



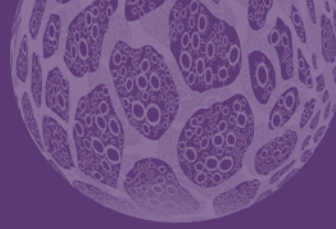
# Supporting bereaved children and young people in Rochdale

Information pack for nurseries, schools and colleges

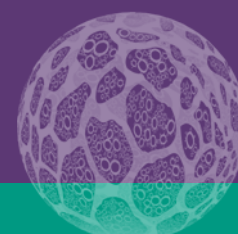
Rochdale Educational Psychology Service • 2020



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## Introduction

A parent of children under 18 dies every 22 minutes in the UK; around 23,600 a year. 1 in 29 5-16 year olds has been bereaved of a parent or sibling; that's a child in every average class. In some circumstances, a teacher or other member of school staff is the person a bereaved child or young person (CYP) is most likely to turn to when they need to talk about their bereavement.

There are also likely to be occasions when the death of a child or a significant member of staff within school can have an impact on a school community. By anticipating how this can be managed when staff are in shock or upset, schools can be better placed to act effectively and calmly. The immediacy and enormity of these experiences may vary, but in each situation, the teachers and support staff involved have a genuine chance to positively affect a young life.

**It is inevitable that teachers or members of staff within a school community will work with children affected by death in one way or another.**

A school which takes time to put in place a formalised response in relation to bereavement will be much better placed to cope should it need to be put into practice. By being prepared, schools will have the benefit of clear procedures and protocols which can reduce the strain on key members of staff in school and provide a framework within which to offer support.

The Educational Psychology Service can advise and support a school in writing a bereavement policy. A school which takes time to formalise a response before a critical incident or tragedy occurs, will be much better placed to cope should it ever have to be put into practice.



# Children and young people's understanding of death

## Children under 2

- Whilst limited cognitive understanding of death they will be impacted and will react
- These children do not understand permanence of death and may ask questions repeatedly
- May keep looking or asking for a missing parent or carer and wait for him or her to return
- May react to the absence of a parent or carer with increased crying, decreased responsiveness, and changes in eating or sleeping
- Are most affected by the sadness of surviving parent(s) and carer(s)

## Children aged 3-5

- Are egocentric and see themselves as causing events around them
- May feel guilty or responsible for the death
- React to loss through behaviours like irritability, aggression, physical/somatic symptoms, difficulty sleeping, regression e.g. with bed wetting, earlier developmental play and behaviours
- Experience 'magical thinking' and understand the world as a mix of reality and fantasy
- May believe that death is temporary or reversible
- Worry about who will take care of them and about being abandoned
- Are still greatly affected by the sadness of surviving family members

## Children aged 6-7

- Begin to have understanding of the permanence of death, but tend to see this as something that happens to other people
- May think of death as a spirit, ghost, angel or skeleton
- Are often interested in the details of the death and what happens to the body after death
- May experience a range of emotions including guilt, anger, shame, anxiety, sadness and worry about their own death

- Continue to have difficulty expressing their feelings
- Still worry about who will care for them
- May still worry that they are responsible for the death

## Children aged 8-11

- Understand that death is final
- Understand that death is universal, unavoidable, and will happen to them
- Are interested in the details of the death and what happens to the body after death
- May experience a range of emotions
- May react through reluctance to go to school, poor performance in school, aggression, withdrawal from friends and regression
- Still worry about who will care for them
- It might be helpful for staff to understand that somatic complaints like headaches or tummy aches might be physical manifestations of the emotional pain of grief

## Adolescents

- Have an adult understanding of the concept of death but not yet the experiences or coping skills of an adult
- May act out in anger or show impulsive or reckless behaviours
- Developmental issues of independence and separation from parents can interfere with ability to receive support from adult family members
- May experience a wide range of emotions, but not know how to manage or express them
- Coping strategies may create tension with family members, as they may cope by spending time with friends or withdrawing to be alone
- View of being invincible contradicted by the reality of death, leading to questioning their faith or their understanding of the world

# 'Normal' grief reactions in children

Some grief reactions with children occur immediately and others may occur at a later point. In general, children's grief tends to show itself physically and behaviourally expression rather than through verbal expression. The more common physical, cognitive, and behavioural reactions during the normal grief process are:

## Physical responses

The child may experience:

- Headaches or stomach aches
- Fatigue and lack of energy
- Muscle aches
- Tightness in the throat, difficulty breathing (especially when they first learn about the death)
- Skin rashes
- Eating more or less than usual
- Changes in sleeping patterns (both falling asleep, staying asleep and sometimes prolonged sleeping), odd and frightening dreams
- Hyperactivity and hypersensitivity

## Cognitive responses

The child may experience:

- Concentration difficulties
- The loss dominates their thoughts
- They may idealise the deceased
- The child may show a need to know "why" the death happened, to know all the facts and search for the "meaning" of the death
- Some children search for the dead person and seek out places they used to go together
- Other children become temporarily preoccupied with memories of the deceased, and repeatedly ask adults to tell stories about the deceased
- The child may carry objects of the deceased around with them, and look at photos repetitively

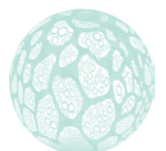
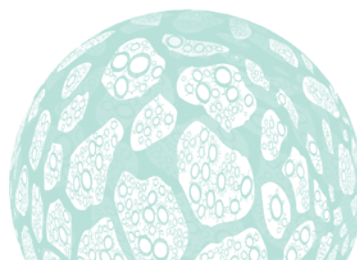
- Visual hallucinations of the deceased are also common and are experienced as very real to the child. These can be comforting or distressing
- The child may take on the roles of the dead person, e.g. by disciplining siblings

All these behaviours are an attempt by the bereaved child to reconnect and relate to his or her deceased loved one. They should all be viewed as a normal part of the grief process unless they persist unnaturally long or cause a great deal of distress for the child.

## Emotional responses

The child may experience:

- **Shock and denial** as a protective mechanism and a way for the child to process the painful information at their own pace
- Sadness, despair and depression which can be expressed:
  - Verbally
  - Nonverbally
  - Through a depressed demeanour
  - Through tears
  - By becoming withdrawn, isolated and quiet
- **Anger and acting-out behaviour**, often with whom they feel closest to and most safe. Some bereaved children that channel their anger by:
  - Throwing things
  - Hitting/kicking
  - Having tantrums
  - Defying authority
  - Rebelling against everything
  - By displaying antisocial behaviours, often as an attempt to avoid close relationships and the possibility of being "abandoned" again



## • Fear, anxiety and panic

Children often react with fear and panic when they lose someone significant to them and may be afraid of the intensity of their own feelings. They worry as well about the changes in care-giving and nurturance that come with the loss. Some grieving children become concerned that:

- Someone else close to them will die and that they will feel that pain again
- In some cases, children withdraw from other important adults so as not to repeat the hurt
- Bereaved children often feel afraid of becoming sick or of dying themselves
- They may become afraid of the dark, of sleeping alone and of being separated from or abandoned by other significant adults

## • Guilt, shame, and self-blame

Bereaved children sometimes believe they are responsible for the death, especially if they had ever wished the deceased dead. Some children feel guilty if they experience relief that the person has died especially if their loved one had been suffering. Other children feel guilty because they had a difficult relationship with the deceased.

## • Jealousy

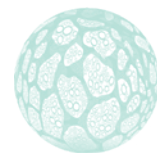
It is very common for bereaved children to feel like they have been short-changed in some way, especially if the loss is that of a parent. It becomes particularly difficult for them during holidays such as Mother's or Father's Day, at their birthdays or graduations and when they receive awards because all these events serve as continual reminders to them of their loss. Feeling jealous that other children have parents is very common.

## • Regression

It is very common for bereaved children to regress in some way to an earlier developmental stage. Regression to a time in their life where they felt more secure and familiar should be seen as a healthy adaptation to a traumatic situation. Usually, regressive behaviours are temporary and subside with time as the child receives appropriate grief support. It is important that adults in a grieving child's life find a balance between allowing the regression and gently expecting the child to return to his or her former level of functioning.

Examples of regressive behaviours include:

- Bedwetting
- Thumb sucking
- Difficulty separating from significant others
- Demanding attention
- Regressing from prior advances toward independence
- Difficulty with developmentally appropriate tasks
- Needing to sleep in parent's bed
- Needing to be held or rocked
- Reverting to fantasies of an earlier age
- Talking in 'baby' language
- Giggling inappropriately
- Inability to function with peers



## Acceptance

Acceptance of the loss comes gradually as does the understanding that the death is final. Most children describe a kind of "new normal" as they begin to adjust to the loss. They still think about their loved one that died and understand that their life has been changed, but they begin to reconstruct a life without their loved one in it. In the case of the death of a parent, they begin to feel secure that they will be taken care of and will have their needs met. They realise there are other significant adults available for support. Older children sometime state that going through a grief experience allowed them to learn to feel more compassion toward others and more tolerance for other problems and challenges in their own lives.

The most notable changes during the child's "acceptance" process include:

- A return to stable eating and sleeping patterns
- A renewed sense of energy and well-being
- A subjective sense of release from the person who has died
- Increased thinking and judgment capabilities
- The capacity to enjoy life experiences
- Recognition of the reality and finality of the death
- The establishment of new and healthy relationships



## ‘Normal’ grief experience for a teenager

Recognising and providing constructive ways for teenagers to express their grief will help prevent prolonged or unresolved grief and depression. Grief is as unique as the people who experience it, but there are some reactions to grief that we all feel and that are considered normal or typical grief reactions.

For teens who experience the death of a loved one, typical grief reactions are:

- Assuming mannerisms, traits or wearing clothes of the deceased
- Emotional regression
- Needing to repeat again and again stories of their loved one
- Saying nothing at all
- Becoming overly responsible (the “new” man or woman of the house), which distracts them from their own feelings by taking care of everyone else
- The need to integrate the loss into their budding identity
- Anger and lashing out at others
- Intense anger at the deceased for dying, and later feelings of guilt for being angry
- Mood changes over the slightest things e.g. unexpected outbursts or crying
- A feeling that the loss is not real and did not happen at all

# Complicated grief reactions in children and teenagers

Thus far the emotional, physical and behavioural grief responses that have been described are “normal” expressions of grief in children and adolescents. A child may experience some or all of these reactions or may show no overt reaction at all. However, if any of these typical responses to grief are **prolonged, extreme, pervasive, affecting the child’s ability to function normally** in school or with their peers, or in providing self-care, the grief would now be considered “complicated”.

When a child or young person experiences complicated grief they may need more specialist help and support.

Examples of complicated grief are:

- Suicidal thoughts and behaviours, for example, giving away valued possessions, preoccupation with suicidal themes in media, desire to be with deceased loved one, self-punishment
- Prolonged sleep disturbances, for example, insomnia, nightmares
- Persistent personality changes, for example, if a neat, well-groomed child abandons grooming/dressing habits
- Eating habits change
- Extrovert turns into introvert

- Optimist becomes pessimist
- Pleasant child becomes a bully
- Secure child becomes anxious and afraid
- Aggressive or risk taking behaviour
- Excessive or inappropriate guilt
- Extreme fatigue or loss of energy on a prolonged daily basis
- Extreme withdrawal or isolation, inability to socialise with others, despair, depressed affect
- Pervasive fantasies that interfere with normal functioning
- Phobias that interfere with functioning, for example fear of getting sick or of dying
- Hypervigilance, for example, checking on other parent constantly
- Persistent assumption of mannerisms of the deceased, for example assumption of chores and responsibilities of the deceased that are not developmentally appropriate
- Preoccupation with the deceased to the point that it interferes with normal function
- Drug and/or alcohol use



## The impact upon educational outcomes

Children and young people who have experienced bereavement alongside multiple losses or other disadvantages seem to be at increased risk of negative outcomes in areas such as education, emotional and mental health and risk-taking behaviour. Research suggests that parentally bereaved children are at risk of lower academic success.

The exam scores of children bereaved before the age of 5 or at 12 years old were significantly more affected than those bereaved at other ages. Studies show that bereaved children are more absent from school than others and that school performance could deteriorate following the event, especially in school subjects demanding a high level of attention.





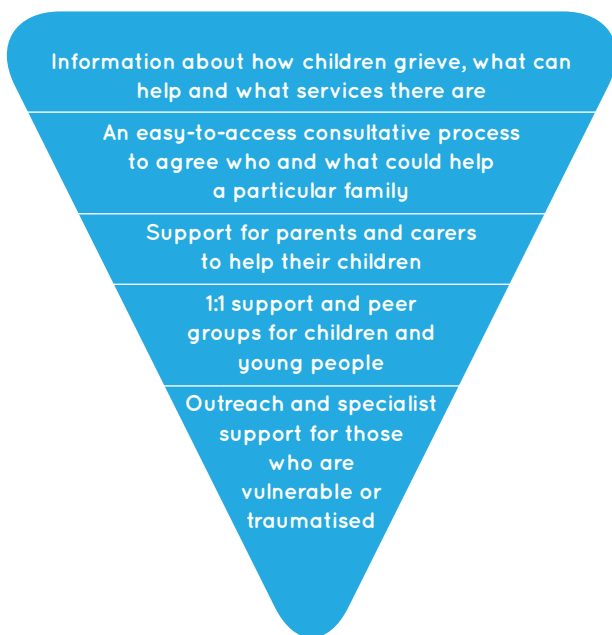
# Supporting a bereaved child or young person in education

Everyone's bereavement journey will be unique. But grief is **normal, necessary** and **needs** to be expressed.

Schools, as the place where most children spend a large part of their daily lives, can play an important part in ensuring that the needs of bereaved children are recognised and responded to in an appropriate fashion.

Fig 1:

**What good provision for bereaved children looks like:**



It is important for a child to feel that there are adults who are strong enough to bear whatever they want to talk about and to answer their questions. While the primary consideration is maintaining an open and comfortable environment in which children can discuss their concerns, the following are some more specific guidelines for talking about death with children in different age categories:

## 2-5 year olds

- Reassure children that they are safe and will be cared for, and that adults will always be there to help them
- Use analogies to similar situations or experiences the child understands, such as the death of a pet or the changes in flowers in the garden

- Give honest and clear answers, and offer simple explanations for illnesses and causes of death
- If possible, relate the death to an aspect of the child's experiences: "When someone has a heart attack it means blood got stuck going to the heart just like when cars are stuck in a traffic jam. When people die we can't see them anymore but we can look at them in pictures and remember them."
- Use picture and story books to explain concepts on their level
- Encourage the expression of feelings verbally, in play and art
- Expect, and be patient with, repeated questions
- Reinforce that the child is not at fault
- Soothe and comfort young children in familiar ways such as rocking, cuddling and singing songs

## 6-9 year olds

- Provide clear and honest information, describing what you know and admitting that no one knows the answer to certain questions
- Give honest and clear answers. Use simple explanations about causes of the death
- Use real vocabulary for the death, avoid euphemisms (e.g. he went to a "better place"). Children are easily confused by vague answers
- Be as concrete as possible; use simple diagrams and pictures to describe things such as the body and injuries
- Find out what the child already thinks and knows. Ask the child questions before you make assumptions about his/her needs. Allow for their repetitive questions
- Prepare the child for anticipated changes in routines or household functioning and about major adjustments such as the need to attend a new school
- Encourage the communication of unpleasant and confusing feelings
- Validate and normalise any difficulties the child encounters with regard to school, peers or family

## 9–12 year olds

- Engage the child in more specific discussions about the death and invite questions
- Look for opportunities to address feelings when the child is ready, or as different situations arise
- Let children choose their own pace for discussing their feelings
- Educate children about common reactions and the problems they may encounter if they avoid difficult feelings
- Discuss changes that will occur in the household; ask for input when negotiating new ways of handling situations. Avoid unnecessary changes
- Encourage discussion about managing new responsibilities
- Ask children what they want to say to others (e.g. teachers, friends)
- Encourage memorialisation in ways that are personally meaningful
- Share aspects of your own response and ways of coping

## 13–18 year olds

- Understand that many adolescents may have a fear of expressing strong emotions, particularly as it may create a feeling of embarrassment
- Look for feelings of anxiety or feeling “overwhelmed.” Many teens may feel pressured to be responsible and to take on adult roles
- Be cautious if the teen wants to make major life changes immediately following a death. Encourage careful consideration of choices
- Openly discuss the ways in which you feel the death may be influencing the adolescent’s behaviour
- Educate the teen about the potential risks of substance use and illegal behaviours
- Be sensitive to clues of increased risk-taking. Encourage the continued development of independence and self-reliance. Be reasonably flexible with rules, academic and behavioural expectations

## Supporting a bereaved child or young person with additional learning needs

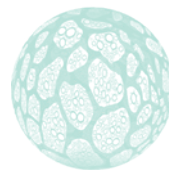
Children with learning needs will need resources and strategies that are simple and concrete and use methods or activities other than solely words, in order to effectively access and understand the world of the bereaved individual. Creative approaches e.g. the therapeutic use of life story books, memory books, photographs, drawing and reminiscence work, are all recognised ways of helping bereaved people with learning disabilities to accommodate their grief in a constructive and recordable way.

The focus in school should be around creating feelings of safety and stability. Key adults around children can consider how they utilise their existing strategies to enable children to feel emotionally connected to them. Play is a valuable tool that can be used to share pleasure, trigger warm feelings of joy, create calm and in turn generate feelings of being attuned, understood and safe. Maintaining a sense of normality and keeping usual routines as much as possible can also help to reduce feelings of anxiety and fear and enable some sense of predictability and safety.



# Supporting a bereaved child or young person with autism

- Tailor your approach to the needs of the individual child who should be supported by adults who know them well
- Bear in mind that a child with Autistic Spectrum Condition (ASC) may demonstrate their grief in different ways from other children
- Try to keep to the familiar
- Expect that a child with ASC may seek solace through isolation rather than social contact
- There may be a general increased sensitivity e.g. the child may be quicker to anger than usual or sensory sensitivities may be amplified
- Give the child the opportunity to take part in social rituals but be ready to put in a lot of preparation beforehand, for example through social stories
- Be explicit about events and rituals and address the hidden social rules directly. Don't be afraid if the child is interested in seeking 'the facts' surrounding a death. Try to answer questions openly and honestly giving information using accurate and concrete terminology
- Avoid euphemisms as children with ASC will have even more difficulty extracting meaning from them than other children
- Expect a rise in pre-existing self-stimulatory behaviours (e.g. rocking, flapping) or special interests both of which can have a calming influence
- Prepare others for how the child might behave and explain that they are not purposely rude or unfeeling
- Know the child's individualities and sensitivities and try to work out what may be most difficult for them and try to address this
- Ensure the child's usual methods of self-soothing are available at times when they are particularly likely to experience distress, anger or anxiety
- Prepare for child for events and changes in routine wherever possible





## Support following the unexpected death of a parent or other close family member

School staff should ensure that children and young people receive appropriate support from teaching staff to enable them to cope within the school setting. However **teachers do not have to be “bereavement experts” to help grieving pupils.**

Staff members can make a real difference by listening, trying to understand, showing empathy and supporting pupils to cope. It can be helpful to have a plan to support a bereaved pupil and their family by considering the following:

- Identify the member of staff who will be the contact point for the bereaved family
- Acknowledge the death with the pupil and family by phone, card or visit
- Meet with family and listen to their views/wishes
- Discuss what the family has told the child
- Take heed of religious/spiritual beliefs
- Agree a strategy for return to school. If necessary consider an individual reintegration package; short visits, working alone, attending favourite lessons, reduced timetable
- Discuss transition toys if appropriate
- Decide with the pupil/family how the information about the death is to be conveyed to the rest of the staff and other pupils. If appropriate, give the pupil the choice
- Nominate a key member of staff (in consultation with the pupil if appropriate) who can ‘meet and greet’ and offer ongoing support to the pupil
- Meet with all staff and make sure that they are aware of key facts and arrangements. Ensure they are aware of the possible effects on the pupil, their behaviour and their learning, so that appropriate support can be offered
- Discuss the curriculum, key dates and their potential impact on the child
- Ensure regular contact is maintained with the pupil and family, to share how they are coping, their concerns and what would be most helpful for the pupil
- Where possible involve the pupil in deciding how difficulties can be overcome, to support them to seek support and develop coping strategies
- If the pupil is off school ensure they still feel connected through cards, messages or visits from staff and peers. These activities support other children to feel they are doing something positive, helps them to discuss their concerns and think about how to support their classmate on their return
- Consider the appropriateness of staff attending the funeral; consult with the family and elicit their wishes. Some pupils and families appreciate the presence of their teacher whereas others may find this intrusive
- Arrangements made for bereavement counselling in school if required

*See Appendix 3 for information regarding the critical incident response team.*

# Preparing a child for the death of a loved one

It is important to try to prepare a child or teen for the death of a loved one as soon as possible before the death occurs. The following points may be helpful to support a child to prepare:

- **Find out what the child already knows**

Asking the child what he or she knows about a loved one's illness helps adults to discover any misperceptions, and assists in knowing the starting point in educating the child about the illness and prognosis. Information should be shared in a gentle and calm manner, allowing the child to voice questions and concerns.

- **Look for “teachable moments”**

when the child seems open to learning. It should be explained that all living things must die, and that death is not reversible. Plants and animals can be used as examples. The adult can explain that sometimes a person develops a very, very serious illness and dies before becoming old, and that sometimes even doctors cannot stop this from happening. Using several adjectives like “very, very sick” or “very, very old” helps the child distinguish between someone with a cold versus someone with a terminal illness and between their parents, who may seem old to them, and elderly people.

- **Reassure the child** that the death is not anyone's fault, and that sometimes it just happens. She or he can also be reassured that death is usually not painful and is almost always quiet.

- **Allow the child to see the loved one if appropriate**

When a loved one is dying, if a child is old enough to understand what is happening and both the child and the dying person would like to see each other, the child should be allowed to visit the loved one. The child should be prepared beforehand about what she or he might see or hear and what feelings might be experienced.

- **The key is that the visit must be the child's choice**

If the child does not want to visit, a supportive adult should attempt to elicit why the child is resistant, but the child's wishes should be honoured. A child should be allowed to care for a loved one in a way that he or she chooses, like writing cards or bringing a glass of water or tissues. Sometimes, caring for a dying loved one allows a child to feel less helpless.



# Supporting a pupil with a life limiting illness

Supporting a pupil during the course of a life limiting illness can bring stresses and challenges for the whole school community. However, sharing this journey can also enrich the lives of those who come into contact with the child and their family.

The following suggestions may be helpful:

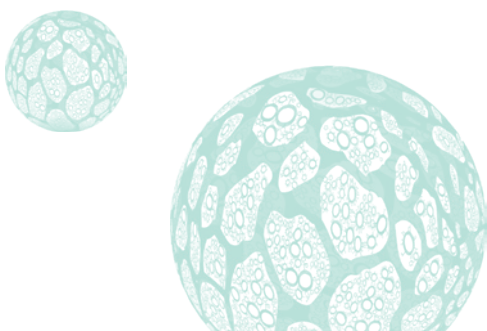
- **Maintain a sense of routine and normality where possible.** Many children with a life limiting illness want to continue to attend school for as long as possible. This helps to support the continuity of friendships, can give a sense of achievement, puts the emphasis on living rather than dying and gives the child a sense of identity other than that of a patient
- **Nominate one person to take responsibility for having regular contact with the family.** Through this personal staff can be made aware of changes in the pupil's health and can amend the system of support in place at school as needed
- **Support the child to remain connected to school.** Even when pupils are very ill and are unable to attend school they often want to remain part of school life. Staff and classmates can keep in touch by sending cards, messages, photos visit if appropriate
- **Seek specialist support.** If the child is receiving treatment from a local hospice or hospital there is often a nurse or social worker whose job includes visiting schools to explain to pupils about the illness and the effects of the treatment involved. With the agreement of the family, contact could be made with this person for advice and support for staff and pupils alike
- **Share information with parents/families as appropriate.** Parents of other pupils may have concerns about their own child being made anxious about information given about their seriously ill classmate. With the agreement of the family, it might help to pass on information shared at school and how pupils are being supported

- **Share the facts as agreed and appropriate.** There is likely to come a time when the pupil's health deteriorates significantly and pupils may need to be informed to avoid rumours circulating about either the illness or subsequent death. This should be done with the knowledge and permission of the family and it may be helpful to consider how could be done beforehand. Children deal better with difficult situations when given honest explanations using language they can understand

## Consider:

- Who needs to know?
- Who will share the information? How?
- What support will be in place for those most affected by the news of a child's illness?
- Should a letter go home to parents?
- How should the school respond when the death occurs – should cards/flowers be sent/visits made? By whom?
- In the event of a death, with the family's agreement, how many parents should receive a letter giving information about what has happened and what action the school has taken to support the pupils? Class/whole school?
- If pupils are to attend the funeral, who will prepare them for the event? What do they need to know about what will happen? What support will there be for them and for those pupils who remain at school?
- What will happen to the child's desk/chair/peg? Seek the children's views
- Should the school hold its own memorial service? If so who should be involved and what form should the service take – favourite stories, poems, music, display of work, remembrance table, friendship tree? Discuss with the class and family
- Is a lasting memorial appropriate? If so, what? Tree, trophy, book, fundraising event?

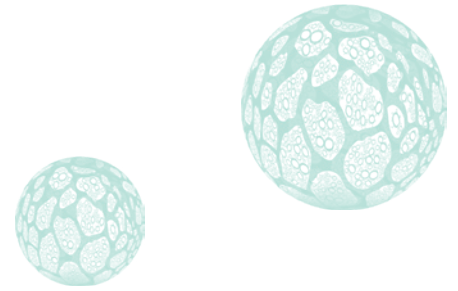
***Make sure you have support for yourself – this is an emotional time which can be draining and exhausting – you must find ways to take care of yourself!***



## Looking after yourself

Supporting a bereaved child can be very stressful. It is made more difficult because the support may have to continue over a long period of time and there is no “quick fix” solution to the child’s pain and distress. Sometimes the circumstances of the death may have resonances for you too, or you may have a personal connection to the person who has died. Whatever the situation, it may help to remember the following:

- You are not responsible for the child’s grief and cannot carry it for them however you can offer them support
- Offering support is made easier if you understand how children and young people may react to bereavement and if you have strategies in mind to help them cope in school. Being prepared gives you more confidence and reduces stress levels
- Sometimes, witnessing another person’s grief can re-awaken losses from our own past. Be prepared to acknowledge your own grief should it re-emerge
- It is both helpful and necessary to know where you can go for support for yourself; this might be via your management structure or trusted colleagues. How to access your support network lightens the load and enables clearer thinking about ways forward
- It is helpful to know your limitations, so do not offer more than you can deliver. Best to offer something small but be able to be constant in its delivery, than to go for the grand but unsustainable gestures. This will help keep things more manageable for you
- At the end of a difficult day, take time for yourself – do something you enjoy and don’t feel guilty about it. You will be better able to face tomorrow if you are kind to yourself today



## When a pupil or staff member dies

When the death of a pupil or member of staff occurs within a school community there is often a profound sense of shock; even if the death is expected. Therefore it is important to have a plan as it can be difficult to think clearly at a time of crisis. It is advisable that, with the consent of the family, accurate, factual information is shared with staff and pupils as soon as possible to avoid rumour or gossip circulating. You may find the following guidance helpful when considering how to respond to the death of a pupil or member of staff in your school community. See Appendix 3 for information regarding the critical incident response team.

### First actions:

- Identify the member of staff (usually the head teacher) who will be the initial contact for the bereaved family
- Initiate contact to offer the collective sympathy of the school and to ascertain what happened and what information can be shared
- Contact those staff and governors who need to be told immediately and then arrange a meeting to inform all other members of staff. Don’t forget to let ancillary/administrative staff know what has happened and any plans
- Consider who else might be available for staff/pupil support e.g. school nurse, counsellor, educational psychology service
- Identify the staff or pupils that may be most affected by the death. Be aware of the impact on some staff for whom the news may have special significance e.g. activating memories of own losses, close relationship with the pupil or member of staff
- Ensure staff are aware of what support is available to them and where possible arrange for class cover if staff unable to undertake their normal duties
- Identify who will liaise with LA/governors/press/parents/agencies in the event of a major incident or death due to contagious illness (refer to LA - Emergency Planning Guidance)

- Communicate the news to the whole staff at an appropriate time and help them to prepare how to share information with pupils
- Agree what information will be given to the rest of the school, by whom and in what manner. In larger schools, it can sometimes help to write a short statement for staff to read out to their classes to ensure consistency
- Decide on a letter home where appropriate. Where possible, with the family's consent, a letter should be sent home explaining what has happened, what the pupils have been told and what support is available in school for those who need it
- Send/take flowers, cards on behalf of the school. This can be not only an expression of support for family but an acknowledgement of how much the person was valued
- Be aware of the impact on key friendship groups
- Let pupils know what support (people/places) will be available and how to access them
- Begin to explore what can be done to support each other/the family of the person who died
- Some schools find it helps to create a "memory board" on which staff and pupils can post messages and memories of the person who died, set up in a quiet area where people can reflect and remember. The memories can be collected later and put in a book for the family if appropriate
- Arrange for staff/pupils to visit or send cards, flowers, drawings etc. to the bereaved family if they wish to
- Consider who should go to the funeral and how this should be organised. Consult with the family. For those who cannot attend and would like to, help them to mark the occasion in school in some other way
- It is important that the staff are also supported and it can be helpful for staff to be offered the opportunity to meet up at the end of the day, debrief and give and receive support from each other

### Breaking news of the death to pupils:

- This is often best done as soon as possible in class or tutor groups where the teacher knows the pupils and can explain and follow up what happened in the most sensitive way
- If appropriate, a whole school assembly can be held to demonstrate the sense of shared loss within the school community
- What happened should be told simply and factually. It is important to use clear, correct language and terminology, avoiding euphemisms such as "lost" and "passed away" which might confuse younger children
- Time should be allowed for pupils to ask questions and express feelings. Reactions will vary; all should be acknowledged and pupils helped to understand grief is a normal response to loss. It is helpful if you can have someone else in the room with you to support you and those pupils particularly affected by the news
- Initially it may be necessary to waive timetable expectations for those pupils badly affected by the news; time to be together as a group with support, talking, remembering, making cards, creating memory books or boxes which could be added to over the coming days, may be most helpful for some. Others will want the routine of school to continue

### Ongoing actions:

- Be prepared to go over the same information several times with pupils. Ensure consistency of explanation among staff. Questions from pupils may continue long after the death occurred
- Be aware of any changes in behaviour or attitude over time which may indicate that someone is more affected by the death than they are able to say
- Discuss with family/staff/pupils the development of a memorial if appropriate. This can be in the form of something practical like a bench or tree, or can take the form of an annual fundraising event, cup or trophy reflecting the pupil or staff member's particular interest
- Use books/activities to help pupils explore feelings and ideas about death (*Appendix 1 and 2*)
- Consider the need for a whole school assembly/memorial service (*Appendix 4*)
- Mark the anniversary of the death in some way, if appropriate



## Bereavement from suicide

Behind every death from suicide, there are survivors of suicide (those bereaved by suicide). Indeed, the death of a loved one from suicide is a negative life event which profoundly affects the surviving family unit. The reasons for suicide can remain unanswered and therefore the grief experienced by those left behind can be intense and unique compared with other losses. Grief following suicide has been described as 'grief with the volume turned up'.

Survivors of suicide are more likely to experience more frequent feelings of confusion, blame, guilt, shame, anger, rejection, intense emotions of embarrassment, responsibility and stigmatisation. For a child, there is additional uncertainty and fear surrounding the concept that a primary caregiver can choose to die and leave which can affect the ability to reorganise and cope and lead to poor social adjustment and internalising symptoms.

### Support for survivors of suicide at school

Baxter (2019) interviewed young survivors of suicide and suggested the following to be useful support in education:

- Greater awareness in schools around mental health and suicide
- Staff understanding the impact of suicide bereavement on the child or young person
- Guidance and support and having an option of time off to grieve
- Education staff to have discussions with the pupil and family to agree timetabling and possibly postponing exams
- Structured catch-up and revision plans
- Support with school work
- School to arrange for the pupil to access specialist support
- Support from others who have experienced suicide bereavement
- Access to a 'safe' adult who is available to talk to them openly
- Staff checking in with the pupil and asking if they need help

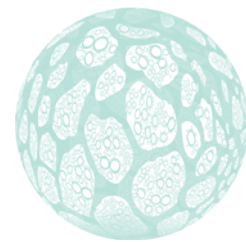
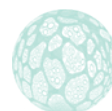
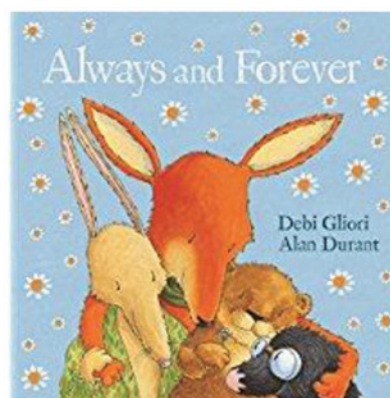
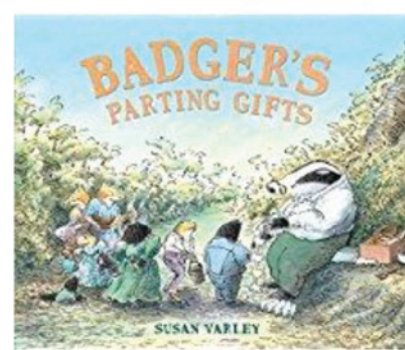
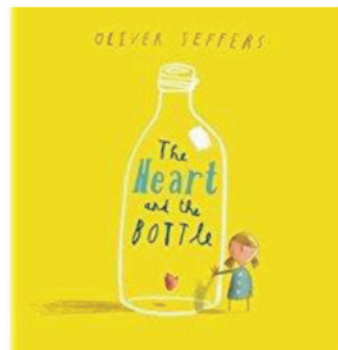
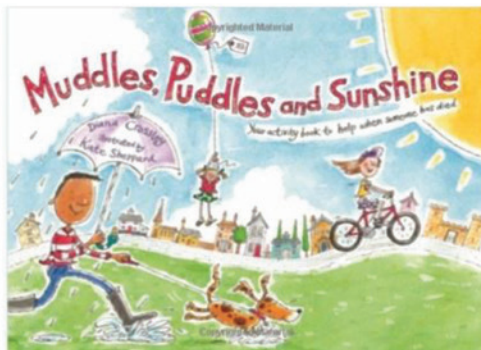
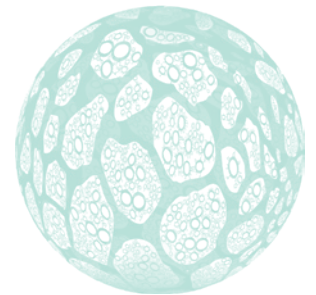
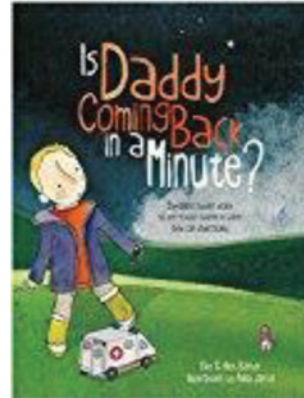
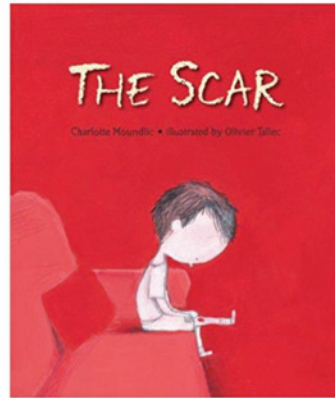
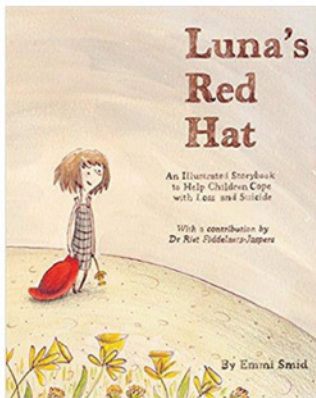
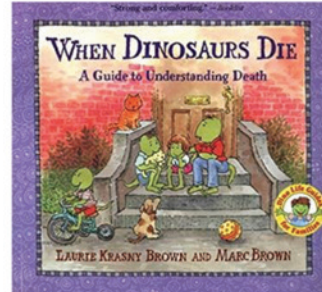
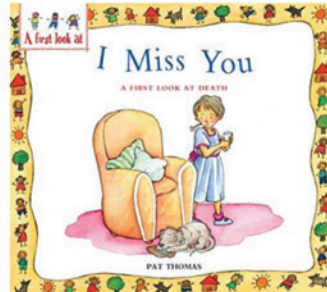
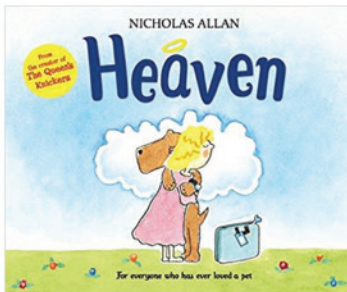
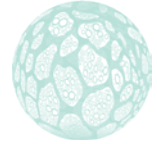
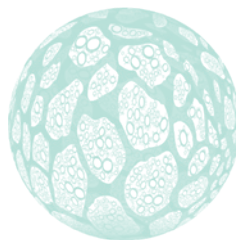
*See Appendix 3 for information regarding the critical incident response team.*



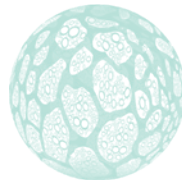
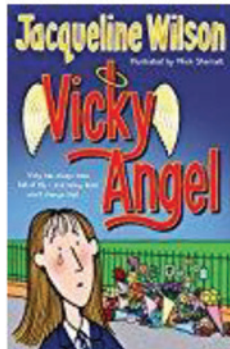
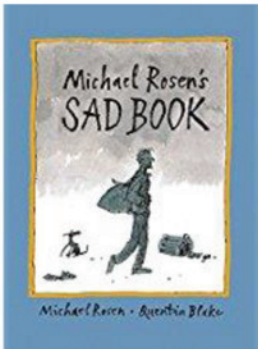
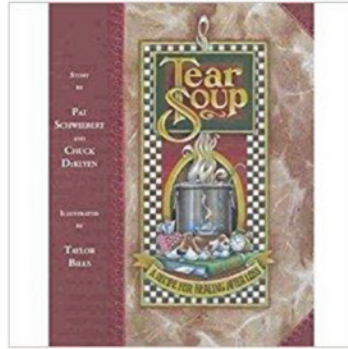
# Appendix 1

## Useful books and leaflets

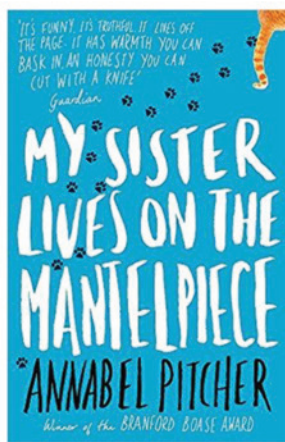
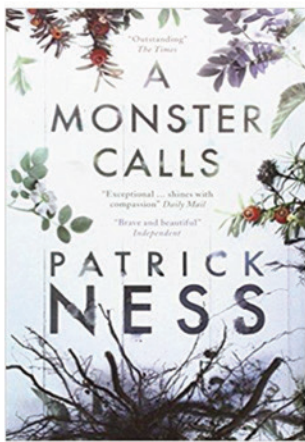
### Key stage one



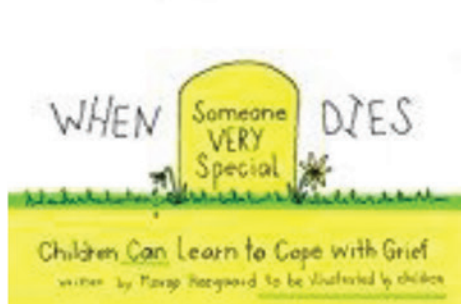
## Key stage two/three



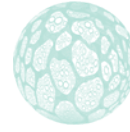
## Secondary



## School staff



# Links to videos and leaflets from Child Bereavement UK



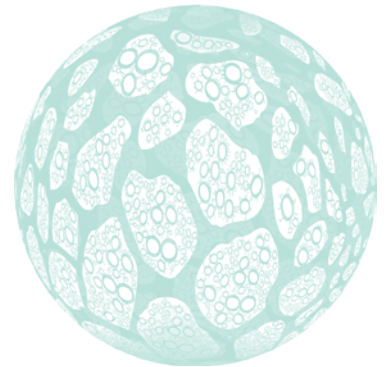
[When a baby or child dies](#)

[When your baby dies](#)

[Grieving for a child of any age](#)

[How we grieve and what may help](#)

[Supporting bereaved adults](#)



[When a child or family grieves](#)

[Coronavirus information](#)

[When someone is not expected to live](#)

[Telling a child that someone has died](#)

[Sudden death- including accidents, suicide and homicide](#)

[Supporting bereaved children and young people](#)

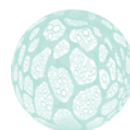
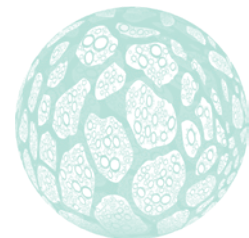
[For young people](#)

[What is grief?](#)

[How to cope with feelings](#)

[What helps to move forward?](#)

[Useful links](#)



# Appendix 2

## Activities to help children and young people through bereavement

Depending on the age and learning capability of the bereaved child or young person, here are some activities that can help them cope with their bereavement and enable them to progress through their grief.

### Creative activities

- Writing a letter or poem to the person who has died explaining how the child / young person feels and what they miss most about them
- Painting or creating a collage from photographs and favourite things of the person who has died
- Making a memory box which can hold letters, e-mails, shells, jewellery, etc from the person who has died
- Keeping a diary or journal to capture how they are feeling as they grieve
- Planting a special tree or shrub in memory of the person who has died
- Producing a puppet show where the characters can act out the feelings the bereaved child or young person is experiencing
- Making a list of all the people who love and care for them and pinning it somewhere that is always visible to the child or young person

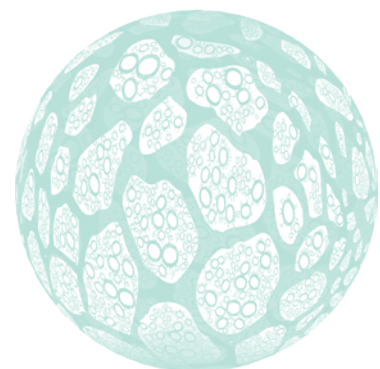
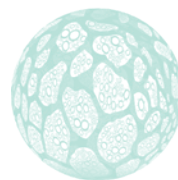
### Outdoor activities

- Taking the child or young person to the place where they and the person who has died spent happy times together
- Kite flying on a breezy day
- Taking flowers, pictures, letters, etc to put on the grave. Allowing the child / young person some private time to talk to the person who has died on their own
- Taking part in a sponsored event to raise awareness for charities that supported the person who has died in life or whom they supported
- Visiting relatives and friends

### Remembrance activities

- Lighting a candle on special anniversaries related to the person who has died
- Having a memorial bench or plaque made for personal or public use
- Holding a memorial celebration party on the birthday of the person who has died
- Attending events that were significant to the person who has died, e.g. Remembrance Sunday events if the person who has died was of the military

All of these activities shouldn't be undertaken without the prior agreed participation of the bereaved child or young person. If the bereaved child or young person does not feel ready to participate then the activity should wait until they are. The activities described should serve to enable the bereaved child or young person to progress.



# Appendix 3

## Critical incident procedure

### Definition of a critical incident

An event or events, usually sudden, which involves the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have emotional and unusual organisational consequences.

### Who is the critical incidents response team (CIRT)?

Rochdale CIRT is led by the educational psychology service and is comprised of a network of professionals from across the borough who work with pupils and school staff including: education welfare officers, education officers and also #Thrive.

### What do we do?

Research tells us that when a critical incident arises school staff themselves can be best placed to support one another and their pupils. This is because they are familiar with their colleagues' and pupils' individual needs and also because familiarity and a sense of normality and togetherness very much supports individuals through such difficult and sensitive times. However, by their very nature and definition, critical incidents can disorientate and overwhelm those involved and in such situations the critical incident response team can provide specialist support and advice around schools' responses to children and young people, colleagues and parents / carers. We would provide support in the following way:

- On the first day of contact we would liaise and plan directly with the head teacher or other senior member of staff who has the responsibility of co-ordinating the response. We would support the planning of practical arrangements for such things as supporting families directly affected, talking to school staff and pupils, informing all parents/carers and liaising with the communications department and media

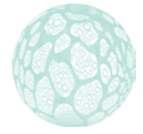
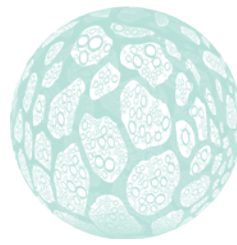
- Offering Psychological First Aid (PFA) sessions as a way of providing direct emotional support for groups of children and young people and/or school staff. PFA aims to reduce any initial distress, normalise responses and promote coping strategies. It is not counselling as counselling has been widely recognised as potentially harmful immediately following a critical incident. PFA sessions would usually take place a day or two after the incident once it has been carefully considered which individuals should be part of this group intervention and only once parental / guardian consent has been obtained for the pupils to take part
- Delivering whole staff training around preparing for critical incidents and also around supporting children through trauma, loss and bereavement

### Quick guide of what to do if a critical incident occurs:

- Elicit clear facts about the incident, brief staff and convene a core response team with clearly identified roles including a lead co-ordinator
- Contact the critical incident response team on 01706 926400 to obtain advice and/or request their involvement. You will be asked to provide information about the incident and the name of the staff member who will be co-ordinating the response and meeting with the CIRT team upon their arrival. A base within school will need to be arranged for the team to work from
- Plan how to inform staff and pupils. Keep to factual information (CIRT can provide advice/support with this)
- Identify sanctuary areas for staff and pupils
- Prepare a letter to inform all parents / carers based on facts
- Prepare a statement for the school website and media if necessary
- Plan time to bring staff together at the end of the day and check on staff welfare before they leave to go home
- Keep a record of all action taken
- Resume normal routines as much and as swiftly as possible

# Appendix 4

## Holding an assembly or memorial service



Assemblies serve a range of purposes:

- To bring the school / groups within the school together;
- To give known facts [use of a 'fact script'];
- To dispel rumours;
- To talk about what school staff are doing;
- To normalise feelings about the incident; 'normal reactions to an abnormal event';
- To talk about what CYP and staff might be feeling and how a range of feelings and behaviours are normal;
- To inform of the support available;
- To inform of the next steps, appropriate to the age / development of the children

### Points to consider about assemblies

It would be useful for the person leading the assembly to have a colleague to assist them to ensure that the event is managed as smoothly and effectively as possible. When supported by a colleague in this way, it can significantly reduce the stress experienced for the person leading the assembly.

Photograph[s] of the person on a screen and/or frame is advisable to help remind staff and pupils who has died. They will need to be clear, recognisable and only of the deceased to avoid confusion. Refer to the named person to enable processing.

It may be helpful to introduce the assembly by stating that there is sad news. The information should be given and repeated and summarised again at the end of the assembly. [At a later stage when known - We will have a special assembly to remember \_\_\_\_ at a later date.] Information sharing at this early stage.

You may have very little information to give.

It is useful to keep to the 'fact script' that is used for a range of purposes [letter to parents / carers, assemblies, website, etc.]. This keeps information consistent and resistant to rumours. Further information as appropriate will be given when appropriate. It might be advisable for the person[s] leading the assembly to print off the information they wish to share and other arrangements as it can be challenging to remember the points staff wish to convey in such difficult circumstances.

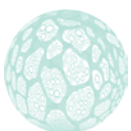
Staff may find that when delivering the sad news to the school community that they are visibly upset themselves. This is normal, as re-telling can stress the seriousness of the situation.

The information needs to be delivered in a way that can be understood and heard by all in the assembly. It may feel respectful to talk quietly, but it is important that the information is heard accurately. Interruptions to the assembly are disruptive and prevent staff and pupils from concentrating. It can mean that the message does not get through.

Sometimes, it may be helpful to ask the children [at a primary school] what they can remember about what the person enjoyed or liked.

It will be useful to inform CYP in the assembly that a letter will be sent home at the end of the day and a copy put on the school website. This will explain to parents / carers what has happened. Children can be reassured that they can discuss their feelings with parents / carers without having to break the news themselves and remember the facts.

Most staff will need to be present in the assembly in order to receive the same information as other adults and pupils. Some staff may be required to be with other pupils for whom the assembly situation would be difficult. It may be usual practice for pupils to have assemblies within their unit / Key Stage. This may be helpful based on the age and development stage of pupils.



In the case of a critical incident, it may be helpful to maintain routine to use the usual assembly procedures. However, some particular CYP or groups may need to be informed separately. Some CYP may not be directly affected but may exhibit reactions based on their own feelings of loss or previous trauma. Some CYP may laugh [a nervous, confused reaction which is normal]; yet other CYP and staff may find this difficult to witness at this time. Those most closely affected may need to be informed prior to the assembly and given the choice whether to attend or not. Attending may be in their best interests in the long term as they may feel that they have missed out on a significant aspect of the event.

Simple language should be used. Younger children may be confused by some of the everyday expressions that people use when someone dies, so it is best to keep terms simple and direct. Saying that someone has 'died' or is 'dead' gives a child unique words for a unique event and helps them begin to understand that what has happened is so important that it needs a whole new range of words to describe it.

The information may need to be re-told back in the classrooms over time, as it will take time to process and accept. It is important to recognise that children may be sad one moment and play the next, then remember and feel sad again and confused.

The wishes of the bereaved family should always be taken into consideration and school staff should be mindful of different religious faiths and accepted practices.

## After the assembly

There will be further opportunities to add other information if something is forgotten during the assembly. It should be recognised that it is difficult to convey this information during a stressful time. Those leading the assembly have a particular responsibility and may be the same staff taking the lead and managing in other ways around school. Dealing with emotive issues is very draining.

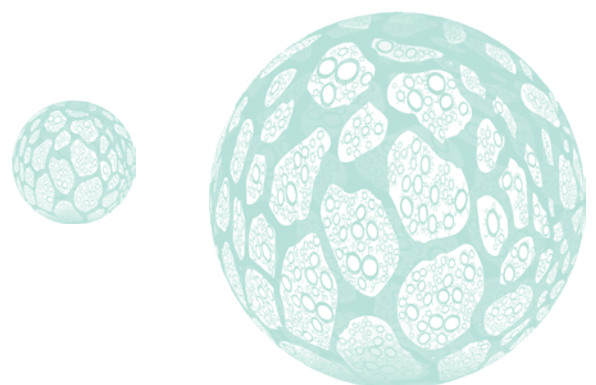
Staff will need to consider where pupils will go next after the assembly. Dependent on the situation, break time may be helpful so that students can discuss what has happened with their friends or staff on duty. Alternatively, staff may decide that children should return to classrooms with the class teacher. It will be important to consider resuming the usual timetable, as a return to routine can feel reassuring and safe for both adults and children.

Some schools place a [framed] photograph in an appropriate place in school and enable CYP to place their commemorations [writing, drawings, etc.] around this. Staff may choose to mention this in the assembly.

A school may wish to hold a memorial or commemoration, as a way of remembering the life of the pupil or colleague. Again, the wishes of the family will need to be considered. Some schools have a memorial event that meets the age and development needs of the children for example one school used bubbles. The children would think of a memory of the person who had died and then blow the bubbles. It can help to think of happy memories. This also places the event within children's feelings of safety and familiarity.

## Checklist for the assembly

- Lead adult and support;
- Fact script and assembly points to remember [keep to hand];
- Photograph[s] [person only, visible to all];
- Revisit and summarise to help processing;
- Mention next steps;
- Staff and pupils present





## Fact script for the assembly

Use of the fact script on sample letters and information for parents / carers

\_\_\_\_\_ (use caution if naming a pupil), a pupil / member of staff at \_\_\_\_\_ school died tragically on \_\_\_\_\_......The circumstances of \_\_\_\_\_'s death are not known at this time. This kind of event does not happen very often.

Give facts known and available at the time considering the ages / development of the children.

We have all been saddened by the event. You may find it helpful to talk and share your experiences with one another, the staff and people at home.

Normalisation of feelings; some people will feel sad, some angry, confused, or just ok. Different people will feel different emotions and all of these responses are normal and ok.

A letter has been sent by the school to parents / carers, informing them of this incident and providing information on the support through the school.

High school

We are aware that some of you will be deeply affected by this news. Some because you knew \_\_\_ so well, or know people who were close to \_\_\_ You might be supporting these people by listening if they want to talk or just being there. But some of you may be affected because of what you may have gone through in your lives or may be going through now.

We will be keeping school open. It is helpful to keep to routines as they help us feel safe. You can be around people who can be supportive of one another. We will be continuing school life while still remembering this person.

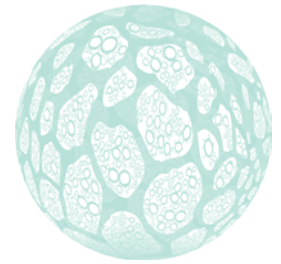
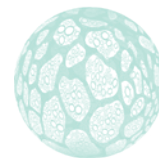
Some arrangements have been made if you feel the need to speak to someone. Some staff will be available in Room .....??

Death of a pupil in high school

Staff will arrange for close friends to get together at ..... to offer one another support.

## Appendix 5

### Sample letter for parents the death of a member of staff



Dear Parents/Carers,

I am writing to all families today with the sad news that unfortunately, one of our members of staff has passed away over the weekend. News like this is obviously most sad and tragic for the family but it is also news that is likely to affect many other children and adults within our school community.

We have sought advice from the local authority's critical incident team who suggest that school should deal sensitively with such news from a whole-school point of view. The children, in their classes from key stage one upwards, will be told the facts about what has happened, using language that is appropriate to their levels of understanding. They will be reassured that this is a rare thing to happen to a member of staff, it is very sad and that it has happened because she was very poorly. This may need to be reiterated at home.

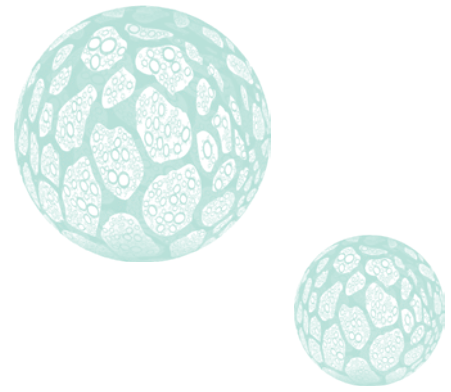
We will talk about the range of different emotions that people might be feeling and we will explain to all children that they may talk to any adult in school at any time about any worries or sad feelings they may have about this news. It is likely that some of our children will feel ok and will not need further time to talk.

As well as having opportunities to talk this through we will also endeavour to continue with the normal daily routines in school as we know that this helps us all to cope when difficult things happen.

Thank you as always for your continued support and care for our community.

## Appendix 6

### Sample letter for parents the death of a pupil



Dear Parents/Carers,

I am writing to all families today with the sad news that unfortunately, one of our pupils has passed away over the weekend. News like this is obviously most sad and tragic for the family but it is also news that is likely to affect many other children and adults within our school community.

We have sought advice from the local authority's critical incident team who suggest that school should deal sensitively with such news from a whole-school point of view. The children, in their classes from Key Stage One upwards, will be told the facts about what has happened, using language that is appropriate to their levels of understanding. They will be reassured that this is a rare thing to happen to a pupil, it is very sad and that it has happened because he was very poorly. This may need to be reiterated at home.

We will talk about the range of different emotions that people might be feeling and we will explain to all children that they may talk to any adult in school at any time about any worries or sad feelings they may have about this news. It is likely that some of our children will feel ok and will not need further time to talk.

As well as having opportunities to talk this through we will also endeavour to continue with the normal daily routines in school as we know that this helps us all to cope when difficult things happen.

Thank you as always for your continued support and care for our community.

# List of services and sources of support

## Once Upon a Smile

[onceuponasmile.org.uk/](https://onceuponasmile.org.uk/)

Children's bereavement support; assessment ; monthly support groups; one to one support; 6 weeks bereavement support groups; stay and play; snuggles and smiles; children's residential; school support.

Family support: Telephone support and guidance; parent information; family groups and events; practical support; respite breaks.

## Greater Manchester Suicide Information Service

[shiningalightonsuicide.org.uk/](https://shiningalightonsuicide.org.uk/)

Greater Manchester suicide information service – 01612124919 set up to help answer questions, whether it is seeking advice on immediate issues that need addressing or making you aware of ongoing support. Support is for those bereaved by suicide or those concerned someone you know may be thinking about suicide.

## WAY – Widowed And Young

[widowedandyoung.org.uk/](https://widowedandyoung.org.uk/)

A national charity for people under 50 when their partner has died. WAY aims to provide peer to peer support to young widowed people (married or not, with or without children, whatever their sexual orientation) as they adjust to life after death of their partner.

## Child Bereavement UK

[childbereavementuk.org/](https://childbereavementuk.org/)

The death of a parent, brother or sister; miscarriage or still birth; the loss of a baby or child of any age; these life-shattering events can plunge anyone into a devastating world of grief. Child bereavement UK supports families and educational professionals.

## Hope Again (Cruse Bereavement Care)

[hopeagain.org.uk/](https://hopeagain.org.uk/)

Youth website where young people facing grief can share their stories with others.

## Winston's Wish (for bereaved children)

[winstonswish.org/](https://winstonswish.org/)

Winston's Wish, the charity for bereaved children, helps young people re-adjust to life after the death of a parent or sibling.

## A Child of Mine - help for bereaved parents

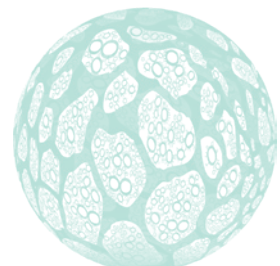
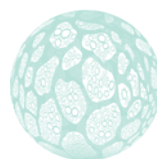
[achildofmine.org.uk/](https://achildofmine.org.uk/)

A Child of Mine is here to help and support anyone affected by the death of a child, in as many ways as we possibly can. Their website will always continue to be a main focus as a valuable resource for families after a child's death, but as time has moved on A Child of Mine has grown too, and they now do much more work behind the scenes to improve bereavement care for parents and families who have lost a child.

## The Compassionate Friends (TCF)

[tcf.org.uk/](https://tcf.org.uk/)

TCF is a charitable organisation of bereaved parents, siblings and grandparents dedicated to the support and care of other bereaved parents, siblings and grandparents who have suffered the death of child/children.



## The Gaddum Centre

[gaddumcentre.co.uk/](http://gaddumcentre.co.uk/)

They provide support for any family member struggling with bereavement and loss or caring for a child with a life limiting condition.

## Let's Talk - Counselling - Support - Listening

The Let's Talk initiative is a partnership of seven organisations in the Rochdale Heywood and Middleton area, supported by NHS Heywood, Middleton and Rochdale Clinical Commissioning Group's social investment fund. Anyone bereaved or struggling with issues of loss and grief.

## Counselling Directory

[counselling-directory.org.uk/](http://counselling-directory.org.uk/)

Counselling Directory is a confidential service that encourages those in distress to seek help. The directory contains information on many different types of distress, as well as articles, news, and events.

## Child Death Helpline

[childdeathhelpline.org.uk/](http://childdeathhelpline.org.uk/)

The Child Death Helpline is staffed by volunteers, all of them bereaved parents.

## Jobcentre Plus - Rochdale

[jobcentrejobs.co.uk/jobcentre/  
rochdale-jobcentre/](http://jobcentrejobs.co.uk/jobcentre/rochdale-jobcentre/)

The Bereavement Benefits telephone number is **0800 731 0139**.

The Bereavement Benefits textphone number is **0800 169 0314**.

The Bereavement Benefits NGT text relay number is **18001** then **0800 731 0139**.

The Bereavement Benefits phone number is available Monday to Friday between 8:00 am and 6:00 pm.

## Springhill Hospice

[springhill.org.uk/](http://springhill.org.uk/)

Counselling and bereavement support services.

## Sands - Stillbirth And Neonatal Death charity

[sands.org.uk/](http://sands.org.uk/)

Sands is an organisation which can offer you bereavement support when your baby dies during pregnancy or after birth.

## Keystone TSS Holistic Centre

[keystone-tss.co.uk/](http://keystone-tss.co.uk/)

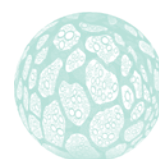
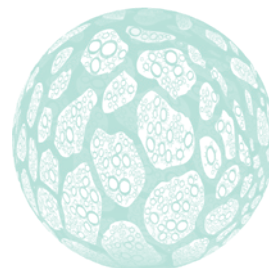
Keystone TSS Holistic Centre has a team of counsellors and holistic therapists who are available on a private basis. Therapists work in the public sector including NHS and young person's projects; covering child bereavement through to drug and alcohol addiction and domestic violence.

## Langley Clinic

[langleyhealthcentre.co.uk/index.aspx](http://langleyhealthcentre.co.uk/index.aspx)

Health clinic providing the following services;

Alcohol counsellors, audiology clinic, drug clinic, family planning clinic, health visitors, leg ulcer clinic, mental health counsellors, orthoptist clinic, physiotherapist clinic, speech and language clinic, treatment room, young person's clinic and child's bereavement service.



## Family Holiday Association

[familyholidayassociation.org.uk/](http://familyholidayassociation.org.uk/)

The Family Holiday Association is a charity that provides short breaks in the UK for children and their families. These are families that face daily hardship made worse by the likes of illness, bereavement or disability. We offer those families in difficult circumstances a much needed break.

## CommuniTea CIC - CommuniTea Room

[communitiacic.wixsite.com/ccic](http://communitiacic.wixsite.com/ccic)

The CommuniTea CIC is a Social Enterprise serving all communities living in the borough of Rochdale. They provide health and wellbeing services including Counselling, Bereavement support, Welfare advice as well as run a Tea Room - CommuniTea Room.

## The Miscarriage Association

[miscarriageassociation.org.uk/](http://miscarriageassociation.org.uk/)

The Miscarriage Association is the national charity that offers support and information to anyone affected by miscarriage, ectopic or molar pregnancy. They recognise the distress associated with pregnancy loss and strive to make a positive difference to those it affects.

## Rochdale Community Champions

[rochdale.gov.uk/jobs-and-training/  
volunteering/Pages/community-  
champions.aspx](http://rochdale.gov.uk/jobs-and-training/volunteering/Pages/community-champions.aspx)

Helping people who are struggling with bereavement.

## National Children's Bureau (NCB)

[ncb.org.uk/](http://ncb.org.uk/)

Childhood bereavement network.

## Together for Short Lives

[togetherforshortlives.org.uk/](http://togetherforshortlives.org.uk/)

Together for Short Lives is the leading UK charity that speaks out for all children and young people who are expected to have short lives.

## Samaritans - Rochdale, Oldham and District

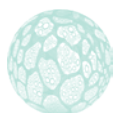
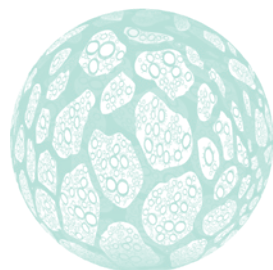
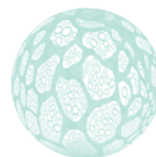
[samaritans.org/branches/rochdale/](http://samaritans.org/branches/rochdale/)

Loss, including loss of a friend or a family member through bereavement.

## #THRIVE - Emotional health and wellbeing support

[healthyyoungmindspennine.nhs.uk/  
thrive/](http://healthyyoungmindspennine.nhs.uk/thrive/)

Are you feeling worried, angry or upset? Struggling to cope? Stressed about school or exams? Feeling bad about yourself? Experiencing bullying or relationship worries? Or are you just feeling a bit low and not enjoying things? #Thrive can help.





For further information please contact the team at:

**Educational Psychology Service**

Floor 4

Number One Riverside

Smith Street

Rochdale

OL16 1XU

 **01706 926400**

 **RANS/EPAdmin@rochdale.gov.uk**

[rochdale.gov.uk](http://rochdale.gov.uk)