



**Kates Hill**

COMMUNITY PRIMARY SCHOOL

# **Kates Hill Primary School Bereavement Policy**

# Management and Update of the Policy

Last Reviewed/Revised	Date	Next Review Date	Headteacher	Safeguarding Lead	Chair of Governors
	April 2020	April 2021	Mrs Kathryn HARVEY	Mrs K Harvey Mrs Margaret Hollis	Mr Mike Searle

## MANAGEMENT AND UPDATE OF THE POLICY

Responsibility for the monitoring of this policy: LLMAT and Kates Hill Primary School Governing Board

Our Bereavement policy and procedures will be reviewed annually (or in response to changes in legislation or DSCB operating procedures)

All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

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## Introduction

Kates Hill Primary School is committed to the emotional health and well-being of its staff and pupils. We work towards this in all aspects of school life, seeking to provide an ethos, environment and curriculum that supports members of the school community in coping with loss of a loved one through separation or death.

Bereavement and loss affect everybody at some time and, as a close community, our school aims to provide the best support for its members during such times.

*'Death neither obeys the school timetable nor appears on it ...it enters the classroom without knocking.'*

*Winston's Wish*

This policy gives guidance on how to deal professionally, sensitively, and compassionately with difficult matters in upsetting circumstances. It outlines the basic principles and procedures that underpin our approach. It recognises the many complexities surrounding bereavement and loss so outlines what the school can do to best meet the needs of the bereaved. It is recognised that each experience of bereavement and loss, and the circumstances in which it occurs, is unique. Therefore, the guidelines developed must take account of individual circumstances and the wishes of those most closely involved. This policy outlines practical measures to be taken when people are in shock, or upset, especially with sudden or multiple deaths or traumatic circumstances.

It is important that children are helped to understand bereavement in clear and unambiguous ways, and given opportunities to experience the full range of emotions that may accompany it within a safe and supportive atmosphere. As a school, we recognise the importance of long term support for those who are bereaved, and will endeavour to provide opportunities for remembrance where appropriate.

Kates Hill Primary School plays a key role in helping pupils to explore and develop an awareness and understanding of death, as well as to support those personally affected by it. An important part of this is the ability to support pupils, families, and staff at times of loss and bereavement, as well as helping pupils to support their peers, decreasing the sense of isolation that can be part of it. Through providing a curriculum that acknowledges and addresses loss, death, bereavement, and grief we can improve the skills of children and young people to deal with and emerge positively from them. The policy is for all members of the school community, including partner agencies working within our school. It has been developed to complement our Emergency Plan.

All aspects of Safeguarding are embedded into the life of our school and are the responsibility of all staff.

## **Aims**

We aim to:

- Support all those affected by loss and death in a supportive and caring environment in which everyone can respond appropriately to individual circumstances;
- Offer understanding of the impact of loss and grief on children and young people's physical and emotional health;
- Gain insight into children's /staff reactions to loss and grief and how our school responds to meet the needs of grieving pupils, parents, and staff;
- Provide pastoral support for pupils, parents and staff.

## **Roles and Responsibilities: Headteacher**

The Headteacher will have overall responsibility for support and liaison in event of a death or traumatic loss.

In the event that the Headteacher is absent then the most senior teacher will take responsibility. The Headteacher may choose to delegate these responsibilities to a senior member of staff where appropriate.

These responsibilities include:

- Implementation of the policy and reflecting on its effectiveness in practice;
- Using the expertise within the school and sharing the responsibilities;
- Co-ordinating the planned action to manage school related incidents;
- Deciding who will be responsible for communicating with the family directly involved;
- Deciding who gives the news to the school community and if necessary, who will communicate with the media;
- Establishing and co-ordinating links with external agencies;
- Liaison within the school;
- Accessing and co-ordinating training and support for staff.

## **Roles and Responsibilities: Delegated Person**

If not the Headteacher, the delegated person responsible for providing short term support will take into consideration the following:

- Who should break the news about a death;
- What exactly the children will be told;
- How they will be told (e.g. as a class/individually);
- When they will be told;
- How the information will be communicated to parents and staff (Appendices 1-3 include template letters to support this)
- What questions might be asked by pupils, staff and parents;
- What links will be made with the family;
- Consider what will be appropriate in holding some form of remembrance activity;

## **Roles and Responsibilities: Teachers**

- To be familiar with and guided by this policy;
- To educate pupils to know about loss and bereavement; - through the use of provided/approved/age-appropriate resources
- To support pupils in school who have experienced loss and bereavement;
- To liaise with the Headteacher / and parents;
- To seek support for themselves if needed.

## Curriculum

Through the use of Personal, Social, Health and Economic (PSHE) education activities, children are educated to know about loss, what feelings they might experience and how they might cope with personal loss and respond to the loss of others. Our teaching is based on an understanding of the principles stated above and a variety of approaches are used to meet the needs of our pupils, showing sensitivity to their age and experience.

Teaching methods adopted in the classroom will include:

- A range of teaching and learning styles including individual and group discussions, Circle Time, role play and drama;
- Use of supporting resources such as stories, photographs, mementoes and music;
- Giving clear, truthful, and accurate information, not trying to soften the blow with ambiguous language which does not tell the truth;
- Practising the collaborative social skills necessary to help cope with the feelings of loss;
- Giving relevant and appropriate advice and support;
- Providing continuity and progression by visiting and revisiting issues as pupils develop and their needs and understanding change;
- Considering the attitudes and values of pupils.

## **Procedures: Learning of the death of a pupil**

Our school will:

- Speak to the family, if possible, to offer condolences and support before ascertaining what they would like to happen;
- Give the family a named contact that they can contact in school;
- Obtain factual information to avoid unnecessary speculation;
- Inform staff/governors as soon as possible;
- Identify the most vulnerable pupils and give the support they might need;
- Decide when/where pupils will be told if this is necessary;
- Tell the pupils as soon as possible, in familiar groups, by someone they know;
- Send a letter to families as soon as possible (Appendix 2);
- Give guidance to parents on supporting bereaved children.

## **The Funeral**

Our school will:

- Consider the cultural and religious implications if appropriate;
- Find out the family's wishes and if/how they wish the school to be involved;
- Identify which staff and pupils may want to attend and the practicalities of issues such as staff cover and transport;
- Send cards/flowers if acceptable;
- Enable the person(s) who had the closest relationship with the child to attend the funeral - this would usually be the current class teacher but may be a staff member who had worked closely with the child in a previous class.

## Support for bereaved children

Not all children and young people will need the support of specialist practitioners; they most often need familiar people who care. Pupils will react to bereavement/loss in a variety of ways; no two reactions are the same. Personality, family support and life experiences will all impact on children's responses.

Adults often wish to shield children from pain and distress. Experience and research have shown, however, that children are best supported by having the incident acknowledged in an appropriate way, rather than having it ignored.

It is important to be available and receptive to pupils, to listen to them, to empathise with them and normalise their emotions, thus enabling the development of healthy coping strategies.

It is normal for adults to be upset and it can be appropriate for children and young people to be aware of this because it can help them to understand their own emotions. Staff working directly with pupils can show that they are upset, but not out of control. It is important to maintain a safe, secure and predictable environment for the pupils in their care. Staff should remember that they are modelling a response for children and young people and helping them to develop coping skills.

The positive effect that concern and support from a caring, familiar adult can have on a pupil should never be underestimated.

## Primary Effects

First reactions to bereavement or loss may be:

- Disbelief
- Anger
- Panic
- Anxiety
- Fear
- Crying
- Aggression
- Repeating what they have experienced or heard
- Inability to process information well (and so they may not hear/take in what has happened or what has been said to them)
- Regression
- Sadness
- Withdrawal

Grieving tasks include the following:

- Shock, disbelief, numbness - Life has lost its meaning. Shock can take the form of physical pain or numbness, but more often consists of complete apathy and withdrawal or abnormal calm, in some cases with anger.
- Denial – This generally occurs within the first 14 days and can last minutes, hours or weeks. No loss is acknowledged.
- Growing Awareness - waves of savage feelings, over which there is temporarily no control - tears, anger, guilt, sadness, loneliness, depression (feelings of redundancy, lack of self-worth).

## Secondary effects

Associated with the above primary effects are secondary effects which teachers should be aware of:

- Change in behaviour
- Change in peer groups and attitudes towards friends
- Loss of motivation
- Lack of achievement
- Poor hygiene
- Change in family role
- Effects on relationships;

Staff are aware that grief may be delayed or may re-emerge years later. Feelings and needs of bereaved children may vary. Some children see school as a haven of peace and normality in contrast to the trauma at home. Conversely other children may find school is the place to express their feelings.

Staff should be alert to:

- Changes in behaviour
- Mood swings
- Low self-esteem
- Psychosomatic symptoms – headaches, stomach aches etc
- Insecurity, feeling unwanted, friendship difficulties
- Depression
- Isolation and withdrawal

#### Useful responses from staff:

- Acknowledge the event to pupils, in an appropriate time, place and manner, letting them know that you are available to help and support them;
- Be willing to listen and giving them time;
- Be willing to answer questions (it is not important that staff answer all questions but that they listen to pupils' fears and worries and take their queries seriously);
- Be genuine and professional;
- Be non-judgemental;
- Give information to them including the 'normalisation' of their reactions (i.e. their reactions are normal reactions);
- Encourage pupils to talk, share their feelings and seek help as appropriate;
- Maintain a routine in school (flexible, caring and containing);
- Offer sensitivity, care, and empathy.

#### Our school will offer:

- A routine, which can have a stabilising effect;
- Some space, away from an emotional intense atmosphere;
- Neutral space and people to share their feelings without the worry of upsetting a loved one;
- Time for the pupils to be themselves without feeling guilty (being with friends, time to play in a safe space outside the home environment);
- Regular correspondence with home, providing reassurance about behaviour and general well-being, ensuring the child or young person is managing their grief;
- Access to appropriate resources via class teacher;
- Preparation time for children and young people to discuss what to say and how to behave when the bereaved child or young person returns to school;
- Time for staff to be aware of changes in behaviour that may be related to the death;
- An individual link person to support the pupils when necessary;
- A suitable place in school for pupils who need some space if too upset to stay in the classroom and people to whom they can go for support.

## **Support for staff**

Our school will:

- Support bereaved staff and acknowledge they may be struggling with their own reactions and emotions while supporting pupils;
- Plan for informal, mutual support to give staff an opportunity to share feelings and reactions;
- Give people time to attend the funeral, if appropriate;
- Offer general training for all staff;
- Be aware of all supporting information and resources available.

## **Support for parents**

Our school will:

- Communicate with the family straight away and offer support (Appendix 1);
- Send a letter/card of condolence;
- Give out information to appropriate people depending on the family's wishes;
- Give parents and family the opportunity to collect any personal belongings of the person who has died;
- Send a representative to the funeral if appropriate;
- Hold a collection/flowers to be sent as appropriate;
- Invite parents/carers to any commemorative events held by the school.

## **Acknowledgements**

Our school will give the following opportunities to commemorate loss for parents/carers, staff, and pupils:

- Hold celebration assembly / other commemorative activity as per the wishes of the family;
- Offer support to individuals who wish to talk about their experiences;
- Offer support to pupils who need to explore and learn to understand their emotions;
- Give pupils opportunities to talk within a group about their experiences.

## **Procedures: Learning of the death of a member of staff**

- Provide information to Governors, Staff, Pupils and Parents (Appendix 3).
- Provide information to absent staff.
- Headteacher makes news statement if necessary supported by DMBC Press Office.
- Arrange for staff/pupil condolences.
- Headteacher or their nominated person arranges for support for individual/group members of staff.
- Headteacher makes arrangements, as appropriate, for:
  - Expression of feelings;
  - Personal belongings;
  - Card/wreath;
  - Death notice in local newspaper;
  - Services;
  - Funeral;
  - Commemoration.

## **Procedures: Learning of the death of a parent**

- Convey information as agreed with the family to staff, pupils;
- Make arrangements for expression of sympathy which may include
  - personal visit;
  - sympathy card;
  - attending funeral.

## **Procedures: Supporting a child returning to school**

Be mindful of the needs of a bereaved child which may include:

- Friendship;
- Support;
- Understanding;
- To talk to and be listened to;
- Reassurance;
- Support for self-esteem;
- An alleviation of isolation;
- Routine;
- Space;
- Time to express feelings if they wish to.

## **Procedures: Long-term illness**

We will:

- Designate one person to make contact with the child/staff family to find out their wishes about staff visiting;
- Ensure they keep abreast of any developments without causing distress to the family;
- Advise staff of the family's wishes;
- Support the school community with accurate information and support.

## **Procedures: Learning of a child affected by their parents' separation /divorce**

It takes a long time for children to adjust to their parents' separation/divorce and it is not usually a smooth road, but the more opportunities children have to express and understand their feelings, the easier this transition will be. However, some pupils may not wish to talk, and this must be respected too.

Remember: *"Family breakdown is not an event but a process. The process may take years to settle down."*

- Be sensitive towards the child and his/her parents.
- Acknowledge the pupil's loss privately and assure them of your support and availability.
- Inform the necessary staff in a confidential manner
- Make arrangements to ensure both parents are kept up to date with their child's progress, if possible.
- Address issues of loss through PSHE/circle time

## **Confidentiality**

Although it is important to maintain confidentiality throughout the handling of any incident or disclosure, pupils will be made aware that complete confidentiality in some circumstances cannot be totally guaranteed. This will help in retaining the trust of pupils and parents/carers and will ensure that the sharing of appropriate information is kept to a minimum.

Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals. When the child/young person returns to school it is important to discuss with them whether they want certain people with whom they come into contact to be informed, such as after-school club leaders.

## **Inclusion and equality**

Our school recognises that there is a range of cultural and religious customs and procedures concerning death and that there may be different expectations of the bereaved child and family.

We will try to present a balance of different approaches to death and loss. Pupils and staff will be made aware that there are a range of different responses to bereavement and that we need to value and respect each one of these.

## Responding to the media

Some incidents and deaths, particularly those in sudden or traumatic circumstances, may attract media attention. All members of staff will be advised not to respond to journalists and to refer all enquiries to the Headteacher, who will make a considered response after seeking assistance from the DMBC Press Office. Pupils will be given advice.

## Staff support and training

It is important that all staff feel confident in delivering support for pupils and mutual support for each other. Bereavement awareness training will be provided for all staff. We will ensure members of staff update their skills and knowledge as required.

## Useful contacts

Dudley Educational Psychology Team 01384 814368 [dawn.goodall@dudley.gov.uk](mailto:dawn.goodall@dudley.gov.uk)

Dudley Counselling Service 01384 814368 [cs@dudley.gov.uk](mailto:cs@dudley.gov.uk)

Dudley School Nursing Service

DMBC Press Office 01384 810374 [pressoffice@dudley.gov.uk](mailto:pressoffice@dudley.gov.uk)

Health and Wellbeing Team 01384 816264

HR Operations 01384 817778 [rachel.a.jones@dudley.gov.uk](mailto:rachel.a.jones@dudley.gov.uk)

Safeguarding in Education 01384 816822 [rebecca.jessup@dudley.gov.uk](mailto:rebecca.jessup@dudley.gov.uk)

Workplace Health and Wellbeing 01384 813848 [healthywork@dudley.gov.uk](mailto:healthywork@dudley.gov.uk)

Corporate Health and Safety Team 01384 814745 [CorpHealth.Safety@dudley.gov.uk](mailto:CorpHealth.Safety@dudley.gov.uk)

## Useful online resources and information

[www.winstonswish.org.uk](http://www.winstonswish.org.uk)

a useful website offering practical ideas for helping those bereaved in the family and school community.

[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

a bereavement support service for children who have suffered a loss

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb>

download of a full guide for schools of Managing Bereavement from Child Bereavement UK.

<https://www.bhf.org.uk/informationsupport/support/emotional-support-wip/parents-and-carers-with-a-heart-condition>

British Heart Foundation site to help children come to term with loss using cartoon creatures.

## Books on Bereavement

- Granpa – John Burningham
- When Dinosaurs Die – L & M Brown
- Liplap's Wish – Jonathan London And Sylvia Long
- The Memory Tree – Britta Teckentrup

A longer list of books and links can be accessed at:

<https://www.childbereavementuk.org/resources-for-children-and-young-people>

## Links to other policies

This policy should be read in conjunction with the following:

- Managing Critical Incidents Policy
- Religious Education Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy

It may also be advisable to access detailed guidance such as 'Managing bereavement: A guide for schools' which can be downloaded from the Child Bereavement UK website.

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb>

## Appendix 1

### Template letter to parents and carers

Dear

We are so very sorry to hear the sad news of <Name's> death. There are no words to express our sadness and we can only begin to imagine the anguish you must be going through.

As a school community, we will miss <Name> very much and we are doing our best to offer comfort and support to <his/her> friends, classmates and teachers. <Name> was a <valued/cherished/highly-regarded/well-liked/popular/friendly> member of our school family.

If we can do anything to help as you plan <Name's> funeral, please let us know.

We will continue to keep in touch and will support you in any way we can.

With sympathy

## Appendix 2

### Template letter to parents and carers - death of a pupil

Dear parents and carers,

Your child's class teacher/form tutor/head teacher/head of year had the sad task of informing the pupils of the death of <Name>, a pupil in <Year>.

<Name> died suddenly/in hospital/after a short illness yesterday/last week/over the weekend/during half term.

He/She was a <valued/cherished/highly-regarded/well-liked/popular/friendly> member of the class/school community and will be missed by everyone who knew him/her.

When someone dies, young people may experience many different feelings, such as sadness or anger. Some pupils may feel shocked and upset by the news, while others may be confused or numb. These reactions are all normal.

We have tried to answer their questions in school, using age-appropriate and honest language. For more information about speaking to children and young people about death, visit the Child Bereavement UK website [childbereavementuk.org](http://childbereavementuk.org)

Our thoughts are with <Name's> family and friends at this time. We will be in touch with details of how our school will celebrate/remember <Name's> life.

Yours Sincerely,

### Appendix 3

#### Template letter to parents and carers - death of a member of staff

Dear parents/carers,

I am sorry to inform you that a <well-respected/long-standing/well-loved/popular/well-known> member of our staff, <Name>, died <suddenly/in hospital/after a short illness>.

The pupils were told today by their <class teacher/in assembly> and many will be reacting to this news.

When someone dies, young people may experience many different feelings, such as sadness or anger. Some pupils may feel shocked and upset by the news, while others may be confused or numb. These reactions are all normal.

We have tried to answer their questions in school, using age-appropriate and honest language. For more information about speaking to children and young people about death, visit the Child Bereavement UK website [childbereavementuk.org](http://childbereavementuk.org)

Our thoughts are with <Name's> family at this time. We will be in touch with details of how our school will celebrate/remember <Name's> life.

Yours Sincerely,

Headteacher