



# **Bereavement Policy**

## **2020 v1**

This policy was agreed Autumn 2020 and will be reviewed as required.

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

### ***Non-Statutory Policy***

## **Aims and Vision**

### Family Bereavement

In the event that a child in school suffers the bereavement of a close family member we will endeavour to support both the child and the family. We will try to work in partnership with parents and take their wishes into account when considering how best to support their child. We will follow the Worden recommendations\* regarding the needs of a bereaved child:

1. Adequate information  
Clear information, given in age-appropriate language. Sometimes this information will need to be given in stages, rather than all at once. We recognise that some families will have spiritual and religious beliefs about death which will be respected.
  2. Fears and Anxieties addressed  
Children will often feel frightened following a death, perhaps feeling that a surviving parent may die or that they may die. We will try to reassure whilst remaining truthful.
  3. Reassurance they are not to blame  
It may be necessary to give younger children in particular clear, repeated messages that they are not to blame.
  4. Careful Listening and Watching  
We will try to watch carefully for any changes in behaviour or indication of feelings perhaps shown through their play
  5. Validation of individuals' feelings  
We will allow for the fact that there are individual differences both in feeling and the expression of feeling and let the child know that death is something that they can talk about
  6. Help with overwhelming feelings  
Sometimes children will want to pretend that the death has not happened. It is important to respect this need at the same time as providing an environment that encourages sharing emotions.  
Sometimes children will feel angry, destructive, anxious or withdrawn and at this time school will try to balance the child's need for consistency and clear boundaries with an acceptance that they may temporarily be unable to conform.
- \* Children and Grief – Guildford Press, New York, 1996
7. Involvement and Inclusion  
We acknowledge the need to involve children in commemorating a death. Whilst taking into account the wishes of the family we may suggest making a book of their loved one in school or drawing a picture.
  8. Continued Routine Activities  
In school we will try as far as possible to continue with established routines in order to give the child as much stability and continuity as we can.
  9. Modelled Grief Behaviours  
At school we will try to promote an environment where it is easy to talk about the deceased and to acknowledge good and bad memories. It is also important to acknowledge anger, guilt and fear.

10. Opportunities to Remember

We will try to bear in mind that significant events like birthdays and Christmas may trigger feelings and further opportunities may need to be given to explore feelings.

In the event of the death of a member of staff or child attending the school the following actions will be considered:

- i) Discussion should take place with the family and their wishes taken into account before decisions are taken on how and what to tell the children in school.
- ii) Counselling should be available if necessary e.g. in cases of sudden or violent death
- iii) The school may be closed or as many people released as wish to attend the funeral or memorial service.
- iv) Staff and children should be supported through the grieving period (see above) and anyone showing signs of stress should be offered support.

### Anticipated Grief

We acknowledge that there may be instances in school where bereavement is preceded by a period of anticipated grief, for example in the case of a terminal illness. We will try throughout this time to offer support to both the family and child.

### Ongoing

Whilst ensuring that we are able to support children in the event of bereavement we also acknowledge the need to address it as part of our ongoing work in school in order to prepare children in some small way for inevitability of life. This is done through P.S.H.E, stories, assemblies and R.E.

### Resources

These titles are either in school or can be ordered from the Library Service

#### **KS1/2**

Badger's Parting Gift – Susan Varley

Goodbye Mog – Judith Kerr

Michael Rosen's Sad Book – Michael Rosen

A Place in my Heart: Understanding Bereavement – Annette Aubrey

The Princess and the Castle – Caroline Binch

When People Die (Thoughts and Feelings) – Sarah Levene

I Miss You: A First Look at Death – Pat Thomas

#### **KS2**

Death (Separation Series) – Janine Amos

King of Shadows – Susan Cooper

When People Die (How Can I Deal With ...?) – Sally Hewitt

(Talking About) Death and Dying – Bruce Sanders

### Outside Agencies and Links

The Laura Centre, 4-6 Tower Street, Leicester, [www.thelauracentre.org.uk](http://www.thelauracentre.org.uk)

[www.winstonswish.org.uk](http://www.winstonswish.org.uk) – a useful website for dealing with loss and bereavement in the school community

CRUSE Bereavement Care (0870) 167 1677 [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

The Childhood Bereavement Trust – [www.childbereavement.org.uk](http://www.childbereavement.org.uk)

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation (such as bereavement, in the case of this policy)

so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.