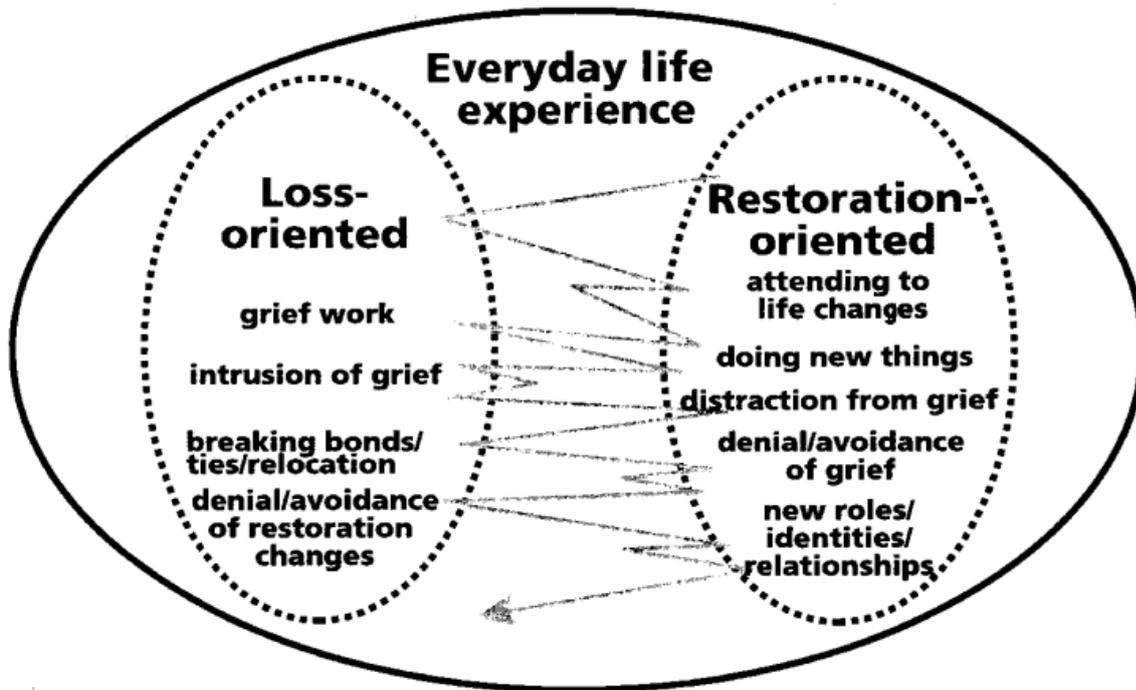
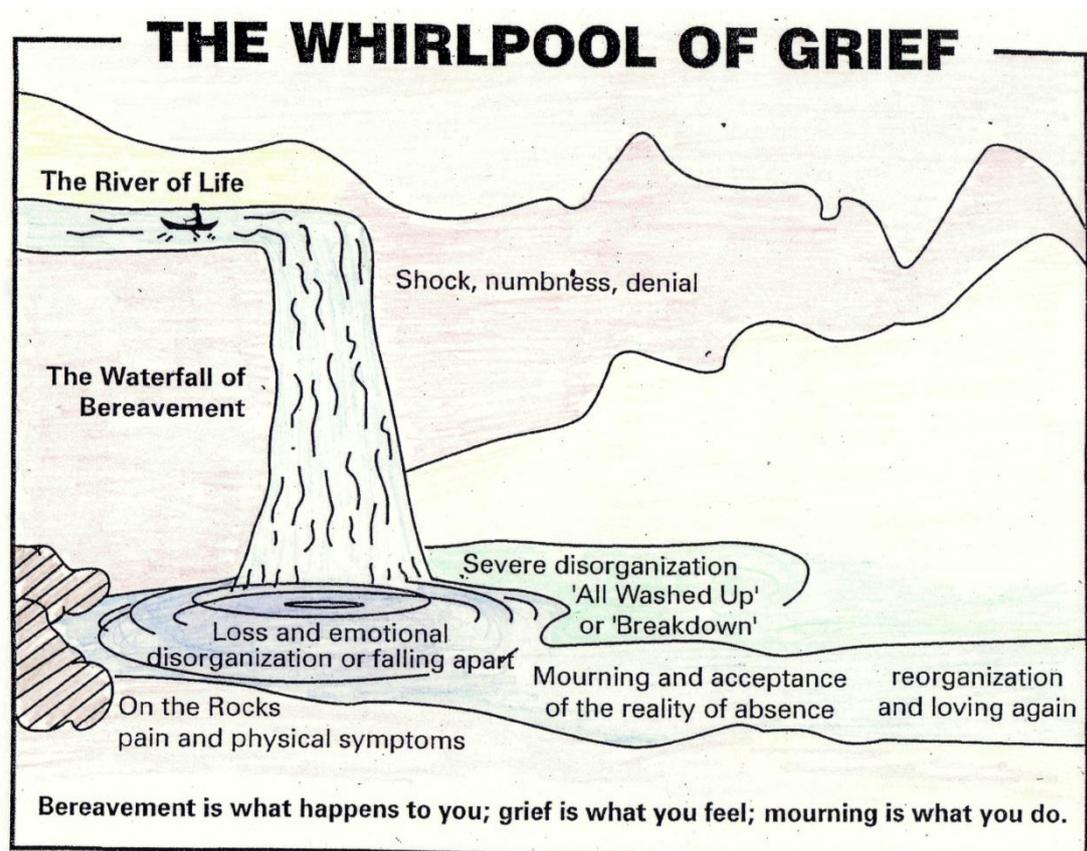


FIGURE 1 A dual process model of coping with bereavement.

The Whirlpool of Grief

Wilson (1993)



The river of life represents life before bereavement. The waterfall represents the shocking experience of loss where we can be overwhelmed by the intensity of emotion. The whirlpool at the bottom illustrates the subsequent emotional upheaval and disorganisation which can encompass a variety of emotions, physical and psychological reactions. 'All Washed Up' refers to being stuck in the grief whether through not grieving at all or feeling overwhelmed and debilitated by the emotion. At some point the waters calm again gradually. There is no set time within which this will happen but acceptance of the new reality without the loved one begins the process of looking to the future while holding on to the memories.

Further Reading

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Websites

Child Bereavement UK lesson plans

<http://childbereavementuk.org/for-schools/>

Help the Hospices resources for schools

www.helpthehospices.org.uk/our-services/running-your-hospice/school-resources/

Samaritans Developing Emotional Awareness & Learning (DEAL) Programme

www.samaritans.org/our_services/work_in_schools/welcome_to_deal.aspx

Other Lesson Ideas

Childhood Bereavement Network www.childhoodbereavementnetwork.org.uk/publications.htm

Cruse Bereavement Care information for schools

www.crusebereavementcare.org.uk/Schools.html

Scottish Partnership for Palliative Care www.goodlifedeathgrief.org.uk

The Place2Be information for schools www.theplace2be.org.uk

Teachers Media www.teachersmedia.co.uk/videos/coping-with-bereavement

Winston's Wish downloads for schools www.winstonswish.org.uk

Websites with general information

www.breathingspacescotland.co.uk

www.samaritans.org

www.handsonscotland.co.uk/

www.livinglifetotheull.com

www.stepsforstress.org

www.bbc.co.uk/headroom

www.glasgowsteps.com/information

www.youngminds.org.uk/my-head-hurts

www.mentalhealth.org.uk/information/mental-health-overview

www.childline.org.uk

www.childbereavementuk.org

www.sad.scot.nhs.uk/

www.littlewebsite.org/index.asp

Information and Advice regarding Bereavement through Suicide

www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources

www.petalsupport.com

<http://uk-sobs.org.uk/>

Signposting Organisations

Child Bereavement UK

www.childbereavementuk.org

0800 028 8840

support@childbereavementuk.org

- Confidential information and support line for families and professionals when a child has died and when a child is bereaved
- Counselling and bereavement support
- Web discussion for families and for professionals
- Message boards and forums
- Resources for bereaved children and young people, families and all professionals
- Training courses on bereavement for health care and other professional
- Child Bereavement App – Grief Support for Young People

Cruse Bereavement Care Scotland

www.crusescotland.org.uk

0845 600 2227

- Telephone support
- Face-to-face support - find out about this via the Helpline Leaflets
- Support Groups: **including Step by Step Group in Fife**
- Support for children and young people - for online help we suggest **The Little Website**

Hope Again (Youth website of Cruse Bereavement Care)

<http://hopeagain.org.uk/>

0808 808 1677

hopeagain@cruse.org.uk

- Free telephone and email support for bereaved young people

Winston's Wish

www.winstonswish.org.uk

0845 20 30 40 5

- National helpline for all those caring for a child or young person who has been bereaved
- Website with activities for children and young people and facility to ask questions of a trained clinician

- Programme of direct support for families bereaved through suicide, murder or manslaughter
- Resources including books and memory boxes
- Training courses and bespoke training.

Petal – people experiencing trauma and loss

www.petalsupport.com

01698 324 502

- Telephone counselling for families and friends of murder and suicide victims
- Drop-in centre in Hamilton and Outreach programmes in Glasgow and Edinburgh

Breathing Space

www.breathingspacescotland.co.uk

0800 83 85 87

- Free, confidential phone helpline for those experiencing low mood or depression. Available Monday to Thursday from 6pm - 2am and Friday to Monday 6pm - 6am.

Childline Scotland

www.childline.org.uk

Telephone 0800 11 11

- Childline is a UK confidential helpline for children and young people – available 24hours.

Samaritans

www.samaritans.org

08457 90 90 90

- 24-confidential helpline for those in crisis or who need to talk

Appendix 2 Early Learning and Childcare

Emma's Story: Example of Good Practice in an East Renfrewshire Early Learning and Childcare Centre

The following illustrates the response of an Early Learning and Childcare Centre to the death of a preschool child's (Emma) baby brother. It highlights some of the stages and issues that may prove helpful in managing the impact of the death on your community or preschool setting.

Emma was excited to become a big sister. Sadly, however, hours after his birth baby Joseph was diagnosed with Edward's syndrome and he was not expected to survive. Emma was told her baby brother was very ill. The family were as honest as they could be with Emma and the rest of their older children.

Immediately following the death

- The school was informed on the day after the death of Emma's baby brother. During the phone call to the nursery Emma's mum talked openly about baby's death and offered staff the opportunity to visit Emma at the family home as she wouldn't be returning to nursery until after the funeral.
- The Head teacher informed Emma's key worker about the death of baby Joseph and offered her the opportunity to visit the family home. An arrangement was made to visit the next day.
- The Head Teacher informed the rest of the staff in small groups.
- Nursery children were not informed at this point. It was agreed by the Head teacher and Emma's parents that it was not appropriate for all the children to know about the death.
- Staff were reminded of other children in the school who have been previously bereaved and may require additional support
- Emma's keyworker and a senior Child Development Officer visited Emma at her home the next day and took with them photographs of the children in Emma's group and some paper, pencils and a jigsaw.
- The same staff members attended the funeral.

Medium Term - before Emma's return to nursery

- The Head teacher stayed in touch with the family to discuss how to plan Emma's return to nursery. They decided that staff would follow Emma's lead, listening and offering support when required. If the other children asked questions, staff would be sensitive and let the parents of these children know that Emma had been speaking about the death of her baby brother.

- Staff members were encouraged to support Emma if she wished to talk about the death of her brother. Staff members were offered support in responding to Emma's expressions of grief
- The Senior Management Team ensured all staff felt confident that they could sensitively support Emma and other children if they heard Emma talking about her baby brother.
- The staff prepared the nursery for Emma's return with a variety of story books that cover bereavement, jigsaws that features families and babies, dolls house and puppets. Although Emma is an articulate child it was agreed with her parents that some expressive resources such as art or drama would be suitable if she didn't want or feel comfortable enough to talk about the death of Joseph.

Medium term - when Emma returns to school

- The Head teacher and Emma's key worker welcomed Emma at the door as she arrived with her mum. Emma settled quickly and mum was able to leave.
- Throughout the morning, staff monitored Emma from a distance not imposing on her space but were available to support her when needed.
- On a few occasions Emma talked about Joseph to her peers and often draw pictures of her whole family and baby Joseph. Staff would engage in the conversation when required but mostly just observed.
- Emma chose to share her grief with a small number of friends and staff spoke to these parents individually about the death of Emma's brother and how important it was for her to share with her friends. Most parents were in agreement with it and most already knew what had happened as the families were friends.
- Emma remained settled at nursery and the nursery staff maintained close communication links with Emma's parents to ensure any issues could be discussed and resolved quickly.

Longer term

- During transition to Primary School, information relating to Emma's bereavement was included in paper work and in professional dialogue with the Primary School staff.

Example Lesson Plan

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The End of Life

Experiences & Outcomes:

Level:

Curriculum Areas:

Lesson Aim:

HWB 0-07a/HWB 1-08a

Early and First

Languages, H&WB, RME and Sciences.

To enable children to explore their natural interest in ageing, death and dying.

Objectives

Pupils will:

- become more aware of the permanence of death.
- become more familiar with words associated with death and dying.
- develop some strategies for coping when sad things happen.
- appreciate the importance of remembering happy times with dead people or pets.

Time: Flexible, but approximately 30 minutes

Resources

- A collection of objects from the natural world which were once alive, for example, seashells, dried flowers, seed pods, dried roots, bark, drift wood, dead leaves, small animal skeletons, dead insects, a bunch of seedless grapes, raisins.

Setting the scene

Display the objects to arouse the children's curiosity. Invite the children to pick up the objects, and to say what they feel like:

- Hold a piece of bark and feel the texture and the pattern. Trace grooves in the driftwood with fingers.
- Hold a seashell to your ear. Can you hear anything? Explore the hole with fingers.
- Scrunch dry leaves and listen to the crackling sound; look at the beautiful shapes of the seed heads.
- Notice that nothing moves.

It is hoped that the children will decide that the objects are dead or that they are part of something that has died. Ask how do we know that they are dead? Encourage words such as 'still', 'dry' and 'not moving'.

Suggested Resources: Preschool

Lesson Plans, Ideas and Activities	
<p><i>Elephant's Tea Party</i> Child Bereavement UK</p>	<p>Lesson plans for equipping all children, whether bereaved or not, with the tools to help them cope with loss and bereavement, now or in later life. http://www.elephantsteaparty.co.uk/</p>
DVDS	
<p><i>Not Too Young to Grieve</i> Leeds Animation Workshop www.leedsanimation.org.uk</p>	<p>Designed to help parents and carers support children under 5 who have been bereaved. Suitable for viewing by parents with their children or in educational settings. Free downloadable training material available. Running Time – 14 minutes</p>
<p><i>Grief in the Family</i> Leeds Animation Workshop www.leedsanimation.org.uk</p>	<p>Looks at the ways children and young people respond to grief, and what the adults around them can do to help. It gives parents and carers an insight into the process of grieving, its physical and emotional effects, and the needs of children and young people. The video shows families from a wide range of backgrounds dealing with bereavement. It offers practical advice to parents who need to learn how to find support for themselves, while helping their children to express their feelings and handle confusing emotions. Stressing the importance of listening to children and answering their questions honestly, it encourages the development of communication and a supportive family environment. The pack is designed as a resource for those working with families and bereaved children. It raises awareness and facilitates discussion in parenting education classes, training courses or schools. It is also suitable for viewing at home by parents, carers, and children.</p>
Books	
<p><i>I Miss You: A First Look at Death</i> Pat Thomas Amazon ISBN 0750260823</p>	<p>This reassuring picture book explores the difficult issue of death for young children. Children's feelings and questions about this sensitive subject are looked at in a simple but realistic way. This book helps them to understand their loss and come to terms with it.</p>
<p><i>When Uncle Bob Died (Talking it Through)</i> Althea Amazon ISBN 978-1405219013</p>	<p>Suitable for very young children this book tells the story of what happened and how Miffy felt and coped when Grandma died.</p>
<p><i>Dear Grandma Bunny</i> Dick Bruna</p>	<p>This book is a very useful and informative introduction for any adult who is supporting a child through bereavement. It covers a</p>

Amazon ISBN 13: 978-0953912360	variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term. The book offers practical suggestions and ideas for activities to do together with a child and includes a section on suggested further reading and where to find additional support.
<i>When Someone Very Special Dies</i> Marge Heegard Amazon ISBN 978-0962050206	A practical format for allowing children to understand the concept of death and develop coping skills for life, this book is designed for young readers to illustrate.
<i>Always and Forever</i> Alan Durant Amazon ISBN 978-0552567657	When Fox dies the rest of his family are absolutely distraught. How will Mole, Otter and Hare go on without their beloved friend? But, months later, Squirrel reminds them all of how funny Fox used to be, and they realise that Fox is still there in their hearts and memories.
<i>The Red Woollen Blanket</i> Bob Graham Amazon ISBN 978-1406316490	Colourful paintings show a humorous, tender regard for a preschooler's inexplicable attachment to a particular object.

Format Title Author Description/ISBN Source

Appendix 3 Primary School

John and Chris's Story - Example of Good Practice in an East Renfrewshire Primary School

The following illustrates the response of school staff to [the death of a staff member who also had 2 grandchildren \(John and Chris\) at the school.](#)

Immediately following the news of the death

- Condolences were sent to the family on behalf of the whole school staff team
- All staff were informed prior to coming into school
- The Head teacher informs pupils by visiting each class to explain the staff member had died specifically using the word 'died' even with the youngest pupils
- A letter was sent to all parents
- The Quality Improvement Officer and Educational Psychologist for the school visited to offer support and guidance to the Senior Management Team around providing support and information to pupils, staff and families. It was agreed staff who are familiar to the children were best placed to offer support where necessary.

In the following days

- As many staff as possible attended the funeral
- The Head teacher kept in touch with John and Chris' parents to offer support and discuss their return to school

Medium Term - On the pupils' return to school

- John and Chris were offered a phased return to school
- Before returning to class, John and Chris discussed with their class teacher who they would like to speak to if they felt they needed to talk. They were advised that they could leave the class at any time
- A PSA and class teacher spent time ensuring the pupils were ok and their needs were being met on a day to day basis
- A familiar routine was maintained as far as possible
- The pupils were encouraged to focus on positive memories of their grandfather

Longer Term

- A Memorial Service was held at the school organised by pupils from the Eco Committee
- A bench was placed in the playground in memory of the staff member
- Staff remained mindful of the day to day needs of the pupils particularly around certain times of year and anniversaries
- During transition to Secondary School, information relating to John and Chris' bereavement was shared.

Example Lesson Plans

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www.childbereavement.org.uk

Father's Day Activity

Experiences & Outcomes: HWB 0-01a/1-01a/0-02a/1-02a/0-05a/1-05a/0-08a/1-08a.

Level: First and Second

Curriculum Areas: Languages, H&WB, Expressive Arts.

Lesson Aims

To celebrate fathers and men who act as father figures.

Objectives – Pupils will:

- think about what sort of person their father or father figure is and understand that all dads are different
- have fun and produce a creative image of an animal that reminds them of their dad or father figure
- be more aware that some children find Father's Day difficult because their father has died or no longer lives with the family.

Father's Day

Introduce the session by explaining to the children that they are going to think about their dads, or father figure and what sort of person he is.

Which words would they use to describe him?

They are then going to think of an animal that reminds them of their dad or father figure, for example a solid dependable elephant or a sleepy, slow sloth, or a hairy orang-utan!

Without putting the spotlight on any particular child, explain that in some families there are different types of dad, or more than one dad, for example step dads, foster dads, uncles, and in others it might be a granddad, or other special person.

Explain that there are lots of different reasons for this but in some families it is because the children's father has died.

However, those children, as well as children whose father no longer lives with them, often still like to think about and remember their dad in just the same way as everyone else on Father's Day.

Remind children that dads are not perfect, they are human and make mistakes like the rest of us (some children may have dads in prison or have been told that their dads are bad people).

But all dads have something that makes them special to us.

Ask some prompt questions

Words I would use to describe my dad or father figure are...

When I picture my dad or father figure the animal that I see is...

My dad or father figure is special because...

Explain that Father's Day is an opportunity to remember all the reasons why their dad or other special person is important to them and to say thank you.

Then ask the children to paint an animal that reminds them of their dad, for example if they think that their dad is a very patient person they might paint a tortoise. If they think he is a bit fierce sometimes they might paint a tiger. If they think he is always chattering, a monkey.

They can then paint or write on the image the adjectives they would use to describe him.

The art can then be taken home as a thank you gift or displayed in school.

Note

For some children who do not have a biological father at home, this day can be difficult.

It is for this reason that this activity has been based around fathers in the broadest sense of that role. It is perfectly OK for the children to produce a portrait of whoever they consider to be their special person or father figure. Teachers may want to start things off by talking about their own dad or father figure and their memories of him, his strong points, his faults and funny ways!

Teachers could then model the choosing of an animal. If their own father has died or is absent, this may prove challenging but will greatly help to encourage pupils in similar circumstances to participate and feel less alone.

It is always good practice to let any child whose father has died, or a child for whom this activity may be particularly difficult, know in advance about the content of the lesson.

Once forewarned they usually prefer to do the same as the rest of the class and welcome the opportunity to 'flag up' to their peers that they too have a dad, just like everyone else. If another option is requested by the child they could paint a memory of their dad or something that reminds them of him.

Mother's Day Activity

Experiences & Outcomes: HWB 0-01a/1-01a/0-02a/1-02a/0-05a/1-05a/0-08a/1-08a.

Level: First & Second

Curriculum Areas: H&WB, Languages and Expressive Arts

Lesson Aims

To celebrate Mother's Day and appreciate their primary carers.

Objectives: Pupils will

- think about the role of their mother or special person.
- have fun and paint a portrait.
- be more aware that some children find mother's day difficult because their mother has died or no longer lives with the family.

Mother's Day

Introduce the session by talking to the children about how, because they are still growing up, there are lots of things that other people do for them.

Get the children to say what these might be, for example cook meals, drive them to activities, and so on.

Ask the children who does these things for them. There will be a variety of answers including dads, grandmothers, and so on, as well as mums.

Without putting the spotlight on any particular child, explain that in some families there are different types of mum, or more than one mum, for example some families have step mums, foster mothers and in others it might be a grandmother, a dad, or other special person.

Explain that there are lots of different reasons for this but in some families it is because the children's mother has died.

However those children, as well as children whose mother no longer lives with them, often still like to think about and remember their mum in just the same way as everyone else on Mother's Day. Explain that the children are now going to think about their mum or other special person, they can choose who.

Ask some prompt questions

When I think about my mum or special person I feel...

When I picture my mum or special person I see...

My mum or special person is special because...

Explain that Mother's Day is an opportunity to remember all the things that mums and other special people do for us and to say thank you.

Then ask the children to paint a portrait of their mother or special person which they can then take home as a thank you gift.

Note

For some children who do not have a biological mother at home, this day can be difficult. It is for this reason that this activity has been based around mothers in the broadest sense of that role.

It is perfectly OK for the children to produce a portrait of whoever they consider to be their special person or mother figure.

It is always good practice to let any child whose mother has died, or a child for whom this activity may be particularly difficult, know in advance about the content of the lesson. Once forewarned they usually prefer to do the same as the rest of the class. If another option is requested by the child they could paint a memory of their mum or something that reminds them of their mum.

Me and My Feelings

Experiences & Outcomes: LIT 1-02a, HWB 1-01a/1-02a/1-04a/1-05a/1-7a.

Level: First

Cross Curricular Areas: Literacy and H&WB

Lesson Aims

To recognise and describe a range of emotions particularly associated with loss and bereavement

Objectives: Pupils will

- recognise, describe and communicate their feelings
- be able to identify a range of emotions related to bereavement and loss
- Express their emotions about the death of someone close to them in alternative ways

Introduction:

Begin as a whole group by creating a huge brainstorm of all the different feelings, thoughts and emotions that the class have - prompt feelings that you know exist but which they may be too embarrassed to say in front of peers.

Main Activity:

Leave the brainstorm displayed. Ask each student to work individually and write a poem, a short story, a diary article, a news report, or a rap about a memory that they have of the person who died and the way it makes them feel now. Allow honesty. Some students will have been close to the person who died and may be quite upset. Others may not have known them so well and so be struggling with guilt or shame about that now. It is fine for them to admit to this. Ask each student to read or perform his or her piece at the end of the session. It is important that they are all heard if they want to be and that their memories and thoughts are treated with respect.

Plenary:

Thank the students, paying particular highlight to any students who may have been exceptionally brave or honest. You may want to collect the work and bind it together into a book of memories and thoughts.

Creating a Memory Wall

Experiences & Outcomes: HWB 0-01a/1-01a/0-02a/1-02a/0-05a/1- 05a/0-08a/1-08a.

Level: First and Second

Cross Curricular Areas: Languages, H&WB, Expressive Arts.

Materials needed:

Photos, paper, paints, paper mâché, art materials of your choice

Introduction

Begin by asking the class to brainstorm memories that they have of the person who died. It may be that the memories are a little slow in coming to begin with, but they will soon begin to flow - you can help by sharing a memory first. The class may find it easier to break into groups and think of memories first. It can include their smile, laugh, mannerisms, favourite hobbies, funny moments, best clothes, trips out to town, and so on.

Main Activity:

The task is to create a wall display of memories and stories. Pupils can use photos, models, poems, artefacts from home... anything that they want.

Hopefully the wall display will be full of great memories of their life with stories of moments spent with the person who died.

Include notes that detail the story behind each memory and explain the artwork or the model that is displayed.

Plenary:

Spend some time looking at the wall display once it is finished and get each pupil to share the story of the piece of the display that they worked on. Taking the wall display down will also be a big thing for some students. It is important that they are involved in this and able to keep the bits that they made. Coming in to class one Monday morning to find it taken down and thrown in the bin could feel as though it is disrespectful, especially to those who were close to the person who died.

What Does Dead Mean?

Experiences & Outcomes:	SCN 1-01a HWB 1-01a/1-13a/1-14a/1-47b
Level:	First
Cross Curricular:	Science, H&WB

Materials Needed:

Leaves, plants, insects, possibly a pet such as a hamster.

Introduction:

Ask children what they think the word 'dead' means. You may have a storybook that you could read about a character dying, or you may like to ask if any of the children have ever had a pet that has died. If so, get them to share their stories... maybe write the name of all the pets that have died up on the board.

Main Activity:

Display an object, for example an old dead leaf from a plant or a tree. Pass it round and ask children to think of some words that they could use to describe it. Repeat this exercise for some dead insects; again asking children to say how they know it is dead, and what it feels like.

Now bring out a live plant. What are the differences between this and the dead leaf? What do the children notice? After doing this, bring out a live animal, this could be a butterfly, or hamster, or dog, something that is obviously alive. Make a list of all the characteristics of something that is alive, and something that is dead. This may also be a good opportunity to bring into discussion different parts of the body such as the heart and the brain. What do they do? How might someone die if there is a problem with these organs?

Plenary:

It is important that children begin to hear that once something or someone is dead, it can't come back to life. Also, that when someone has died, they no longer have any feelings. They may worry that a person who has been buried gets cold, or that if a family member is cremated, it will really hurt them.

Suggested Resources: Primary

Lesson Plans, Ideas and Activities	
<p><i>Elephant's Tea Party</i></p> <p>Child Bereavement UK</p>	<p>Lesson plans for equipping all children, whether bereaved or not, with the tools to help them cope with loss and bereavement, now or in later life. http://www.elephantsteaparty.co.uk/</p>
DVDs	
<p><i>When a Child Grieves</i></p> <p>http://childbereavementuk.org</p>	<p>A two part training video, incorporating a video for young people: "Someone Died - It Happened to Me".</p> <p>Girls and boys aged 7 to 18 years, talk about their feelings when someone special dies. Includes a primary school case study describing when two pupils died in different circumstances. Useful for promoting classroom discussion or training staff.</p>
<p><i>Grief in the Family</i></p> <p>Leeds Animation Workshop www.leedsanimation.org.uk</p>	<p>Looks at the ways children and young people respond to grief, and what the adults around them can do to help. It gives parents and carers an insight into the process of grieving, its physical and emotional effects, and the needs of children and young people. The video shows families from a wide range of backgrounds dealing with bereavement. It offers practical advice to parents who need to learn how to find support for themselves, while helping their children to express their feelings and handle confusing emotions. Stressing the importance of listening to children and answering their questions honestly, it encourages the development of communication and a supportive family environment. The pack is designed as a resource for those working with families and bereaved children. It raises awareness and facilitates discussion in parenting education classes, training courses or schools. It is also suitable for viewing at home by parents, carers, and children.</p>
<p><i>A death in the lives of...</i></p> <p>Childhood Bereavement Network</p>	<p>A group of young people discuss the support they needed to help them cope with bereavement. Includes a section where they talk about what was, and what was not, helpful at school.</p>

<p><i>You'll always remember them even when you're old</i></p> <p>Childhood Bereavement Network</p>	<p>This video, made with the help of Jigsaw4u, features a group of children from a range of backgrounds aged 6-12 who have been bereaved of a parent. The group discusses the impact of bereavement on their lives, the support they received from family, friends, hospitals, bereavement service providers and schools.</p>
<p>Books</p>	
<p><i>Childhood Bereavement – developing the curriculum and pastoral support</i></p> <p>Job and Francis</p> <p>Amazon ISBN 13: 978 - 1904787143.</p>	<p>Using case studies and drawing on best practice, this resource aims to help those working in schools address bereavement from a pastoral and educational perspective. It provides lesson ideas for how to implement in the curriculum.</p>
<p><i>Good Grief – Exploring feelings, loss and death with under 11s</i></p> <p>B Ward</p> <p>Amazon ISBN 13: 978 - 1853023248.</p>	<p>Comprehensive guidance and information for classroom activities</p>
<p><i>Then, Now and Always: Supporting Children as They Journey Through Grief: A Guide for Practitioners (Winstons Wish)</i></p> <p>Julia A Stokes</p> <p>Amazon ISBN 13: 978 - 0953912353</p>	<p>Most suitable for those with pastoral care responsibilities, this guide for supporting children as they journey through grief includes a section on enabling a school community to respond positively to a death.</p>
<p><i>A Teacher's Handbook of Death</i></p> <p>Jackson and Colwell</p> <p>Amazon ISBN 13: 978 - 1843100157.</p>	<p>Offers ideas for including death and bereavement in the curriculum, factual and informative around rituals and processes associated with death and dying.</p>
<p><i>Muddles, Puddles and Sunshine</i></p> <p>Diana Crossley</p> <p>Amazon ISBN 13: 978 - 1869890582.</p>	<p>This activity book offers invaluable practical and sensitive support for bereaved young children. The book offers a structure and an outlet for the many difficult feelings which inevitably follow when someone dies. It aims to help children make sense of their experience by reflecting on the different aspects of their grief. At the same time, the book manages to find a balance between remembering the person who has died and having fun.</p>

<p><i>A Child's Grief. Supporting a child when someone in their family has died</i></p> <p>Stubbs and Stokes</p> <p>Amazon ISBN 978-0955953934</p>	<p>Useful and informative introduction for adults supporting a child through bereavement. Covers a variety of short and long term issues. Offers practical suggestions and ideas for activities. Includes a section on further reading.</p>
<p><i>The Invisible String</i></p> <p>Patricia Karst</p> <p>Amazon ISBN 13: 978-0875167343.</p>	<p>A heartwarming story that reassures children that even though they can't always be with a loved one, they're always in each other's hearts. Whenever a child thinks about a family member, the invisible string gives a tug. Explores the issues of loss and separation.</p>
<p><i>Beginnings and Endings with Lifetimes in Between</i></p> <p>Mellonie and Ingpen</p> <p>Amazon ISBN 13: 978-1855617605</p>	<p>This thought-provoking book has large pictures complemented with small sections of text. It clearly explains about life and death focussing on plants, animals and insects before moving on to people. It emphasises that death is part of the life cycle and is natural and normal whenever it occurs. A simple book with a powerful message.</p>
<p><i>Death: What's Happening?</i></p> <p>Karen Bryant- Molee</p> <p>Amazon ISBN 13: 978-0750213790.</p>	<p>This factual book has clear text and large photos. It uses stories of young people to discuss issues surrounding death such as feeling frightened, the funeral and the future. It includes advice on how to feel better and cope with difficult situations after someone has died. Using straightforward language, this book may reassure the reader there are other young people who have had someone important to them die and answer some of their questions and concerns.</p>
<p><i>Michael Rosen's SAD Book</i></p> <p>Michael Rosen</p> <p>Amazon ISBN 13: 978-1406313161.</p>	<p>This book has large illustrations and small snippets of text. It is wonderfully honest and will appeal to children and adults of all ages. We all have sad stuff, but what makes Michael Rosen most sad is thinking about his son who died. This book is a simple but emotive story. He talks about what sad is and how it affects him and what he does to cope with it.</p>
<p><i>What on Earth do you do when Someone Dies?</i></p> <p>Trevor Romain</p> <p>Amazon ISBN 13: 978-1575420554</p>	<p>This book for older children is a factual guide, answering questions such as 'Why do people have to die?', 'is it okay to cry?' and 'what is a funeral/memorial service?' It is written in a straightforward way, with practical tips, advice and information about different faiths and beliefs.</p>

<p><i>When Someone Very Special Dies</i></p> <p>Marge Heegard Amazon ISBN 978-0962050206</p>	<p>A practical format for allowing children to understand the concept of death and develop coping skills for life, this book is designed for young readers to illustrate.</p>
<p><i>The invisible String</i></p> <p>Patricia Karst Amazon ISBN 13: 978-0875167343.</p>	<p>A heartwarming story that reassures children that even though they can't always be with a loved one, they're always in each other's hearts. Whenever a child thinks about a family member, the invisible string gives a tug. Explores the issues of loss and separation.</p>
<p><i>Fiction Books</i></p>	
<p><i>A Birthday Present for Daniel</i></p> <p>Juliet Rothman Amazon ISBN 13: 978 - 1573929462</p>	<p>Told by a young girl whose brother, Daniel, has died, she talks about how things have changed in the family. She also talks about the things she does when she is sad and how these differ from other members of her family. This book has small black and white pictures with minimal text but it conveys some important issues. It would be particularly useful to broach the subject of birthdays as it describes how the family remembered Daniel on his birthday.</p>
<p><i>Always and Forever</i></p> <p>Alan Durant Amazon ISBN 13: 978-0552548779.</p>	<p>Otter, Mole and Hare miss Fox when he falls ill and dies. They stay at home and don't want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together.</p>
<p><i>Badger's Parting Gifts</i></p> <p>Susan Varley Amazon ISBN 13: 978-0006643173.</p>	<p>Badger is old and knows he is going to die soon. When he does, the other animals think they will be sad forever, but they begin to talk about the memories they have of the things Badger taught them and learn to cope with his death. A lovely picture book that emphasises the importance of holding on to memories.</p>
<p><i>Drop Dead</i></p> <p>Barbette Cole Amazon ISBN 13: 978 - 0099659112.</p>	<p>A humorous book with comic-like pictures, two 'bald old wrinklies' tell their grandchildren about their life growing up and how one day they will just drop down dead. It is a light-hearted book about life that emphasises the normality and inevitability of dying. It is very direct and some readers may not like its style.</p>
<p><i>Flamingo Dream</i></p> <p>Donna Jo Napoli Amazon ISBN 13: 978-0688167967</p>	<p>In this bright and colourful book, a young boy tells the story of his Dad who is seriously ill and dies soon after a trip to Florida to see the place where he grew up. The collage style illustrations capture the things the boy collects to remind him of his Dad. A sensitive</p>

	but honest book which emphasises the importance of memories.
<p><i>Fred</i> Posy Simmonds Amazon ISBN 978 - 0099264125</p>	A light-hearted book with detailed illustrations about Fred, Nick and Sophie's lazy cat that dies. After burying him in the garden, they wake up at night to find all the cats in the area have come to say goodbye to Fred, the famous singer! This funny and touching story would be useful to introduce death to children
<p><i>Grandpa – the Book of the Film</i> John Burningham Amazon ISBN 13: 978-0721414768</p>	This beautifully detailed picture book tells the story of a little girl's relationship with her Grandpa. It takes the reader through many happy times they spent together playing games, telling stories and on outings. On the last page, Grandpa's chair is empty, signifying that he has died. Children may benefit from reading this book with an adult to talk about the pictures and to elaborate some of the messages it conveys.
<p><i>Saying Goodbye: A Special Farewell to Mama Nkwelle</i> Frances Lincoln Amazon ISBN 13: 978-0711217010</p>	This book has large bright colourful photos and follows a little boy, Ikenna describing what happens at the ceremony after his great-grandmother's funeral. It gives ideas of different ways to remember someone and an insight into Nigerian culture. A lovely book that could be used in many different situations, including schools
<p><i>The Sunshine Cat</i> Miriam Moss Amazon ISBN 13: 978-1841215679.</p>	Sunny the cat is loved by all his human family, but one day there is a knock at the door - Sunny has been killed in an accident. A sensitive story which aims to help children come to terms with death.
<p><i>The Huge Bag of Worries</i> Virginia Ironside Amazon ISBN 978-0340903179</p>	Jenny begins to worry about lots of different things and these worries build up and get out of control. She just can't get rid of them, until she meets the old lady next door who helps her feel better. A lovely story with fun illustrations encourages children to talk about their worries.
<p><i>Heaven</i> Nicholas Allan Amazon ISBN 978- 0099488149</p>	Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there". "Lily wants to go too. While he is waiting for the angels to collect him, they discuss what they think heaven will be like.
<p><i>The Tenth Good Thing about Barney</i></p>	A young boy's cat dies and his parents suggest that he could think of ten good things about Barney to tell

<p>Judith Viorst.</p> <p>Amazon ISBN 978-0689712036</p>	<p>at the funeral. But he can only think of nine, until he talks to his Father about what happens to someone after they have died, and he discovers the tenth. Sensitively deals with death and lets the reader make his or her own decisions about what happens after the funeral</p>
<p><i>The Cat Mummy</i></p> <p>Jacqueline Wilson</p> <p>Amazon ISBN 13: 978-0440864165.</p>	<p>Verity's Mum died the day she was born but she rarely talks about her. Verity doesn't want to upset her Dad or Grandparents. This humorous but sensitive story mainly focuses on Verity's missing cat Mabel but reveals some of the misunderstandings and anxieties children can have about death. It also shows it can be good to be open, honest and to talk about difficult issues</p>
<p><i>The Ghost of Uncle Arvie</i></p> <p>Sharon Macmillan</p> <p>Amazon ISBN 13: 978-033656327.</p>	<p>This fun and humorous book is about Danny, an ordinary nine-year-old boy who is visited by a ghost. This book has some important messages and talks about death in an open way, but is primarily fun and imaginative.</p>
<p><i>Losing Uncle Tim</i></p> <p>Michael Rosen</p> <p>Amazon ISBN 13: 9780807547564</p>	<p>This picture book for slightly older children explains how a young boy finds out his Uncle Tim has AIDS and is going to die. It is a serious and sensitive book covering many of the issues, changes and difficult feelings that can occur when someone has a serious illness.</p>
<p><i>Milly's Bug Net</i></p> <p>Jill Janey</p> <p>Amazon ISBN 13: 9780953912346</p>	<p>A short, simple story with black and white pictures, of a young girl whose dad has died. It talks about the ups and downs of family life and how things slowly get easier as time goes</p>
<p><i>The Best Day of the Week</i></p> <p>Hannah Cole</p> <p>Amazon ISBN 13: 978-0744554670</p>	<p>This storybook tells of two young children who spend Saturdays with their Grandparents when Mum is at work. It has three chapters, with stories of three different Saturdays. The first is a happy day; the second is at the hospital and sad as Granny dies, the third at the theatre. It is a lovely story that gives an important message that it is still okay to have fun after someone dies.</p>
<p><i>Ways to Live Forever</i></p> <p>Sally Nichols</p> <p>Amazon ISBN 13: 978-1407105154</p>	<p>If I grow up," 11-year-old Sam informs readers, "I'm going to be a scientist." He says "if" because he has acute lymphoblastic leukaemia and knows he probably won't. With the encouragement of his tutor,</p>

	<p>he start to write a bit about himself, then more, until he is using his writing to sort out his death.</p>
<p><i>Luna's Red Hat: An Illustrated Storybook to Help Children Cope with Loss and Suicide (6+)</i></p> <p><i>Emmi Smid</i></p> <p>Amazon ISBN-13: 978-1849056298</p>	<p>Luna's Mum died one year ago and she still finds it difficult to understand why. She feels that it may have been her fault and worries that her Dad might leave her in the same way. Her Dad talks to her to explain what happened and together they think about all the happy memories they have of Mum.</p> <p>This beautifully-illustrated storybook is designed as a tool to be read with children aged 6+ who have experienced the loss of a loved one by suicide.</p>

Appendix 4 Secondary School

Craig's Story - Example of Good Practice in an East Renfrewshire Secondary School

The following illustrates the [response of a school to a family dealing with the news and later death of a father with a life limiting illness](#). It highlights some of the stages and issues that may prove helpful in managing the impact of the death on your community or school setting.

Immediately following the news of the illness

- We took the initial lead from the parent who called in. They were understandably struggling with their own emotions but wished to maintain a consistent approach to their child's education. The parent expressed concerns over their child who was already anxious about their school workload. They wished staff to be informed of the family situation so that allowances could be made when things became harder for the family.
- Pupil support passed on the information to relevant teachers making them aware that if they have any concerns or see any changes to allow the pupil out of class or contact pupil support.
- The relevant DHT was also informed of the situation.
- Pupil Support met with the pupil and offered them support and gained a sense of how this news might impact on their emotional wellbeing and academic progress. The pupil was reassured that their mental health and welfare were the main concern and priority.

Continued support

- Pupil support continues to liaise with the family on a regular basis and met with the pupil regularly. The pupil had a couple of occasions where they felt overwhelmed with the demands of the year.
- Attendance became affected due to low mood.
- The pupil was discussed at the Joint Support Team and a subsequent referral to the Youth Counselling Service was made.
- A catch up tutorial period within the Support for Learning department was put into place to support the pupil following absences – it was agreed to retain as much subject commitment as possible and this time will come from core PE and PSE. This is a reviewed measure based upon need.

Immediately following the news of the death

- Information was taken by the Pupil Support Teacher of the funeral arrangements and condolences given.
- Teachers were informed of death and time expectations of absence.
- Pupil support teacher and DHT attended funeral to represent school.
- Pupil support shared information with other Pupil Support staff in case other pupils were affected– either as friends of the bereaved or because they too have suffered a recent bereavement.

Medium Term – On the pupil's return to school

- A meeting was organised with DHT, parent or carer, pupil and pupil support staff to ensure safe and appropriate return to school and to plan for the pupil's additional support needs.
- Staff were informed of the pupil's return to school and that they would have a card allowing them to leave class if required.
- Catch up tutorials were arranged and monitored in collaboration with the pupil.
- The pupil's timetable was reduced from 8 Nat 5's to 7 and extra time was given to other qualification subjects.
- The pupil's pupil support teacher continues to be a point of contact and support for the family and pupil.

Example Lesson Plans

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www.childbereavement.org.uk

The Language of Death and Grief

Experiences & Outcomes : **HWB 3-01a/4-01a**
Level: **Third and Fourth**
Curriculum Areas: **Languages, H&WB, Expressive Arts.**

Lesson Aim

To get pupils used to discussing death in an open way and to explore why our society has difficulty using the "real" words such as death and dying.

Objectives

Pupils will

- explore the word 'death' and the many euphemisms used.
- think about what the word means to themselves and to others.
- consider why it is difficult to use the 'real' words.
- consider the origins of these words and phrases.
- design and produce a condolence card (extension work).

Time

Approximately 40 minutes (not including design of condolences card).

Resources

- a selection of condolence cards and/or death notices from a newspaper.
- a large sheet of paper for pupils to write down words and phrases. (One for each pair).
- felt tip pens

The Language of Death

1. Introduce the session by explaining that pupils will be exploring the many words and phrases used rather than the actual words of dead, dying and deceased. Have on display the selection of condolence cards, and/or death notices.
2. Split into pairs and give each pair a large sheet of paper.
3. Pairs to write down all the different words and phrases they find in the cards and obituary notices plus any others of their own that come to mind.

Cultures and Customs

Adapted from Winston's Wish

© Winston's Wish

Experiences and Outcomes: RME 3-03a/4-03a/3-03b/3-04a/4-04a/3- 06a/4-06a
H&WB 3-10a/4-10a/3-11a/4-11a
Level: Third and Fourth
Cross Curricular Areas: Religious and Moral Education and H&WB.

Materials Needed:

Textbooks, internet access, paper, pens and pencils.

Introduction:

When a death occurs within a school community it may be the first experience of death for many pupils. In multi-ethnic areas it will also highlight the different cultural and religious practices that exist around the world. This may lead to many questions from pupils. Begin by asking pupils to share any experiences they have had of funerals and customs surrounding burial and remembrance. Also ask if they are aware of any other practices around the world.

Main Activity:

Split the class into groups and assign each group to a different religion, culture, custom or country. Ask them to research what followers of that religion/culture/custom/nationality believe about death, the afterlife and the way in which they conduct a funeral and the grieving period.

Each group is to present back to the rest of the class a summary of what they have found, detailing how it is similar and how it is different to experiences shared at the start of the class.

Pupils should be aware of the various faiths and beliefs held by members of the class and understand how they might help an individual who holds those beliefs.

Plenary:

It is important that students are aware of the many different practices, beliefs and customs that exist around the world, and that they grow to become tolerant of each of them. They should also begin to understand the reasons for these practices and realise how they might aid a grieving family.

What actually happens?

Experiences and Outcomes: 4-15a
Level: Senior Phase
Cross Curricular Areas: H&WB

Materials Needed:

Access to internet, large sheets of paper, pens and pencils.
(Further resources optional): Medical dictionary. Models of parts of the body.

Introduction:

This task is especially pertinent after someone within the school has died from an illness. Even increasingly common illnesses still leave us with many questions. Ask the class what they know about the illness: for example, cancer. What causes it? What does a cancer cell actually do? How does it spread? What treatment is available and how does it work? Is it possible to prevent the illness? Help the students to realise that although we often know what the illness is called we often don't know much more.

Main Activity:

Split the class into groups and task them with putting together a presentation about a certain aspect of the illness. You may wish to give each group areas to cover. For instance: what is Leukaemia? How can it be treated? How could it kill someone? What is being done to prevent it, and by whom? Allow the students to use the internet and medical encyclopaedias to find out the answers to some of these questions. Ask them to report back in groups, presenting their findings. They could present a poster, a leaflet, a PowerPoint presentation, or use models of different parts of the body in order to help them.

Plenary:

Begin the plenary by reminding the pupils of the reason for their research today. It is a tough thing to research a medical condition that has just killed someone you know or love. Ensure that all the pupils are ok; they may have found this session hard. Point out that there is much that we still don't know about the human body, but that doctors and scientists have made huge advances over the years. Affirm that pupils will probably still have many questions that have not been answered today - maybe they will be in the future.

Suggested Resources: Secondary

DVDS	
<p><i>When a Child Grieves</i></p> <p>http://childbereavementuk.org</p>	<p>A two part training video, incorporating a video for young people: "Someone Died - It Happened to Me".</p> <p>Girls and boys aged 7 to 18 years, talk about their feelings when someone special dies. Includes a primary school case study describing when two pupils died in different circumstances. Useful for promoting classroom discussion or training staff.</p>
<p><i>Grief in the Family</i></p> <p>Leeds Animation Workshop www.leedsanimation.org.uk</p>	<p>Looks at the ways children and young people respond to grief, and what the adults around them can do to help. It gives parents and carers an insight into the process of grieving, its physical and emotional effects, and the needs of children and young people. The video shows families from a wide range of backgrounds dealing with bereavement. It offers practical advice to parents who need to learn how to find support for themselves, while helping their children to express their feelings and handle confusing emotions. Stressing the importance of listening to children and answering their questions honestly, it encourages the development of communication and a supportive family environment. The pack is designed as a resource for those working with families and bereaved children. It raises awareness and facilitates discussion in parenting education classes, training courses or schools. It is also suitable for viewing at home by parents, carers, and children.</p>
<p><i>Teenage Grief</i></p> <p>Leeds Animation Workshop www.leedsanimation.org.uk</p>	<p>This animated DVD/video contains six separate episodes about young people from a wide range of backgrounds, facing different kinds of bereavement. The pack aims to help parents and others understand the ways young people grieve and how best to support them. It can be used with parents and with groups to raise awareness or start a discussion. There is a free downloadable training package based on this film.</p>
<p><i>A death in the lives of...</i></p> <p>Childhood Bereavement Network</p>	<p>A group of young people discuss the support they needed to help them cope with bereavement. Includes a section where they talk about what was, and what was not, helpful at school.</p>
Books	

<p><i>Childhood Bereavement – Developing the Curriculum and Pastoral Support</i></p> <p>Job and Francis</p> <p>Amazon ISBN 13: 978 - 1904787143</p>	<p>Using case studies and drawing on best practice, this resource aims to help those working in schools address bereavement from a pastoral and educational perspective. It provides lesson ideas for how to implement in the curriculum.</p>
<p><i>A Resource Bank on Loss and Grief: 'It hurts'</i></p> <p>M Harvey</p> <p>www.lulu.com ISBN: 978-090795064.</p>	<p>Includes guidelines on facilitating sessions around loss and grief with 11 photocopiable activities, brief information about the nature of loss and grief and its impact on young people. Good for PSHE.</p>
<p><i>Then, Now and Always: Supporting Children as They Journey Through Grief: A Guide for Practitioners (Winstons Wish)</i></p> <p>Julia A Stokes</p> <p>Amazon ISBN 13: 978 - 0953912353</p>	<p>Most suitable for those with pastoral care responsibilities, this guide for supporting children as they journey through grief includes a section on enabling a school community to respond positively to a death.</p>
<p><i>A Teacher's Handbook of Death</i></p> <p>Jackson and Colwell</p> <p>Amazon ISBN 13: 978 - 1843100157.</p>	<p>Offers ideas for including death and bereavement in the curriculum, factual and informative around rituals and processes associated with death and dying.</p>
<p><i>Death: What's Happening?</i></p> <p>Karen Bryant- Molee</p> <p>Amazon ISBN 13: 978-0750213790.</p>	<p>This factual book has clear text and large photos. It uses stories of young people to discuss issues surrounding death such as feeling frightened, the funeral and the future. It includes advice on how to feel better and cope with difficult situations after someone has died. Using straightforward language, this book may reassure the reader there are other young people who have had</p>

	someone important to them die and answer some of their questions and concerns.
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Workbooks and Programmes

<p><i>Finding a Way Through When Someone Close has Died</i></p> <p>Mood & Whittaker</p> <p>Amazon ISBN 13: 978-1853029202.</p>	<p>A workbook by young people who have experienced the death of someone close. They offer advice based on their own experiences. The activities encourage young people to express their feelings and responses.</p>
<p><i>Grief Encounter</i></p> <p>Shelley Gilbert</p> <p>Amazon ISBN-13: 978-0954843403</p>	<p>A workbook to encourage conversations between adults and bereaved children. Hands on, user friendly, with many ideas to encourage communication and provide support.</p>
<p><i>Supporting Young People Coping with Grief, Loss and Death</i></p> <p>Weymont and Rae</p> <p>Amazon ISBN 13: 9781412913126</p>	<p>A complete teaching programme designed to be delivered to whole classes or groups of students age 11-18. The aim is to enable them to understand about loss, grief and death but also to promote emotional health and literacy. Information on Loss and Grief, facilitator notes and copiable activities are included for twelve sessions.</p>

Fiction Books

<p><i>Dustbin Baby</i></p> <p>Jacqueline Wilson</p> <p>Amazon ISBN 13: 978-0552556118.</p>	<p>April was abandoned in a dustbin as a baby on the 1st April. Having spent all her life in a children's home and with different foster parents (one of whom committed suicide), April is struggling. Now she's fourteen and on her birthday, determined to find out more about her past, sets off to find some important people. This is an emotive book with a great storyline in usual Jacqueline Wilson style.</p>
<p><i>Flamingo Dream</i></p> <p>Donna Jo Napoli</p> <p>Amazon ISBN 13: 978-0688167967</p>	<p>In this bright and colourful book, a young boy tells the story of his Dad who is seriously ill and dies soon after a trip to Florida to see the place where he grew up. The collage style illustrations capture the things the boy collects to remind him of his Dad. A sensitive but honest book which emphasises the importance of memories.</p>

<p><i>The Charlie Barber Treatment</i></p> <p>Carole Lloyd</p> <p>Amazon ISBN 13:978-0744514889.</p>	<p>Simon's Mum died suddenly from a brain haemorrhage and he came home from school to find she had died. With his GCSE coursework piling up and having to help around the house, Simon finds it hard and doesn't go out much with his friends. He then meets Charlie, and starts to enjoy life again and to re-build relationships with his family and friends. A sensitive and realistic book that conveys some of the thoughts and emotions of a teenage boy.</p>
<p><i>The Lost Boys Appreciation Society</i></p> <p>Alan Gibbons</p> <p>Amazon ISBN 13:978-3425048512</p>	<p>Teenage life is difficult enough for Gary and John, but when their Mum dies in a car accident, things get steadily worse. John struggles to keep the peace as Gary goes off the rails. With exams looming and his Dad going out on dates, things become unbearable for John. A gripping book exploring relationships and how different people react to life events.</p>
<p><i>Before I Die</i></p> <p>Jenny Downham</p> <p>Amazon ISBN 13:978-1849920452</p>	<p>With only months left to live, 16-yearold Tessa makes a list of things she must experience: sex, petty crime, fame, drugs and true love. Downham's wrenching work features a girl desperate for a few thrilling moments before leukaemia takes her away.</p>
<p><i>The Spying Game</i></p> <p>Pat Moon</p> <p>Amazon ISBN 13: 978-0435124465.</p>	<p>Joe's dad died in a car accident and he feels really angry towards the man who killed his father. He decides to set up a secret 'Nightmare Plan' to vent his anger and begins to persecute the man and his family by scratching his car and sending hate mail. This powerful book reveals the difficult emotions Joe faces both at home and at school. A very readable and fast paced book that would appeal to many young people.</p>
<p><i>Two Weeks with the Queen</i></p> <p>Morris Gleitzman</p> <p>Amazon ISBN 13:978-0141303000.</p>	<p>Twelve-year-old Colin, an Australian boy, is sent to stay with relatives in England when his brother becomes ill with cancer. He is determined to find a way of curing his brother, which leads him into all sorts of adventures including trying to visit the Queen! Colin finds a friend in an older man named Ted who helps him express his feelings and understand what he has to do.</p>
<p><i>Up on Cloud Nine</i></p> <p>Anne Fine</p> <p>Amazon ISBN 13: 978-0552554657</p>	<p>Stol falls out of a top floor window and ends up unconscious in hospital with lots of broken bones and no-one knows whether it was attempted suicide or an accident. This book is written from the perspective of his best friend Ian whilst he is sitting by his bedside.</p>
<p><i>Vicky Angel</i></p> <p>Jacqueline Wilson</p>	<p>When Jade's best friend Vicky, is run over by a car and dies in hospital everyone at home and school starts treating her differently. 'Vicky Angel' then starts following</p>

Amazon ISBN 13:978-0440865896.	Jade around, distracting her and getting her into trouble. This moving but amusing story illustrates how hard it is to carry on with every day life after a tragic accident.
<i>Ostrich Boys</i> Keith Gray Amazon ISBN 13: 9780099456575.	3 friends are about to embark on a remarkable journey. Stealing the urn containing the ashes of their best friend Ross, they set out from Cleethorpes on the east coast to travel the 261 miles to the tiny hamlet of Ross in Dumfries and Galloway. After a depressing and dispiriting funeral they feel taking Ross to Ross will be a fitting memorial for a 15 year-old boy who changed all their lives through his friendship.
<i>Losing Uncle Tim</i> Michael Rosen Amazon ISBN 13: 9780807547564.	This picture book for slightly older children explains how a young boy finds out his Uncle Tim has AIDS and is going to die. It is a serious and sensitive book covering many of the issues, changes and difficult feelings that can occur when someone has a serious illness.
<i>Ways to Live Forever</i> Sally Nichols Amazon ISBN 13: 978-1407105154.	If I grow up," 11-year-old Sam informs readers, "I'm going to be a scientist." He says "if" because he has acute lymphoblastic leukaemia and knows he probably won't. With the encouragement of his tutor, he starts to write a bit about himself, then more, until he is using his writing to sort out his death.

APPENDIX 5 Additional Support Needs - Resources

<p><i>Supporting People with Disabilities Coping with Grief and Loss</i></p> <p>Hrepsime Gulbenkoglu</p> <p>Scope Ltd</p>	<p>Information leaflet which illustrates the use of pictures to explain death and bereavement to a person with additional support needs. A further section provides information and advice for people who support people with additional support needs. Free to download</p> <p>http://www.easyhealth.org.uk/sites/default/files/SUPPORTING%20PEOPLE%20WITH%20DISABILITIES%20COPING%20WITH%20GRIEF%20AND%20LOSS.pdf</p>
<p><i>When Mum Died When Dad Died</i></p> <p>Sheila Hollins</p> <p>Amazon ISBN 978-1904671039</p>	<p>Simple pictures. They adopt a more direct approach to death which may be more suitable for children and young people with additional support needs. Guidance is given on how to answer any questions plus information on other resources available.</p>
<p><i>Understanding Death and Illness and what they Tell us About Life: An Interactive Guide for Individuals with Autism and Asperger's and their Loved Ones</i></p> <p>Catherine Flaherty</p> <p>Amazon ISBN 978-1932565560</p>	<p>Comprehensive treatment of death focusing on things most likely to concern those with ASD presented in the clear, straightforward, and concrete manner that is most likely to help those on the spectrum, as well as the professionals, family members, or friends that are concerned about them. Readers of this book will learn a lot about death, themselves, and how to help people with ASD to better understand and cope with it.</p>
<p><i>Finding Your Own Way to Grieve: A Creative Activity Workbook for Kids and Teens on the Autism Spectrum</i></p> <p>Karla Helbert</p> <p>Amazon ISBN 978-1849059220</p>	<p>Supports children and young people to express their loss as they work through the book by themselves or with the support of a family member or professional... With illustrations throughout, her book offers a variety of coping skills and exercises, including writing, art and craft, cooking, movement, relaxation and remembrance activities.</p>
<p><i>How People with Autism Grieve and How to Help: An Insider Handbook</i></p> <p>Deborah Lipsky</p> <p>Amazon ISBN 978-1849059541</p>	<p>The book is an honest, first-hand account of how people with autism deal with the loss of someone in their life. The book explores how people with autism process and come to terms with their feelings of grief, and offers practical and detailed advice.</p>

Supporting children and young people with autism spectrum disorder through bereavement

Katie Koehler

Journal Article

Bereavement Care

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Children with Autism Spectrum Disorder (ASD) may react to a bereavement in different ways to neurotypical children. This article explores some of the underlying perceptual and processing difficulties observed in children with ASD that may affect their understanding of death and their reaction to a bereavement. But children with ASD, like any others, need their grief both recognised and understood, and will need opportunities to express how they feel. The article gives some suggestions which may help children with ASD, and includes a list of helpful resources.

Appendix 6

Developing a Strategy for Supporting Bereaved Children and Young People

Guidance for Schools

Adapted from Winston's Wish

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The following guidance is intended to assist your educational establishment in developing a strategy to respond to a death in the school community.

(A) Informing Staff

Adults and children benefit from being kept informed of a death. Rumour and gossip can be very damaging and can lead to both young and old developing the attitude that the death is not a topic to talk about. Children and young people have a healthy curiosity and if they are not informed of the circumstances or feel they are unable to ask questions, their normal grief process can be obstructed.

- Arrange a staff meeting as soon as practicable. Identify absent staff.
- Tell the story of what happened leading up to the death.
- Give a factual explanation of how the death occurred.
- Be prepared for obvious upset and feeling of anger/guilt. People may connect the incident to their own personal experience of bereavement, so feelings about past bereavements may need to be discussed. This is perfectly natural.
- To enable absent staff to feel part of a caring team, arrangements should be made to inform them over the telephone if a personal visit is impractical. Consider the relationship between the absent colleague and deceased.
- For a death that may attract media coverage staff are advised not to communicate with the press. East Renfrewshire Council will take responsibility for all communication with the media.
- With death in traumatic circumstances such as suicide or murder, consider requesting bereavement support services - Winston's Wish, Cruse and the Educational Psychology Service (if psychological de-briefing is thought necessary).

- Arrange staff condolences with collaborative agreement if felt appropriate.
- Nominate staff to prepare a letter to parents and carers
- Arrange a staff meeting for the end of the working day and invite each person to recount his or her feelings and to describe what was good and bad about the day. Staff who will be alone that night could be identified and arrangements made for colleagues to contact them by phone.

(B) Informing Children and Young People

- ❑ Inform children and young people as soon as possible. Information travels much faster now via social media so many will arrive at the school already informed but with conflicting information.
- ❑ Identify those children who had a long-term and/or close relationship with the deceased or child of the deceased to be told together as a separate group. Where possible inform all the pupils in the smallest group practicable. Class or tutor groups are ideal.
- ❑ Experience has shown that it is more beneficial if all pupils are informed. It is always a shock when a death occurs even if it may have been anticipated.
- ❑ Provide staff with guidelines on how to inform children. For example:

(i). "I've got some really sad news to tell you today that might upset you. I know most of you will have heard of cancer, and know that sometimes people with cancer get better, but other times people die from it. Mrs Smith, John's mum has been ill with cancer for a long time. I have to tell you that Mrs Smith died yesterday in hospital".

(ii). "Sometimes people have accidents at work, at home, at school or on the road. People may be hurt or injured in the accident and they may have to go to hospital for treatment. Sadly, there are some accidents that cause people to die. I have some really sad news to tell you that might upset you. Yesterday Laura's dad was in an accident and he was so badly injured that he died".

- ❑ Children and young people will appreciate time to verbalise their feelings and fears. Allow space for "If only's" to be acknowledged.
- ❑ Discussion - allow pupils to share their own experiences of death, e.g. "When my pet/my Gran died", etc.
- ❑ Be honest about your own feelings and experiences, and talk honestly about the relationship that you had with the person.
- ❑ Answer pupil's questions factually. Avoid using euphemisms like 'passed away', or 'lost' etc. Use the words dead, died and death to avoid confusion for children.
- ❑ Be prepared for children to say or do the unexpected, experience has shown some responses or apparent lack of response may be upsetting for adults. No apparent response does not mean that a child does not care.

- ❏ End up discussion on a positive note - not all people who are ill or have accidents die - many get better. Consider a prayer, poem or silence to remember the deceased and their family.
- ❏ Discuss arrangements for pupils to attend the funeral if this is appropriate.
- ❏ Try to identify any key answers that you may need to prepare, e.g. the facts about an illness, or dates which may be relevant to the death such as end of school year and changing class or schools.

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Responding to a Bereavement in the School Community

Hear about the death

(Day 1)

Contact relevant school/education personnel

Contact parents/send letter of condolence

Visit family if appropriate

Decide who and how to tell pupils and if possible involve parents (close group or all pupils):

- Whole school/ year group Assembly
- In class
- Small groups

Contact other parents/carers if appropriate

Short term

Refer to policy: ***A Community Approach to Supporting Loss, Grief and Bereavement: Guidance for Educational Establishments***

Remove relevant pupil or family names from school system

Record the bereavement in Pastoral Notes

Consider the need for support for other pupils. This should be provided by someone familiar to the pupils with reference to the guidance in the policy.

Discuss and plan with the parent/carer the child's return to school and any Additional Support Needs

On the child's return

Decide on the best person/people to meet the child initially – this may involve some time out of class

Acknowledge the death and be prepared to answer questions honestly

Discuss ways to remember with the pupil/family

As time passes

Continue to offer support and plan for additional support needs

Consider Seasons for Growth or referral to Joint Support Team

Consider impact of anniversary and special dates

Pass on information at transition times to other education staff

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