



St Edward's Bereavement Policy



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Who reviewed this policy?	Ms S Naz Assistant Head Teacher

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Introduction

'Every 22 minutes a 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)

It is almost inevitable therefore, that at some time any school will have to deal with a death that impacts the whole school community. Death is something that we do not like to think about, so when we are faced with it, we often find ourselves underprepared. Bereavement and loss are an inevitable part of living and growing. It is important that within our school community we provide learning opportunities for children to develop their own appropriate range of emotional, spiritual and intellectual responses to manage these experiences. The Catholic ethos of our school is based upon understanding, compassion, kindness, trust and working collaboratively which provides a framework in which these experiences can be realised in a supportive manner. Bereavement impacts everyone in different ways and for different periods of time. Whatever the level of understanding about bereavement, we have a duty to help support anyone when they could be feeling their most vulnerable, in the way that best meets their needs. By adopting a planned, open and considered approach our school can support the emotional well-being of the child, family and staff.

The purpose of creating a bereavement policy is to help everyone within our school community realise bereavement is a normal, natural part of life which needs to be discussed openly. It should outline ways; to respond in caring for the wellbeing of children and staff at a time when they may be in shock, upset and confused, to ensure effective communication takes place, support is available for each member of the school community to ensure there is as little disruption as possible to the daily school routine.

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Aims of this Bereavement Policy

- To identify key staff within the school and LA, resources and further support services to help the whole school community work together.
- To provide a framework for all staff to give guidance in how to deal sensitively and compassionately with difficult and upsetting circumstances.
- To have clear expectations about the way school will respond to the death and provide a nurturing, safe and supportive environment for all.
- To support pupils and/or staff before (where applicable), during, and after bereavement.
- To meet the needs of all our children and staff and to be a place that both children and families can rely on and gain much needed support.
- For children to have the opportunity to tell their story, express their feelings, share their memories and develop coping strategies through support by sensitive staff.

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Informing Staff and Governors

A death can affect the school community in different ways and often depends on:

- The role the deceased person had within school
- How well known they were in the local community
- Circumstances surrounding the death, particularly suicide or violent deaths

It is important to remember that adults and children benefit from being kept informed. Rumour and gossip can be very damaging and can even lead to both young and old developing the attitude that the death is not a topic to talk about. Children 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.

When informing staff and governors:

- Where possible, a discussion will take place with the bereaved family and their wishes will be taken into account before any decisions are made in relation to how and what to tell the staff and wider school community.
- It is important to consider any cultural or religious implications and seek advice if necessary.
- ALL staff (including support staff such as lunch time supervisors, PE coaches...) will be informed as soon as possible an appropriate method of communication, e.g. a whole school staff meeting or team meeting, ensuring that this includes part time staff and measures are taken to inform absent staff over the telephone.
- Give a factual explanation of how the death occurred and if applicable the circumstances of what happened leading up to the death.
- Ensure 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.



- Ensure a member of Senior Leadership is available to members of staff, parents or children if they are finding the situation particularly hard. Seek the advice of external support services as appropriate (see Appendix 4).
- Be prepared to arrange supply cover if necessary.
- Establish one person as a point of contact for the family to ensure free flow of accurate information to and from the school.
- Bereavement support or counselling should be available to all as necessary (requesting external bereavement support if needed – Simon Says, Winston's Wish, Cruse, Compassionate Friends and the Educational Psychology Service, if psychological de-briefing is thought necessary and Brentwood Counselling services).
- Arrange staff/pupil condolences with collaborative agreement if felt appropriate.
- Agree a set time for teachers to inform their class what has happened, how this is to be done and EXACTLY what is going to be said. Identify any absent pupils.
- Be prepared to follow this up with a special assembly, memorial service or memorial tree/garden...
- Arrange for the Wellbeing Team or Senior Leadership Team to be on hand at the end of the working day for staff to de-brief and reflect upon the day's events and to agree upon any further action or support that may need to be put in place. Staff who will be alone that night could be identified and arrangements made for colleagues to contact them by phone if necessary.
- 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.
- Trained and experience practitioners are available on the Simon Says helpline (02380 647550) should you want to check out ideas during the following days, weeks and months ahead.
- Where possible staff who have requested to attend the funeral or memorial should be released.

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Informing Pupils

Some children may be too young to understand death means but even very young children will want to know what happened, how it happened, why it happened and perhaps most importantly of all, what happens next?

When informing children:

- Identify children who are most likely to be impacted by the news because they had a close relationship with the deceased or are already bereaved to be told together as a separate group. Where possible inform pupils in the smallest group, preferably class or tutor groups. This should be done by adults they know.
- It is always a shock when a death occurs in a school even if it may have been anticipated. Children expect to live forever and so a fellow student dying can feel quite shocking. Experience and research has shown that it is more beneficial if all pupils are informed.
- Provide staff with guidelines on how to inform children; be honest, it is ok to say if you don't have the answers but remember to revisit the question at a later date when you do have the answer (See Appendix 1).
- 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.
- 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.
- End up discussion on a positive note - not all people who are ill or have accidents die - many get better. Consider a prayer to remember the deceased and their family. Perhaps co-ordinate an assembly to end discussion.
- Do pupils want to do an activity to express their thoughts and feelings? Do they want to arrange for representatives to attend the funeral? How will this be managed?

Grief will last a life time and can surface throughout with new questions and many reflections

In Days after the death

- It is important to consider any cultural or religious implications and seek advice if necessary.
- The nominated staff (SLT including Safeguarding Leads) with responsibilities for supporting staff and children will be made available to do so.
- When needed staff cover will be provided so that children can carry on with their normal activities.
- An allocated quiet place where children, young people and staff can go if necessary will be allocated.
- Where possible it will be preferable for there to be minimum disruption to the timetable but some flexibility may be required.
- SLT to engender an awareness of when people need help and support, particularly those who worked closely with the person who has died and secretaries /administrative staff who are taking telephone calls, dealing with parents etc.
- Through the nominated staff member who has responsibilities for liaising with the individual's family, ascertain their wishes about the school's involvement in the funeral, if any.

In line with the families' wishes we will consider practical issues such as:

- Sending flowers to the home or to the funeral, making a collection etc...
- Who will attend the funeral?
- Cover for any staff who may be going to the funeral.
- Informing the parents of those pupils who will be involved.
- Possible closure of the school. If this is the case a member of SLT will inform lunchtime supervisors, caretaker, after school staff in advance.

Bereavement Flowchart

This flowchart will support you to build your school plan to respond to a bereavement:

School is informed of a bereavement



Identify the relevant communication pathway (see Appendix 2) and as a team the tasks required and who is best to complete them.



Senior member of the team to contact family – phone call/send card/letter of condolence.



Appointed person from the setting to discuss with the family and child or young person who they want their story shared with and support available to them.



Inform others – staff, families, children and young people of the setting as agreed with the bereaved family, child and young person.



Appointed person to be point of contact for family – discuss funeral arrangements/return to school.



Appointed person arrange to see child or young person at home or in the setting to assess their needs and level of support required at this time.



Appointed person liaise with child or young person and support their return to the setting.



Appointed person ensure significant dates and events for the child or young person are recorded and shared with all staff for future reference (birthdays, anniversaries).



Appointed person continues to assess the needs of the child or young person. Observation, discussion with significant people, including the child or young person regarding their concerns or worries, and outside agencies if required.



Ensure friendships are secure as peer support can be very important



Continue regular contact with the family – show you still care about them and their child or young person.
Sign post to outside agencies if deemed appropriate.

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Guidelines for supporting a bereaved student's return to school

When the child or young person returns to 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 may be their break from that.

Action plans in place to help the child return to school:

- Identify a member of the 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. A 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 the child/ren 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 have 'physical' illness, 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 work load 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



within the setting and the child/ren who have 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's needs. 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. Some of the more common 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?

Staff 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.

Staff 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.

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- **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**

Staff 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**

Staff 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**

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.

Staff can help by - Talking with them to ascertain where areas of difficulty lie and try and 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**

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

- **Forthcoming examinations**

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

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Providing ongoing support for a bereaved student:

- If the child 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 from outside agencies.
- Make a note of significant dates which 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 Appendix 5)
- 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 – 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.

Supporting children with Special Educational Needs:

All children benefit from being given simple, honest “bite size” pieces of information about difficult issues - often repeated many times over. For further support visit www.autism.org.uk/about/family-life/bereavement.aspx or Child Bereavement Uk. When talking about death and bereavement with a child with learning difficulties it might be helpful to consider:

- **WHO** should be key worker working with the child and family - inform parents who this person will be and keep in contact, this should be someone they ALREADY have a good relationship with.
- **WHERE** is the student most receptive to new ideas? Quiet room or outside area. Use this space for talking with them.
- **WHAT** should be talked about? (as agreed with parents). Ensure that you use the same language and ideas as the family to avoid confusion.
- **HOW** is new information normally given? Signs, verbally, pictures. Use their normal communication methods to talk about illness and death.
- **HOW** is new information normally backed up? Staff will probably need to repeat information a number of times over a long period. Do you need to make a social story? (www.speakingspace.co.uk will assist with this)
- **PROCEED** at a level, speed and language appropriate to them.
- **BUILD** on information given – small bites of the whole, given gradually will be easier to absorb.
- **REPEAT** information as often as needed.
- **WATCH** for reactions to show the child understands – modify and repeat as needed.
- **FOLLOW** the student's lead – if indicating a need to talk or have feelings acknowledged, encourage as appropriate.



- **WATCH** for changes in behaviour to indicate the child is struggling more than they can say and offer support as needed.
- **MAINTAIN** normal daily routine as much as possible.
- **LIAISE** with other agencies involved with the student to ensure accuracy and continuity of information.

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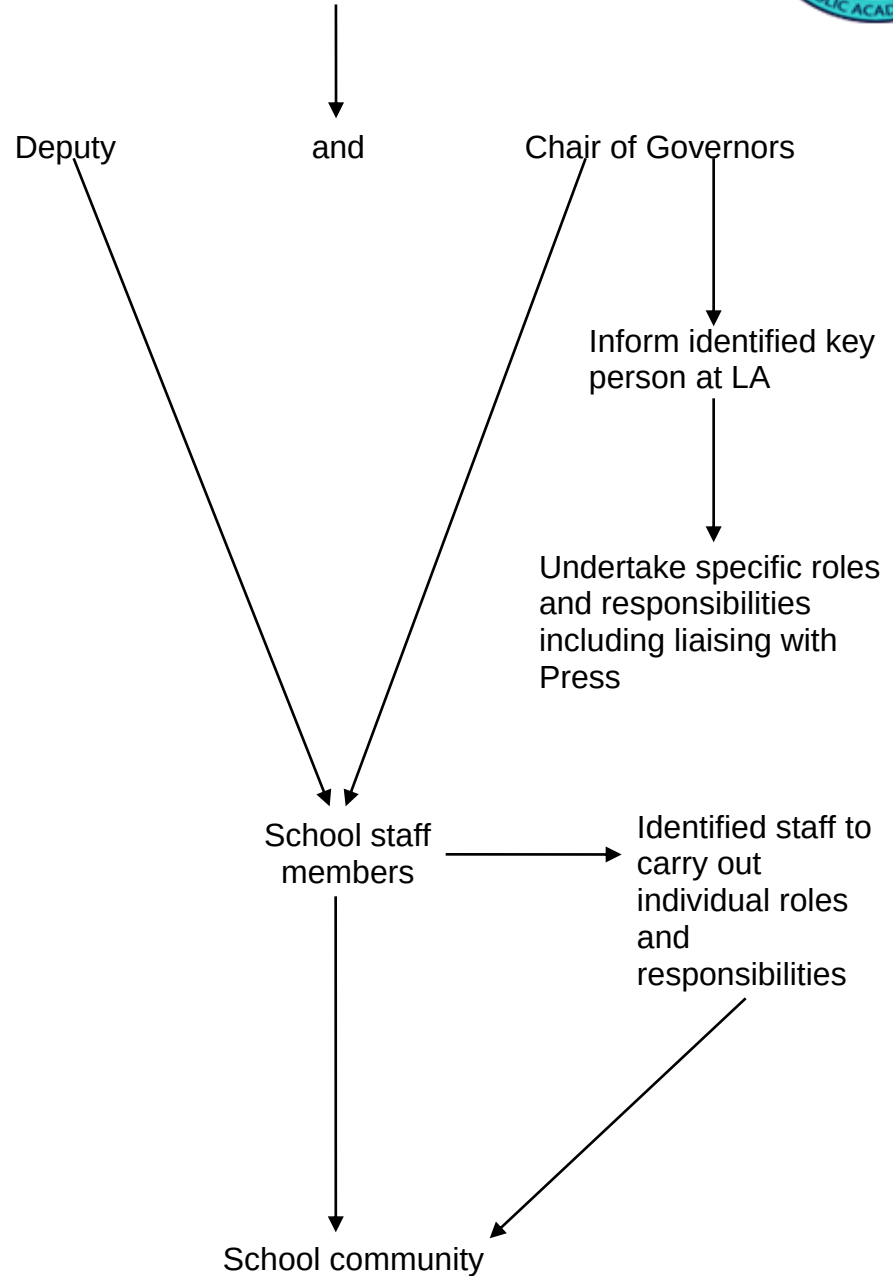
Appendix 1

How to inform children:

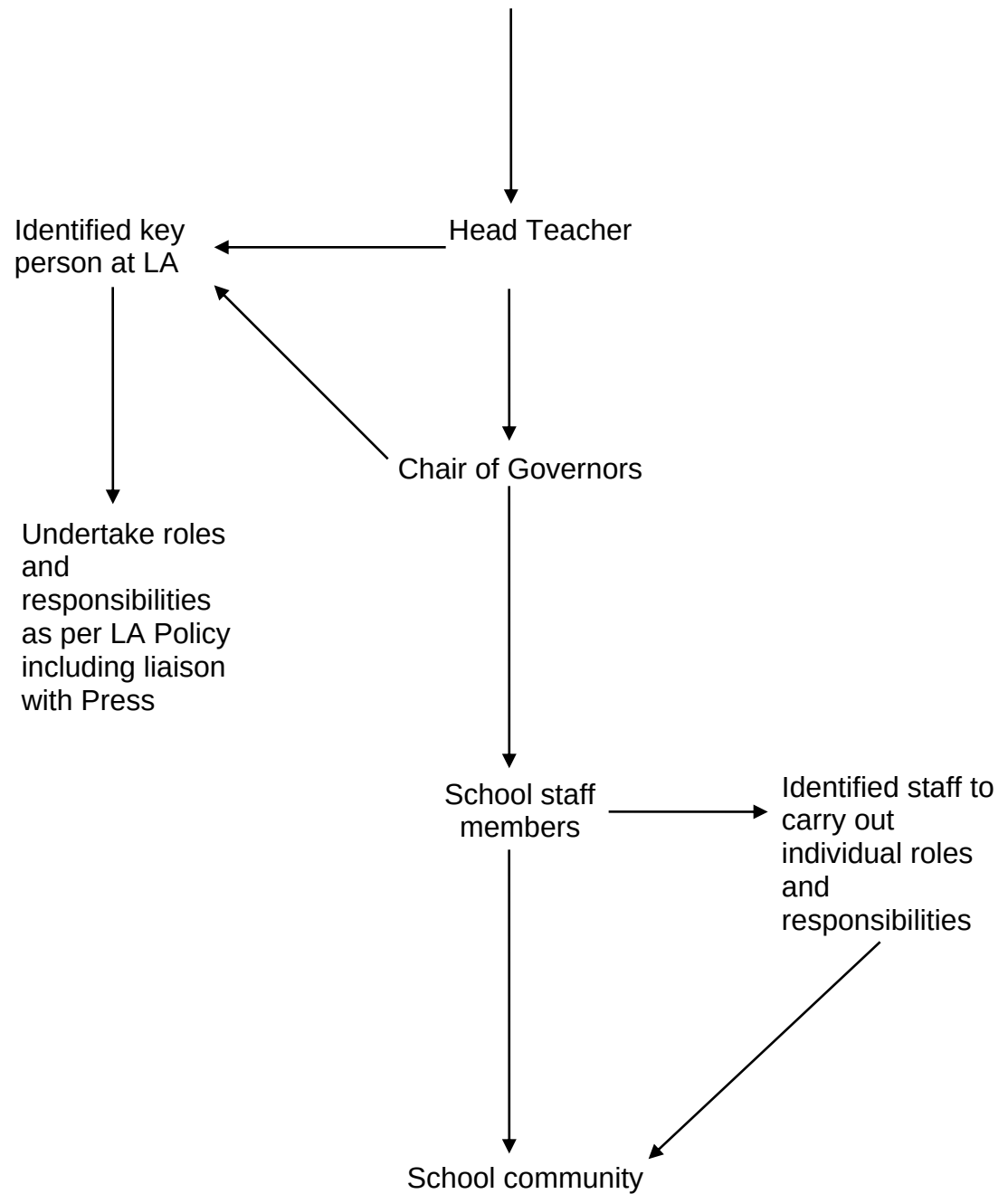
Remember it is ok to show your emotions in moderation. It is important we model to children and young people healthy responses to sad news and a natural response to hearing about a death is to cry.

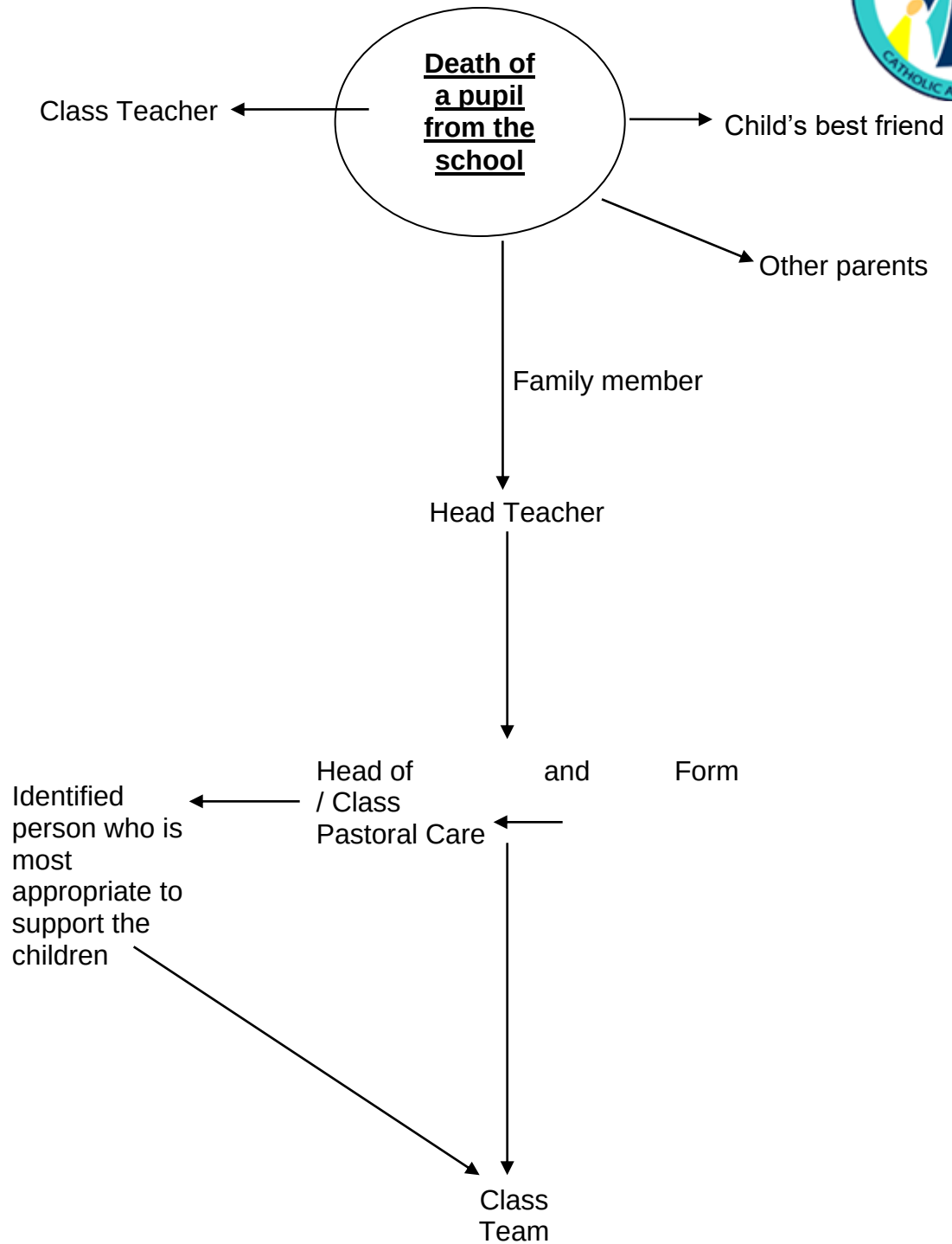
- Be honest and factual.
- Use clear language – use the person's name, do not use euphemisms like 'passed away' or 'lost' use the words dead, died and death to avoid confusion.
- Allow the children to ask questions and answer them honestly and factually in terms they will understand.
- Allow the children to ask questions and answer them honestly and factually in terms that they will understand.
- Allow the children to verbalise their feelings.
- Allow the children to discuss the situation and share their experiences of death (even if that is the death of a pet).
- Ensure the children understand that the death is nothing to do with anything they have said or done. It is in no way their fault.
- Reassure them that not all people who are ill or have had an accident will die and that many people get better.
- Acknowledge some days will be harder than others.
- Do not expect to go straight into lessons, allow for a time of restoration preferably with a physical outlet.
- Put an appropriate time limit on the discussion. It is preferable to resume normal school activities as soon as possible thus ensuring minimal disruption within the school day which also offers a sense of security and familiarity.

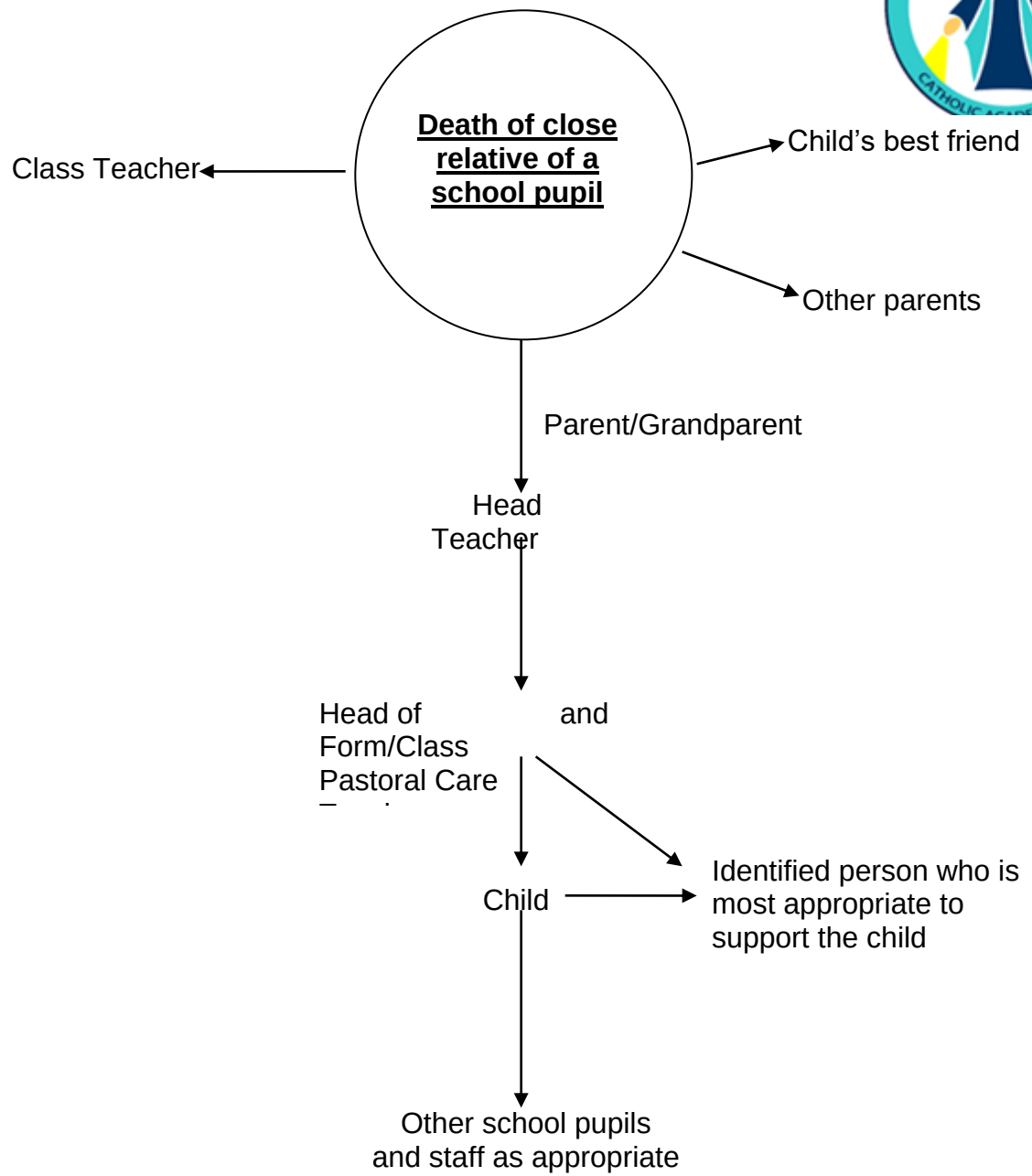
Death of Head Teacher



Death of adult / staff member









Appendix 3

LETTER TEMPLATES

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, TA, Lunch time supervisor...> at this school for <number> years.

Our thoughts are with <Name's> family at this time and in an effort to try and respond to his/her death in a positive, all children have been informed.

The children were told that <Name> died from an <.....> 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 information from the names and contacts provided.

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 class teacher.

Yours sincerely

Head Teacher

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Dear Parents

Your child's class teacher had the sad task of informing the children of the death of <Name>, a pupil in <Year>.

They were told that <name> died from an illness called <.....>. Sometimes people who have cancer can get better, but other times people die from it. <Name> had been ill with <cancer> for a long time and died at home yesterday.

When someone dies, their family and friends have lots of feelings of 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 information from the names and contacts provided.

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 class teacher if this is the case.

Yours sincerely

Head Teacher

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Appendix 4 - Prayers/Readings/Reflections:

Pope Francis:

Has reminded us on a number of occasions of the explanation Jesus gave that life after death has different parameters from our life on earth: eternal life is a different life, in a different dimension where, among other things, matrimony will no longer exist. The risen, Jesus says, we will be like angels and will have life in a different state of being, which we cannot begin to even imagine right now.

This is why Jesus affirms: "He is not the God of the dead but of the living: for all life to Him" (Luke 20:38). And the most important tie is with Jesus:

He is the Life and the Resurrection, because with His crucified love He defeated death. In Jesus, God give us eternal life: He gives it to everyone, and everyone, thanks to Him, can hope to live life even more real than this one. The life that God has in store for us is not simply a better version of this one: it goes beyond our imagination, because God continually surprises us with His love and mercy.

Death is behind us, not in front of us. In front of us is the God of the Living, the definitive defeat of sin and death, the start of a new time of joy and endless light. But already on this earth – in prayers, in Sacraments, in fraternity – we encounter Jesus and his love, and so we can get a small taste of the risen life.

Scripture texts:

1 Cor 13:12, Matt 5: 1-12, Is 25: 6-9, Matt 11: 25-30, Psalm 23, I Thess 4: 13-14

Quotes:

St John of the Cross: At the evening of our life we will be judged on love.

St Therese of Lisieux: Not death, but God will take me.

St Teresa of Avila: I want to see God and, in order to see him, I must die.

Death of a Pupil

Entrance Music

Introduction

In our distress and sorrow the one word that is surely coming to us all is "why"?

There is no answer that will take away our pain but there are answers that will give us strength. In our prayer today, we remember _____ with thanksgiving our friend and pupil of this school and we ask God's grace for ourselves.

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Prayer Focus

Overhead with words *"The kingdom of heaven belongs to children,"* or *"Let the children come to me."*

Photograph of deceased pupil or symbol of childhood



Sign of the Cross

_____ was baptised into Christ with the sign of the Cross, and so we begin "In the name of the Father and of the Son and of the Holy Spirit."

Hymn or Song

God who made the earth
Lead me, guide me
The Love I have for you

Reading

Isaiah, 25:6-9 (paraphrased)

The Lord will prepare feast for all the nations on earth – a great meal with the riches of food and drink. He will remove the cloud of sorrow hanging over us. He will wipe away all tears. Then we will say "He is our God! We have put our trust in him and he has recued us. He is the Lord. Now we are happy and joyful because he has saved us."

Comment on Reading

The way we think about life and death will determine the consolation we receive in a time of sorrow. If we do not have a Christian vision, then the consolation we receive may be less. The Christian vision of death is of going home, going to Jesus, who has already gone to prepare a place for us. Therefore, a good way of acting in times of sorrow is to trust in God and the reading has just told us. It means to give thanks for the life of the person we mourn. We recall with thanksgiving their friendship, their lives. We ask Jesus to look after them. At the same time, it is a reminder to us that we sooner or later will die. And the way in which we live is our real preparation for death.

Response to Reading

Representatives of the class of _____ bring forward flowers, plants and light a candle.

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Prayers

We turn to our loving God and pray:

That _____ be safe in the presence of Jesus.

Response: Remember us O Lord.

That the parents and relatives of _____ may be strengthened at this time.

Response: Remember us O Lord.

That all the friends of _____ may be consoled at this time.

Response: Remember us O Lord.

That all who nurse and care for the sick may be blessed.

Response: Remember us O Lord.

That we all would live well and be ready to meet the Lord when he comes.

Response: Remember us O Lord.

[Additional prayers]

Response: Remember us O Lord.

Our Father...

Reflective Phrase for the day: *Our True home is in heaven*

Blessing

The Grace of our Lord Jesus Christ, the love of God and the fellow ship of the Holy Spirit be with us all. Amen

Concluding Song or Music

Christ be beside me
O'Lord, I know you are near
Jesus, you are Lord

REFLECTION

O lord, we know that the task you set before us of raising a child is the most important and most challenging we will ever face.

We understand that our children are ours, not to possess, but to cherish and guide for a time, leading them to union with you;

We know that parenting may bring joy beyond words, and also sacrifice and heartache;

Yet we accept this responsibility gladly, knowing that you will help us if only we remember to ask.

O Lord,

When we have no strength, give us your strength;

When we lost patience, give us your patience;

When we don't know that to do, inspire us;

When we become weary, lift our spirits.

Help us to enjoy our children and to laugh with them;

And O Lord, when we don't feel loving, send us your love.



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Death of a Teacher/ Staff Member/ Friend of School



Entrance Hymn

Introduction

There are many ways of commemorating death. A common one is remembrance and thanksgiving. In our Catholic tradition we also pray that the dead person be at peace with God.

Focus or symbol

Overhead with person's name and the words, "Eternal Rest."
Photograph/articles associated with dead person.

Sign of the Cross

It is through our baptism that our greatest hope lies, and so we begin "In the name of the Father and of the Son and of the Holy Spirit."

Hymn or Song

Be still and know that I am with you
Like a shepherd
O Lord, you are the centre of my life

Reading

Wisdom 4: 7-15

Even if they die before their time, good people will find rest. Life is not about how long we live, but how wisely we live. A good life is a long life. Good people try to please God, and God loves them. Coming to perfection in a short while is the same as having a long life. Good peoples' lives are pleasing to God. Foolish people never think that mercy and grace are what God has ready for good people. He will protect them.

Comment on Reading

Our thoughts are very limited. Compared with God's wisdom, our thoughts are even foolish. God has a plan for each one of us. When we have done what he willed for us, when we have come into full life and goodness, God takes us to himself. God also has a care for those who remain. The way in which we fit into God's scheme of things is to live wisely. And we admit that we do not understand everything, much less the mystery of death. We treasure life and we give thanks for the life of _____ who has enriched our lives.

Response to Reading

- A signed Mass card is placed at the focus of worship.
- A candle is lit
- A flower or plant is laid
- A copybook for signing condolences is places for people to sign later

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Prayers

We turn to our living God and pray.

That _____ may have eternal rest with the Lord.

Response: **Jesus you are the Resurrection and the Life.**

That _____ may be rewarded for his/her contribution to this school.

Response: **Jesus you are the Resurrection and the Life.**

That the family, relatives and friends of _____ may be consoled at this time.

Response: **Jesus you are the Resurrection and the Life.**

That all past members of this school who have left this world may be at peace with the Lord.

Response: **Jesus you are the Resurrection and the Life.**

That we may remember that we too are on a journey to the Father.

Response: **Jesus you are the Resurrection and the Life.**

[Additional prayers]

Response: **Jesus you are the Resurrection and the Life.**

Our Father

Reflective Phrase for the day: *Jesus said, "I am with you always"*

Blessing

To us who are alive may God give forgiveness;

To all who have died may God give light and peace, and may a million stars light their way to paradise.

Concluding song or music

Amazing grace

Christ be beside me

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I'll Lend You for a Little While

A child of mine, God said,
For you to love the while he lives,
And mourn for when he's dead.
It may be six or seven years
Or forty-two of three,
But will you, till I call him back,
Take care of him for me?

He'll bring his charms to gladden you,
And should his stay be brief,
You'll have his lovely memories
As a solace for your grief.
I cannot promise he will stay,
Since all from earth return,
But there are lessons taught below
I want this child to learn.

I've looked the whole world over,
In search for teacher true,
And from the things that crowd life's land
I have chosen you.
Now will you give him all your love,
Nor think the labour vain?
Nor hate me when I come to take
This lent child back again?

I fancied that I heard them say:
Dear Lord, thy will be done,
For all the joys thy child will bring,
The risk of grief we'll run.
We'll shelter him with tenderness,
We'll love him while we may
And for the happiness we've known
Forever grateful stay.

But should thy angels call for him
Much sooner than we've planned,
We'll brave the bitter grief that comes
And try to understand.

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Prayers



Eternal rest give to them O Lord and let perpetual light shine upon them.
May they rest in peace.

Amen

Remember those who have died and who have gone before us, marked with the sign of faith.
May these and all who sleep in Christ find in your presence light, happiness and peace.

Amen

Jesus remember me when you come into your Kingdom [Taize Chant]

Compassionate Lord Jesus. Grant them rest in peace.

"May god support us all day long, till the shade lengthen, and the evening comes, and the busy world is hushed, and the fever of life is over, and our work is done! Then in his mercy may he give us a safe lodging, and a holy rest, and peace at the last!"

"Let us be like the swan when it is dying

It gathers all its inner forces and

Sings with more harmony than ever before

In its life. That is how saints die.

It is the purest act of their life, the one

Most burning with love, the most perfect."

St Madeline Sophie Barat

Act of Remembrance

They shall not grow old as we who are left grow old.

Age shall not weary them nor the years condemn.

At the going down of the sun and in the morning we shall remember them.

The De Profundis

Out of the depths I cry to you, O Lord,

Lord, hear my voice!

O let your ears be attentive

To the voice of my leading.

If you, O Lord, should mark our guilt,

Lord, who would survive? But with you is found forgiveness:

For this we revere you.

My soul is waiting for the Lord,

I count on his word.

My soul is longing for the Lord

More than watchmen for daybreak

And Israel in the Lord

Because with the Lord there is mercy

And fullness of redemption.

Israel indeed he will redeem

From all its iniquity.

V. Eternal rest grant unto them O Lord.

R. And let perpetual light shine upon them.

V. May the rest in peace.

R. Amen

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Celtic Blessing

May your health overflow like a
mountain stream in **Springtime**

May your days be as happy as
Summers long ago.

May you reap the **Autumn** gold from
a life of love and giving

May you stay forever young.
and when you go...

May a million stars light your way to **Paradise**

Jesus says:

"Do not let your hearts be troubled.
Trust in God still and trust in me.

That are many rooms in my Father's house; if there were not, I should have told you and after I
have gone and prepared you a place I shall return to take you with me.

So that where I am you may be too."

John 14: 1-3

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Appendix 5

External Support Agencies

simonsays.org.uk - Child/Adolescent Bereavement Support.

autism.org.uk/about/family-life/bereavement.aspx – Advice when supporting someone with autism cope with a death.

childbereavement.org.uk – Supports families and professionals when a child is bereaved or facing bereavement.

childhoodbereavementnetwork.org.uk - Childhood bereavement.

childline.org.uk - Free national telephone helpline for children and young people.

crusebereavementcare.org.uk - All aspects of bereavement.

griefencounter.org.uk - Helps bereaved children rebuild their lives.

seesaw.org.uk - Grief support service for children and young people.

sands.org.uk - Providing support for parents & families whose baby is stillborn or dies soon after birth.

theredlipstickfoundation.org – Support for families bereaved by suicide.

uk-sobs.org.uk - Those who are left behind after a suicide can be helped by talking to others who have experienced a similar loss.

winstonswish.org.uk - Help for grieving children and their families.

Bbc.co.uk/bereavement – information on the way bereavement affects children.

NEWHAM SUPPORT:

The Newham bereavement lead is Nicki.Seevaraj@childbereavementuk.org

Child Bereavement in East London (Stratford) which covers 10 boroughs which are Tower Hamlets, Hackney, Newham, Waltham Forest, Redbridge, Barking and Dagenham, Havering, Lewisham, Greenwich and Bexley.

Sarah Agnus Foundation - East Ham Library - 328 Barking Road, E6 2RT

ADDITIONAL RESOURCES/LINKS:

<https://www.pshe-association.org.uk/content/coronavirus-hub>

<https://www.annafreud.org/>

<https://mentalhealth.org.uk/coronavirus/staying-at-home>

<https://www.headstogether.org.uk/>

<https://www.nhs/conditions/stress-anxiety-depression/anxiety-in-children/>

<https://beaconhouse.org.uk/resources/>

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Appendix 6

Books on Bereavement

GRANPA

John Burningham (Puffin, 1998, ISBN 0099-43408-3)

Designed to stimulate discussion rather than to tell a story, the book has a series of scenes of a little girl and her grandad, with comments from each or both of them. At the end, she is shown staring at his empty chair, without comments. The book allows the adult to direct discussion about not only the good things that the child remembers, but also the not so happy memories.

GRANDAD, I'LL ALWAYS REMEMBER YOU

De Bode and Broere (Evans / Helping Hands, 1997, ISBN 0237-51755-8)

A picture book about loss and memories, and potentially a good stimulus to talk about a bereavement.

WHEN DINOSAURS DIE

L & M Brown (Little, Brown, 1996, hb, ISBN 0-316-10197-7)

Charming busy anthropomorphic pictures of dinosaurs illustrate topics and questions and a range of answers about death: Saying Goodbye; Customs and beliefs about death; Why do people die? What does "dead" mean?. It is also quite acute psychologically, acknowledging that disbelief, anger, fear, and sadness are common feelings when someone dies. Expensive, but attractive and appealing to children.

REMEMBERING GRANDAD

Sheila and Kate Isherwood (Oxford, ISBN 0-19-272368-5)

A girl's grandfather has died and looking back over the happy times they enjoyed together helps her to cope with the loss. Very specific episodes and illustrations give it a life-like feel. Sensible and sound if a little stereotyped in its pictures of family life, it could help children to think about how to remember someone.

LIPLAP'S WISH

Jonathan London and Sylvia Long (Chronicle Books, 1994, ISBN 0-8118-0505-0)

Liplap the rabbit's grandma has died, and his mother tells him of the rabbit legend that "long ago, when the first rabbits died, they became stars in the sky. And to this day, they come out at night and watch over us. And they remind us that our loved ones shine forever in our hearts... When Liplap asks if a star might be his grandma, his mother



replies, "I think you could wish it were." Could be considered "twee" and lacking honest engagement with the subject,



FRED

Posy Simmons (Jonathan Cape, 1987, ISBN 0-2240-2448-5)

When Fred the cat dies his owners, Nick and Sophie, attend his funeral and learn about his secret life as a famous singer. The story raises the idea of celebrating a life in a good-humoured and touching way, with entertaining pictures and not much text.

LIFETIMES

Bryan Mellonie and Robert Ingpen (Belitha Press, 1997, ISBN 1-85561-760-9)

full title: *Beginnings and endings with lifetimes in between* – a beautiful way to explain life and death to children. This book places human life and death firmly in the natural world, and the tone is quietly reflective: "All around us everywhere, beginnings and endings are going on all the time. It may be sad, but it is the way of all things. For plants. For people. For birds". Whilst not exactly comforting, it tells the truth, puts death in perspective, Don't let the rather murky cover put children off - it belies the attractive illustrations within of plants and creatures, alive and dead.

BADGER'S PARTING GIFTS

Susan Varley (Collins Picture Lions, pb, 1992)

An old favourite, a charming illustrated book in which a very old and much loved badger dies. The forest animals gather and reminisce about the important part Badger played in their lives, and as time passes memories of Badger make them smile. These memories were different for each of them, including very recognisable things like a favourite recipe or showing someone how to knot a tie - Badger's "parting gifts".

WE LOVE THEM

Martin Waddell (Walker Books, 1990, ISBN 0-7445-7256-8)

Death is seen very much as part of life in this nicely illustrated story of life in the country, which conveys the idea that life goes on and that old creatures give way to young ones. But it is a bit too matter of fact about loss - barely is the old dog dead than the children have found a new one, is there an implicit message that dead pets (and people?) are easily replaced.

GRANDMA'S BILL

Martin Waddell (Macdonald Young Books, pb, ISBN 0- 7500-0307-3)

Bill's grandma is a widow, and he learns about her "other Bill" by looking through her photo album with her. A bit too stereotypically suburban and middle class for general appeal perhaps. Some like its ordinariness, gentleness and factual accuracy, and couldn't fault what it had to say about death and living on in memories and in the family.

I'LL ALWAYS LOVE YOU

H Wilhelm (Hodder & Stoughton, 1985)

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A touching story of the love between a little boy and his dog, who have grown up together. When the dog dies, the boy says that, although he is very sad, it helps that he used to tell the dog "I'll always love you" every night. An opportunity to discuss the importance of telling how you feel. Aimed at 4 to 7 year olds and delightfully illustrated.



I FEEL SAD

(Wayland, ISBN 0-7052-1406-6)

Not specifically about death, but about different ways of expressing sadness. Could be a useful opening for a conversation about a bereavement, or about coping with feelings.

A BIRTHDAY PRESENT FOR DANIEL

Juliet Rothman (Prometheus Books, ISBN 1-57392-054-1)

This story of a little girl whose brother has died is intended for children aged 8-12. "A difficult subject handled very well and movingly",

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