



Supporting Bereavement in School Policy

Non-Statutory Policy

Review: Two Years

Next Review Date: May 2023

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers – Headteacher

Introduction:

'Every 22 minutes the parent of a child dies - that's around 23,600 bereaved children each year. Almost one in every class. Many more are bereaved of a grandparent, sibling, friend, teacher or other significant person in their life'. (Child Bereavement UK, 2017 statistics)

This statistic is sadly heightened at this time, due to the COVID-19 pandemic.

In addition to these individual pupils, school communities may also experience the death of a child or member of staff at the school. Children will also be anxious about the news and parents' conversations, as well as potentially restricted contact with loved ones and friends.

As children spend the vast majority of their time at school, staff members will be the primary source of care and support. Bereaved pupils will view school as being a 'safe haven' and will be looking towards trusted staff members for help.

Death is something that our contemporary society seems to hide away; it is something that is rarely discussed and most people find themselves ill-prepared when faced with it. The purpose of these guidelines is to provide a basis for coping with bereavement well within the life of the school.

Receiving sad news:

The school may be informed of the sudden death of a parent or close relative of a pupil, the death of a pupil or the death of a member of staff during or outside the school day. This information may come in by telephone, email, social media or in person from a relative, friend, minister or police. Therefore, the person receiving the information needs to know what action to take should this occur.

In a school community, there are a number of different bereavements that may be experienced by an individual, class group or whole school:

- The sudden death of a parent or close relative of a child
- The death of a pupil
- The death of more than one pupil at a time in accidental or tragic circumstances.
- The death of a member of staff or support staff, or someone closely associated with the school

In all these cases, even when death is expected, it is traumatic and it is crucial to handle the initial reception and transmission of the information with care and consideration.

It would normally be the case that the Headteacher would receive the news. In cases where other members of staff receive the news, then they should pass this onto the Headteacher as soon as possible, without discussing it with anyone else.

The Headteacher should confirm the information, record it and check it. It is essential to have the facts confirmed. The Headteacher should take a moment to reflect on the news and consider the action required. Further clarification may need to be sought from the family. In all cases, it is important that the views and feeling of those most closely affected should be of primary concern. Care should be taken to consult with those most closely

affected and you should involve them in, gain their permission and forewarn them of any onward communication and / or announcement that is to be made.

The Trust (via your Director of Education), your vicar and LGC Chair should be informed. It is particularly important to inform the Trust if the circumstances of the bereavement may attract the attention of the media for any reason. Please advise school staff that any media enquiries should be passed on to the Trust central team for a response in the first instance.

The process for informing the wider LGC should be agreed with the Chair. It is very important to seek external support from the Trust and the Local Authority in the case of a tragedy involving multiple deaths. Winston's Wish provide a school strategy for positive responses to death, which can be found [here](#).

Further support on managing a death in the school community can be found [here](#) and [here](#). It is suggested these documents are downloaded and kept alongside this guidance for ready reference.

Guidelines for breaking news about bereavement to staff:

Any announcement should be based solely on first-hand information that has been received and agreed with family members - never make assumptions nor repeat what has been learned by rumour, social media etc.

- Ensure that the Senior Leadership team are prepared for reactions to this news, including visible upset and feelings 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.
- Be prepared to arrange supply cover if necessary.
- Arrange a staff meeting (virtually if needs be), as soon as reasonably possible. Give the news sensitively and empathetically, being aware that people react in different ways.
- Give a factual explanation of how the death occurred and if applicable, the circumstances of what happened leading up to the death.
- Ensure that there is someone responsible for telling people who are unable to attend the staff meeting (it is very important that everyone hears the same message). Consider the best way of imparting information to those who are absent.
- Identify a member of staff who will be the point of liaison with the individual's family (this is likely to be the Headteacher or it could be a member of staff who happens to have a closer relationship with the family; it could also be the vicar).
- Ensure that a letter is sent out as soon as possible, giving the facts (*a sample template is provided below*).
- Arrange a time to ensure that staff are coping with the situation. Identify any unresolved problems or ongoing issues. Check that staff who live alone have contact numbers of friends and the Education Support in the case of need. Offer staff referrals to further support, for example occupational health referrals.
- In discussion with the Headteacher, LGC Chair and (if appropriate) vicar, identify those who will be providing bereavement support. If your parish is in vacancy, please contact the Diocese Education Team and they will find clergy support for you.

- Make it clear what the procedures will be for informing pupils and the wider community and take the views of staff into account.

Critical incidents:

Speed and chaos may be a major factor on a day when a critical incident has happened – the speed and chaos meaning that constant referring to plans and lists is not possible. Don't worry. Be confident enough to go with your gut instinct. Remember that keeping people as informed as possible is always helpful. It is likely that the Trust/LA/Emergency Services will be leading on operations and communications and that therefore the Headteacher becomes a conduit to ensure that the community are kept up to date in a calm and measured way.

Guidelines for breaking news of a death to children:

Provide staff with guidelines on how to inform children; tell them to be honest, it is ok to say if you don't have the answers but to allow children to explore their thoughts and feelings, and remember to revisit the question at a later date when you do have the answer.

- 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.
- Where possible, pupils should be informed in small groups. An adult that the children know well should do this.
- Identify those children who have had more involvement with the person. They should be given the opportunity to share their feelings and experiences either within the group or in a one-to-one situation.
- Consider those children with SEND needs who may need further support, for example through the use of a social story to support their understanding.
- Give a factual explanation of how the death occurred and if applicable the circumstances of what happened leading up to the death. Use clear language – use the person's name, do not use euphemisms like 'passed away' or 'lost' use the words dead, died and death to avoid confusion. Trying to avoid the death by using phrases such as "your loss" and "gone to a better place" can frustrate older children and confuse younger ones. A six year old who hears that her Dad has been lost will try to find him, because that is what you do when someone is lost. Simply use language which is real and clear; "I was really sorry to hear that your Dad died last week, how are you feeling?"
- Allow the children/young people to verbalise their feelings.
- Allow the children to ask questions and answer them honestly and factually in terms that they will understand. They may question the place of God within this. Try to avoid platitudes or heavy explanations. They will need to talk about the situation and share their experiences of death.
- End the discussion on a positive. Remember the memories we have of the person, and the gifts they gave us. Consider a prayer to remember the deceased and their family.
- Identify and prepare an allocated quiet place where children, young people and staff can go if necessary to reflect or pray.

- Put in ELSA support. Free resources for this can be found here. You may also wish to contact your Educational Psychology Services for further support and guidance.
- Reassure pupils that not all people who are ill or have an accident will die, and that many people do get better. Ensure that the death of a close friend has nothing to do with what they might have said or done. It is in no way their fault. Acknowledge some days will be harder than others.
- Many pupils will feel the need to show and display their emotions. It is worth opening a 'Memorial Book' (physically and if needs be, virtually) for pupils to share their thoughts and prayers. Flowers etc. may need to be placed in a central place at the school.
- With discussion, limit the amount of time. It is preferable to resume normal activities as soon as possible. Routine is important in helping keep the community together.
- Perhaps co-ordinate an assembly to end the discussion. In consultation with the vicar, it may be helpful to hold a special collective worship to bring the school together as soon as possible.
- If appropriate, a special church service or school collective worship can be held at a later time to remember the person who has died.
- Identify the person(s) who will be helping support pupils throughout this time, for as long as may be required.

Things to consider:

Within the Church school environment, it is important to deal sensitively with those who may have a strong religious tradition, differing faith and culture traditions and those who have very little. The needs of the school and the community should be handled with considerable sensitivity and tact.

- Ensure that all parties i.e. school and clergy/church are working together to help support the family and those who grieve. It may be helpful to formulate some kind of 'action plan', outlining who has been allocated responsibilities.
- If a funeral is not possible, please see this guidance for other ways of saying goodbye.
- It might be appropriate to close the school on the day of the funeral but it is unlikely to be helpful to close it prior to this. Where possible staff who have requested to attend the funeral or memorial should be released. Within the Trust, it may well be possible to share staff across schools to enable attendance at the funeral, and to still keep the school open.
- Some parents, children and staff may not wish to attend special services and this should be respected.
- Parents and pupils may want to show a visible display, flowers, letters, prayers, candles, etc.
- Try to engender an awareness of when people need help and support, particularly those who worked closely with the person who has died and administrative staff who are taking telephone calls, dealing with parents, etc.
- Consider practical issues like flowers, a collection for a specific item of remembrance, staff cover, transport, making sure everyone knows if the school is going to be closed.

- Upset can be caused by people who are not aware of the pitfalls and sensitivities involved in offering bereavement counselling. A number of organisations, e.g. Cruse and local hospices are keen to give schools advice and offer professional counselling for pupils and families. Please see the links provided below.
- Schools may need information and advice on the various death traditions and customs of faiths other than Christianity. Ensuring staff and children understand and respect these traditions can be supportive for the family, as well as for other children from the same faith/culture within the school. SACRE is a good starting point for advice and resources.
- In all classes there should always be age-appropriate books about death, so that children begin to know and understand the vocabulary of death (see recommendations below). These help children articulate their fears and distress when the time comes.
- Learning about dying and death should be an ordinary part of the RE curriculum (e.g. Easter). You may also wish to consider holding an annual Elephant's Tea Party.

Suggested script to use with pupils when someone dies:

Ensure the final wording is agreed with the family first.

"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. _____, the Geography teacher and Year 11 tutor, has been ill with cancer for a long time. I have to tell you that _____ died yesterday in hospital".

"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 _____, who is in Year 4, was in an accident and he was so badly injured that he died".

Template letter for informing parents of the death of an adult:

Ensure the final wording is agreed with the family prior to publication.

Dear Parents

Your child's class teacher had the sad task of informing the children of the tragic death of <Name>, who has been a <teacher, LSA, Lunch time supervisor...> at this school for <number> years.

Our thoughts and prayers are with <Name's> family at this time.

The children were told that <Name> died from an <asthma attack> on <Date>. A number of pupils have been identified as being asthmatic and <Name>, the School Nurse has today reassured them that it is unusual for a person to die from asthma.

When someone dies, their family and friends have lots of feelings - sadness, anger, and confusion - which are all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which may help you to answer your child's questions as they arise. You can obtain this from contacting Simon Says a Hampshire based child bereavement support charity. Or Jigsaw South East, if in Surrey.

The Department for Education have also released guidance for parents to support pupils' mental health and wellbeing, which can be found here.

The funeral will take place at <Named Church or Crematorium> on <Day and Date> at <Time>. Your child may wish to attend the funeral. If this is the case, you may collect your child from school and accompany them to the church. Please inform your child's tutor.

OR

Once details regarding the funeral are clearer, then parents will be informed of what arrangements the school will make regarding flowers and a memorial.

<Headteacher>

Template letter for informing parents of the death of a child:

Ensure the final wording is agreed with the family prior to publication.

Dear Parents,

Your child's class teacher had the sad and difficult task today of informing the children of the death of: <Name> a pupil in <Year>. <Name> had been fighting an illness called cancer for some considerable time. As you may be aware, many children who have this illness get better but sadly <Name> had been ill for a long time and died peacefully yesterday. Our thoughts and prayers are with <Name's> family at this time.

When someone dies, their family and friends have lots of feelings - sadness, anger, and confusion - which are all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which may help you to answer your child's questions as they arise. You can obtain this from contacting Simon Says a Hampshire based child bereavement support charity or Jigsaw South East.

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<Headteacher>

Supporting a bereaved pupils' return to school:

When the bereaved child or young person returns to your school, they may want to get straight back into friends, work and routine. They will have been surrounded by grieving family members and often a chaotic household of visitors. School maybe their break from that.

Have some action plans in place to help the child and young people return by:

- Identifying a member of the staff team who will be the main contact point for them and their family.
- Ensure regular contact, this may be daily or weekly depending on needs and wishes of the family. This helps you understand how they are coping, what support they may need now and in the future, to discuss concerns and worries and plan strategies to cope.
- If they stay at home, remember them. Have cards and messages sent to them from appropriate people (peer group and staff they have good relationships with)

Activities such as these will give the other children the opportunity to discuss their own concerns or experiences with the family and help them to feel they are doing something positive to support them, you may want to collate them into a book. This death may remind others of their own experiences and so be prepared to support them. You may find out information about a child in your class that you didn't know before. Be ready to listen to them all.

- Before they return ensure all staff are aware of the bereavement and the possible effects on them, their behaviour and their learning, so that appropriate care and support can be given throughout the setting. Remember bereaved children and young people may experience 'physical' symptoms, such as headaches, tummy aches and feeling sick, as well as mental sadness including lack of concentration, feeling tired, disorganised anger and frustration. These will have an impact on engagement and learning. Monitor how things are going on their return and maintain communication with all staff involved.
- Maintain normal rules and expectations of behaviour. This is important for the children and young people within the setting and the child or young person who has been bereaved. The rules and expectations are all part of the 'normal' routine and will help to make them feel secure. Remember the impact of bereavement on the whole family when giving sanctions and the impact the sanctions may have on the whole family
- Consider 'time out' strategies that suit the child or young person and the setting. Time out cards, signals or signs can help them to exit the room quickly if they are feeling vulnerable or emotional. Make sure they have a safe place to exit to.
- Remember, there is no set pattern or time limit to grief – It is a unique experience and the process is a lifelong one. At different ages and during new or transitional times they will have new questions requiring answers and questions requiring a re-visit of what happened; to develop a better understanding and acceptance.
- It is not unusual for bereaved pupils to take time off school during the early stages of their bereavement. For some, the need to be with their families will be strong, and

indeed they may suffer from separation anxiety when the time comes for a return to school. For others the familiarity, stability and routines of school life may prompt an early return. The time away from school will vary from pupil to pupil but when they do return, they may have a number of concerns – you will only know what these are and how they might be resolved if you ask. Working to plan their return to school, with the family, will help to address these, and some of the pointers below may be helpful to talk through. Some concerns might be:

How will staff and peers react– who has been told, what do they know, what will be said, how much will I have to say to people?

You can help by - meeting with them to welcome them back, acknowledge the death and talk through their concerns. Saying something simple like, “I am sorry to hear that your dad died – sometimes it helps to talk about it and if so, who would you like to be there for you?” is usually much appreciated by them. If possible, offer them choices about how things should be handled and what support would be helpful. Let staff and classmates know how they want to be received and supported.

Fear of sudden emotional outbursts – anger, distress, panic...

You can help by - normalising grief reactions and giving them choices about what strategies will help them to cope in the classroom e.g. able to leave lessons without fuss – “exit card” system, where they can go, who they can talk to.

Fear when they realise they may not remember what the deceased person looks like

A laminated photo of the deceased person may give enormous comfort when the visual image begins to disappear. A special teddy or other memento will often give great comfort in times of distress and upset. They may also want to show this when talking about the person who died. It should be stressed that whatever helps the child within reason should be encouraged.

Fear of being behind with work and unable to catch up

You can help by - clarifying with other staff what is essential to accomplish and what can be left, and offering appropriate help to achieve what needs to be done.

Inability to concentrate and feel motivated or sit still

You can help by - reassuring them that this lack of motivation and concentration is normal and will pass. Offer shorter more manageable tasks, write down the task, give encouragement for achievements, and minimising difficulties can often help.

Family grief impacting on normal family functioning e.g. disrupted routines, sporadic meals, chaotic bedtimes are possible reasons why they may be inadequately prepared for school, does not have the necessary equipment, and may be tired or hungry.

You can help by - talking with them to ascertain where areas of difficulty lie and try to work out strategies with them and their family to help keep things on an even keel in school. Identify their strengths and help them build on them.

Unable to meet homework/project deadlines because of altered responsibilities within the family and home

You can help by - helping them work out and meet priorities. Be flexible where possible and offer additional support where needed.

Forthcoming examinations

You can help by - Explaining the process of notifying examination boards and the possible options and outcomes.

Guidelines for providing ongoing support to a bereaved pupil:

If the child/young person thinks it would be helpful and friends agree, establish a peer support network – ensuring that those helping are given appropriate support themselves or seek help outside, for example, by making a referral to Simon Says or Jigsaw South East.

- Make a note of significant dates that might affect the pupil, e.g. date of death, birthdays, Christmas, anniversaries. Make sure other members of staff are aware of these and the possible impact these may have. Don't be afraid to acknowledge these potentially difficult times with them e.g. "I know Christmas is coming up and it might feel a very different and difficult time for you all this year without your Dad – so don't forget, if it helps to talk you can always come and see me".
- Consider possible reactions to class/assembly topics. Discuss how these difficulties might best be managed with them e.g. if making Mother's day cards do ask them if they wish to be included in the activity too, very often the answer is 'yes' as they still have a parent, they just can no longer see them, but still want to remember them.
- Look out for signs of isolation, bullying or difficulties in the playground – bereaved children/young people are often seen as vulnerable and may become a target.
- Consider using books/activities to help explore feelings and ideas about death as part of the normal school curriculum (see resources list provided below)
- Be alert to changes in behaviour – these may be an indication that they are more affected by their bereavement than they are able or willing to say. Reactions may present themselves months or years after the event, and it may be difficult for staff and others to relate behaviour(s) to the bereavement.
- Follow up absences – absence could indicate bereavement and associated problems at home or school.
- At transition time, make sure the new class teacher and/or school are aware of the bereavement and support in situ.
- At the end of the day, be yourself, listen and care.

And don't forget to look after yourself.

Please seek support from the Trust Centre or a Trust mental health first aider or any of the sources of support outlined in this guidance document as often as you require.

Collective Worship on the theme of Saying Goodbye

Introduction:

It is always a good idea to hold a special service when there has been a death of a child or an adult in the school. It brings the school community together and enables them to share their memories and grief. Death can be after a long illness when there has been time to think and

prepare or it can be sudden. In both cases, there is not always time to prepare something in advance. The outline below will give you a simple structure to follow or adapt. Once again, it is vital that the family are involved in the planning and approve of the messages given in the act of worship.

If members of the family wish to attend, it makes it more personal and they often find comfort in being present. Others may find it hard, but they should be offered the choice.

Creating an atmosphere for worship:

It is worth considering where the worship might take place. It might be in the school hall or perhaps in the local church. It might be that in the summer term it could be held outside or in a place in the school that was special to the person.

Thought should be given as to how an atmosphere can be created. It is often a lovely idea to have photographs of the deceased on a PowerPoint loop that the pupils can watch, reflect and remember as they enter. This should be discussed with the grieving family as it could cause distress. It might be more appropriate to have images of growth and hope from the natural world.

It is also a good idea to set up a special table/altar with a special cloth, candle, a photograph and some flowers (and perhaps a sprig of rosemary for remembrance).

Introductory music:

There is a vast amount of appropriate music that can be used. It is a good idea to consult the family and classmates, as there may be some favourite music. It is a good idea to encourage the staff to contribute ideas.

The act of worship:

Welcome everyone and begin by explaining how important it is to remember.

Give a brief factual input about the circumstances surrounding the death.

Light the candle.

Perhaps pupils and staff can alternate between memories of the person and bringing objects or pictures/drawings to remember the deceased and placing them on the table. It is often a good idea to have a special memory box prepared on the table. This can be used to place the objects in at the end and it can be presented to the family.

Prayer and reflection:

There are many published prayers for these times, but it is often prayers from the pupils themselves that have more meaning.

It is also a lovely idea to have a large bowl of water or an empty basket. Children and adults can pick up a pebble, come forward and, using the pebbles as a vehicle for prayer, carefully drop their pebbles/prayers/thoughts about the person into the bowl or empty basket.

It is important that all of the children have an opportunity to say goodbye.

Hymns and songs / exit music:

You may want to sing a hymn, but this is often difficult when pupils and adults are feeling sad. It might be that pupils leave to a favourite song. It can be more uplifting to change the atmosphere.

It is a good idea to hold the worship before break or lunchtime, so that those who feel quite sad can have time to recover before going back to a normal timetable. Some pupils and staff may require someone to talk to before and afterwards.

The school may consider designing and setting up a memory garden where they could plant seeds or plants to remember the person. The pebbles can be weatherproofed and placed there as well. The school may wish to buy a special seat or a fountain or something to create a space for reflection.

You may also be interested in The Church of England resource, 'GraveTalk', which is suitable for persons of all ages. You can purchase the resources yourself or contact your vicar for further support.

Further support and advice:

The following organisations provide excellent advice and support materials for coping with bereavement within a school context:

<https://www.cruse.org.uk/> – Cruse provides counselling and support and offers information, advice, education and training services. It aims to promote the well-being of bereaved people and to enable them to understand their grief and cope with their loss.

<https://www.simonsays.org.uk/> - Child/Adolescent Bereavement Support in Hampshire.

<https://www.jigsawsoutheast.org.uk/> - Supporting children with bereavement in the South East.

<https://www.winstonswish.org/> – Schools information packs and lesson aids.

<https://www.seesaw.org.uk/> – Lots of support materials including downloadable information packs put together for use in schools.

<https://www.hopeagain.org.uk/> - Specifically for young people aged 12-18.
supportline.org.uk - Confidential emotional support for children, young people & adults.

<https://www.griefencounter.org.uk/young-people/> - Bereavement support for teenagers.

<https://www.childbereavementuk.org/> – National UK charity providing specialised training and support for professionals to help them respond to the needs of bereaved families.

<https://www.tcf.org.uk/> – A charity offering advice and support for families who have lost a child, including peer support for other bereaved parents, siblings and grandparents.

<https://www.stchristophers.org.uk/> – A charity providing professional care and supporting the emotional, spiritual and social needs of their patients, their families, children, friends and carers.

<https://www.helenanddouglas.org.uk/> – A registered charity providing professional care, practical support and friendship for children and young people with life-limiting conditions, as well as support for their families.

<http://theredlipstickfoundation.org/> – Support for families bereaved by suicide.

<https://uksobs.org/> - Supporting those bereaved by suicide, including self-help groups.

<https://www.reonline.org.uk/> - Information about death in different faiths.

The 2011 Grove Booklet, *'Journeying Through Bereavement in Schools'* is an excellent resource. (Available to download from www.grovebooks.co.uk)

Books for children:

Examples of Picture Books can be found here:

Water Bugs and Dragonfiles: Explaining Death to Young Children (Looking Up) by Doris Stickney (Feb 2004)

Always and Forever by Alan Durant and Debi Gliori (Sep 2004)

Sad Isn't Bad: A Good-grief Guidebook for Kids Dealing with Loss (Elf-Help Books for Kids) by Michaelene Mundy (Mar 2004)

When Someone Very Special Dies: Children Can Learn to Cope with Grief (Drawing Out Feelings) by Marge Heegaard (Jan 1991)

Badger's Parting Gifts by Susan Varley and Susan Varley (Dec 1992)

Muddles, Puddles and Sunshine: Your Activity Book to Help When Someone Has Died (Winstons Wish) by Diana Crossley and Kate Sheppard (Oct 2000)

Gentle Willow: A Story for Children about Dying by Joyce C. Mills and Cary Pillo (Dec 2003)

Michael Rosen's Sad Book by Michael Rosen and Quentin Blake (Feb 2008)

Up in Heaven by Emma Chichester Clark (April 2004)

The Yearning Tree: A Children's Bereavement Resource by Gina S. Farago (Feb 2011)

The Day the Sea went out and never came back (Helping Children with Feelings) by

Margot Sunderland and Nicky Armstrong (Oct 2003)

I Miss You by Pat Thomas (May 2009)

The 10th good thing about Barney by Judith Viorst

The day Great-grandma moved house: A Story Explaining Death and Bereavement to

Young Children by Joy Smith and Angela Paifrey (Nov 2000)

Does God Have An Airplane?: A Candid Journey of Bereavement Through the Eyes of a Child by Kimberly Mettler-Eells (Jan 2010)

The Lonely Tree by Nicholas Halliday

The very hungry caterpillar by E Carle

Remembering Mum by G Perkins and L Morris

A Taste of Blackberries by Doris Buchanan Smith

All we know about Heaven by Peter Crowther

Bridge to Terabithia by Katherine Paterson

Butterfly Summer by Christine Wood

The Day Grandma Died by Jan Selby

Dogger by Shirley Hughes

Emma Says Goodbye by Carolyn Nystrom

Emma's Cat Dies by Nigel Snell

Fred by Posy Simmonds

Frog and the Birdsong by Max Velthuijs Bereavement Guidance – Updated: April 2021 15

Goodbye Max by Holly Keller

Grandpa's Slide Show by Deborah Gould

Grandpa by John Burningham

Gran's Grave by Wendy Green

I Feel Sad by Brian Moses

I'll Always Love You by Hans Wilhem

Life's End by Denise Chaplin & Lynne Broadbent

Love You Forever by Robert Munsch

On Eagle's Wings by Sue Mayfield

Patterns in the Sand by Sue Mayfield

Sam's Story by Fiona Chin-Yee

Scrumpy by Elizabeth Dale

Vicky Angel by Jacqueline Wilson

When Mum Died published by Hillins & Sireling

Will my Rabbit go to Heaven? by Jeremy Hughes

The Goodbye Boat by Mary Joslin and Clare St Louis Little

Further reading for adults:

Talking with Children and Young People About Death and Dying: A Resource - Mary Turner & Bob Thomas

Talking About Death and Bereavement in School: How to Help Children Aged 4 to 11 to Feel Supported and Understood - Ann Chadwick

Living with grief in school: Guidance for primary school teachers and staff – Ann Chadwick

The Little Book of Bereavement for Schools (Independent Thinking Series) - Ian Gilbert, with William and Olivia and Phoebe Gilbert

You'll Get Over It: The Rage of Bereavement - Virginia Ironside

Childhood Bereavement: Developing the curriculum and pastoral support - Job & Francis

A Resource Bank on Loss and Grief “It Hurts” - M Harvey

Good Grief—Exploring Feelings Loss and Death with under 11s - B Ward

Supporting Young People Coping with Grief, Loss and Death - Weymont & Rae
Then, Now and Always - J Stokes (Winston's Wish)

A Teacher’s Handbook of Death - Jackson & Colwell

Grief Encounter - S Gilbert

Grief In Children – A Dyregrov

Talking About Death – E A Grollman

Helping Children Cope With Grief – R Wells

The Forgotten Mourners – S M Pennel & S Smith

Working With Young People In Loss Situations - L Machin

Death and Loss - Compassionate Approaches In The Classroom – O Leaman

Wise Before the Event – W Yale & A Gold

