



# Bereavement Policy

*Information for Parents: This policy is available on request.*

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **Introduction**

Ursuline Preparatory School community will experience bereaved children who are struggling with their loss, or sometimes the death of a member of staff or a pupil may have an impact on the whole school community. Whilst we would hope to not encounter such circumstances, we have this Bereavement Policy in place so we can be proactive, rather than reactive, in these very sensitive situations.

Usually, support and understanding in the familiar and secure surroundings of our school, along with that provided by their family and friends, may be all the bereavement support most children or staff require. However, we recognise that referral to more specialist support may be necessary where the impact of grief is more complex.

## **Aims and ethos**

As we recognise that most children and adults can be effectively supported through bereavement and loss by those with whom they already have relationships, we want to equip school staff and others to respond effectively and confidently to a death in the school community. It is important too that we recognise that everyone experiences bereavement and grief differently and that there is no right or wrong way to do it. Therefore, it is our aim:

- to provide appropriate support to pupils and/or staff before (where applicable), during, and after a bereavement
- to provide a safe and calm environment for pupils and staff
- to ensure there is effective communication between home and school and to provide parents with information on how to access other support (if it is required)
- to work with the local authority and other partners as appropriate

### **The role of the governing body/trustees**

- To approve policy and ensure its implementation and regular reviews
- To ensure there is a whole school approach to supporting emotional wellbeing

### **The role of the headteacher**

- To have oversight of support required and provided, liaising with external agencies as appropriate
- To be the first point of contact for the family/child concerned
- To respond to media enquiries if required
- To keep the governing body fully informed
- To ensure staff are appropriately trained around bereavement and undertake actions set out in this policy (such as how to share sad news with pupils), including a deputy for the role of the head teacher should the event mean the head is unable to complete this role

### **The role of the Local Authority (LA)**

- To advise and support school staff as required
- To signpost to referral pathways and other means of support
- To provide information, guidance and support for all schools (available on Essex Schools Info Link)

### **The role of staff**

- To provide a safe and calm environment for all
- To act as a 'trusted adult' to support pupils and proactively enable them to have the time and space to talk
- To monitor the wellbeing of their pupils, identify concerns and escalate where additional support may be required
- To ensure any safeguarding concerns are shared with the Designated Safeguarding Lead

### **Procedures following a bereavement**

1. Wherever possible (and if deemed appropriate), the Headteacher will attempt contact with the bereaved family before taking any other action. This is to ensure any communications to the wider school

community (and the media) are factual, avoid rumour or confusion and are aligned with the family's wishes. Where it has not been possible to establish contact with the family, and news of the death is already in the public arena, the Headteacher will need to manage this and will do so, taking advice from the local authority.

2. The Headteacher will inform staff of any death and agree how information will be shared with pupils and the wider school community.
3. The Headteacher and staff will agree how to share information with pupils in a supportive and age-appropriate way.
4. The Headteacher will prepare a communication to all parents / carers to inform them of the death and advice about how to support their child, should they be affected.
5. The Headteacher will agree a statement for the media, where this is required, linking with the local authority as appropriate.
6. The Headteacher will adapt the school day and timetable if necessary to enable appropriate support to be provided. This support may be from school staff and / or from the local authority Education Psychology Service or other appropriate agencies.
7. The Headteacher will make arrangements in school for a book of condolence and/or an area where flowers may be placed.
8. In consultation with the bereaved family, arrangements for funeral attendance will be clarified, with the consideration of full or partial school closure in some circumstances.
9. The Headteacher and staff will monitor the wellbeing of all pupils identifying any concerns and escalating where additional support may be required.
10. The school will record any concerns about a child's wellbeing on their file to ensure any future school is aware that additional support may be required.

## **Support services**

There is a wealth of information and support available to those affected by bereavement, separation and loss. Some of the services that the school uses are detailed below:

### **Bereavement:**

Child Bereavement UK: <https://www.childbereavementuk.org/>

OWLS – Overcoming Bereavement, Worry and Loss:

<https://www.janetomlinsonappeal.com/our-work/owls-bereavement/>

Winston's Wish: <https://www.winstonswish.org/>

Catholic Children's Society: <https://www.cathchild.org.uk/rainbows-bereavment-support-programme/>

Stand By Me: <http://www.stand-by-me.org.uk/>

NHS: <https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/bereavement-and-young-people/>

Books for children to support bereavement, grief, loss, separation or divorce:

The Invisible String - Patrice Karst and Joanne Lew-Vriethoff

The Memory Tree - Britta Teckentrup

Always and Forever - Debi Gliori and Alan Durant

Badger's Parting Gifts - Susan Varley

The Rabbit Listened - Cori Doerrfeld

Letting Go - Sharie Coombes and Ellie O'Shea

Grandad - Sarah Hewitt

Michael Rosen's Sad Book – Michael Rosen and Quentin Blake

When Sadness Comes to Call – Eva Eland

Goodbye Mouse – Robie Harris and Jan Ormerod

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

Dear Grandma Bunny – Dick Bruna

Heaven – Nicholas Allan

Rafi's Red Racing Car: Explaining Suicide and Grief to Young Children – Louise Moir

A Birthday Present for Daniel: A Child's Story of Loss – Juliet Rothman and Louise Gish

Flamingo Dream – Donna Jo Napoli and Cathie Felstead

Saying Goodbye: A Special Farewell to Mama Nkwelle – Ifeoma Onyefulu

Saying Goodbye to Daddy – Judith Vigna

Death: What's Happening? – Karen Bryant-Mole

Milly's Bug Nut – Jill Janey

Waterbugs and Dragonflies – Doris Skickney  
Mum's Jumper – Jayde Perkin  
The Building Boy - Ross Montgomery and David Litchfield  
Seal Surfer - Michael Foreman  
The Cat Mummy - Jacqueline Wilson and Nick Sharratt  
The Heart and the Bottle - Oliver Jeffers  
Vicky Angel - Jacqueline Wilson and Nick Sharratt  
Milo and the Restart Button – Alan Silberberg  
Rabbityness – Jo Empson  
Grandad's Island – Benji Davies  
I, Cosmo – Carlie Sorosiak  
Where Did You Go Today – Jenny Duke  
The Suitcase Kid – Jacqueline Wilson and Nick Sharratt  
My Family's Changing – Pat Thomas and Lesley Harker