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# Bacup and Rawtenstall Grammar School



## Bereavement Policy

# Bereavement Policy

*To be read in conjunction with the Critical Incident Policy*

## 1 Introduction and Background

Every 22 minutes in the UK a parent of dependent children dies, this equates to around 111 children being bereaved of a parent every day. Statistics from Child Bereavement UK tell us that 1 in 29 5-16 year olds have been bereaved of a parent or sibling which equates to one child in every average class. Furthermore, around 869 school-aged children (5-16 years old) died in 2017. It is almost inevitable therefore, that at some time all schools will have to deal with a death that affects the school community.

BRGS is fully committed to the emotional health and well-being of our children and young people and that of our staff. We are dedicated to the continual development of a thriving school community and believe that we should provide an ethos, environment and curriculum that can support during different times, including a time of death or dying.

The trauma of bereavement can have a profound effect on the school community and individuals and families react to bereavement in their own very unique ways. It is important, therefore, for a school to reflect upon an appropriate response to bereavement and to develop flexible contingency plans that reflect how the School could or should respond in a tragic situation.

As children spend the vast majority of their time at school, teachers and staff members will be the primary source of care and support. Bereaved children will see school as a safe haven away from the turmoil of emotions at home and will look to trusted staff members for help.

Death is something that most people choose not to think about so when faced with it we often find ourselves ill-prepared. The purpose of the Bereavement Policy is to support everyone involved at a time when there may be shock, upset and confusion, ensuring that there is as little disruption as possible, that effective communication takes place and that each member of the school community is supported to help them through a very difficult time.

## 2 The death of a student

2.1 The Headmaster, and in his absence the Deputy Head, along with Head of Year will be the primary point of contact with a family when a death has occurred. The Headmaster may consult and seek the assistance of the child's form-tutor, the school nurse, pastoral manager and school counsellor in supporting the bereaved. It is important that the member of staff who knows the child and family best is primarily involved, provided that person is comfortable with this duty. Governors will be informed if there is a death of a student and, in appropriate cases where it impacts on the present day running of the School, information will also be given.

2.2 The Headmaster or relevant member of SLT will gather factual information regarding the death and will consult with the family regarding their wishes in sharing the information with the school community. Parents should be asked if there is anyone who they feel should be informed first, e.g. close friends. It is important that factual information is shared in a timely manner so that assumptions and rumour are not spread, as they can only add to the family's distress. With the advent of social media, this is particularly important. A statement will be prepared by SLT and the pastoral staff as soon as possible to form the basis of any information given to staff and students. It is essential that all staff are informed straight away, ideally before pupils.

- 2.3 Pupils should be told as soon as possible. This is best done in familiar groups by someone they know. A statement will be taken round to classrooms by SLT and pastoral staff. Teachers will be asked to read the statement at the end of the lesson, if they are comfortable doing so. If not, it will be read out by SLT/pastoral staff. Staff are encouraged to seek to identify pupils who may be particularly vulnerable or likely to experience PTSD (Post Traumatic Stress Disorder); for example, someone who may have witnessed the death may require special attention.
- 2.4 Once staff and students have been informed within school, the statement will be made available via an email sent out on Insight.
- 2.5 In the event that the death of a student occurs during study leave, parents of any close friends identified by the family of the bereaved should be telephoned and informed as soon as possible. Parents will then be able to inform their son/daughter. Other students on study leave will be informed via the statement in 2.4.
- 2.6 Where necessary a press statement will be prepared by the Headteacher and Development Director.

### **3 The death of a family member of a student**

- 3.1 In the case of the death of a family member of a student, if the death happens while the child is at school, a representative of the family, preferably a parent, should, if possible, come to the school to inform the child. If they are unable to do so they should advise on how the child is to be informed. In some circumstances it may be necessary for the Headteacher, Head of Year, SLT or staff member closest to the student to give the death notification.
- 3.2 Before notifying fellow pupils, the school should speak with the bereaved student's family to determine what information should be given to classmates. Classmates should be informed how the bereaved classmate wants to talk about what has happened (i.e. speak openly and take initiative, or let the bereaved student decide when to talk about the death.)
- 3.3 The Head of Year and Tutor should consult with the bereaved student's family to determine what is appropriate in terms of classmates attending the funeral and/or sending flowers.
- 3.4 Following the death of a family member and on return to school, the student should be given the opportunity for privacy (usually Head of Year's room or Pastoral Suite) should s/he need it. Staff should be sensitive towards the time it may take for the student to be able to return fully to work.

## **4 Support**

### **4.1 Support following the death of a student**

**Students:** In the case of the death of a student, appropriate pastoral support should be provided for the whole school community. (The procedure for dealing with a death may be influenced by how well the person who has died was known by the school community. It is important to strike a delicate balance between the private grief of the bereaved and the possible need for School to acknowledge the death widely.) The SLT, Head of Year and other pastoral staff, School Counsellor and school nurse should be deployed appropriately to provide counselling and comfort. This may include pastoral support being available at designated areas and times during the school day. It may be possible to arrange for a bereavement counsellor to come into school to speak to pupils and staff. **See Appendix 2**

A book of remembrance should be set up in an appropriate location where the bereaved can come to express their grief and loss. Services of remembrance may be offered at various times. **See Appendix 3**

**Staff:** Support for staff who are directly involved with grieving students is important. Staff should have the opportunity to meet at the end of the school day, to provide an opportunity to share feelings and reactions and have access to grief-counselling. The Headmaster will determine the appropriate period of time for these pastoral supports to continue.

In general it is best to have a minimum of disruption to the School timetable. It is important to maintain normality in the structure and regularity of the school day, but some flexibility may be required. If a pupil is too upset to attend lessons, s/he should be excused to go to the school nurse or head of year (depending on numbers).

## **4.2 Support following the death of a member of staff**

In the case of the death of a member of staff, appropriate pastoral support should be provided for the whole school community. The SLT, school counsellor, nurse and other pastoral staff should be deployed appropriately to provide counselling and comfort. This may include pastoral support being available at designated areas and times during the school day.

A book of remembrance should be set up in an appropriate location where the bereaved can come to express their grief and loss. Services of remembrance may be offered at various times. **See Appendix 3**

Special support including appropriate cover may be needed for staff who worked in the same department or who were particularly close to the deceased. The Headmaster will determine the appropriate period of time for these pastoral supports to continue.

In general it is best to have a minimum of disruption to the School timetable. It is important to maintain normality in the structure and regularity of the school day, but some flexibility may be required. Great sensitivity and care will need to be taken in determining how lessons will be covered immediately following the death.

## **5 Funeral Procedure**

When a funeral has been planned for the deceased, it is essential that the school is sensitive to the family's culture and abides by the family's wishes. The family may welcome involvement of members of the school community but equally, may wish to keep the funeral private. The Headmaster, in consultation with SLT, will identify which staff and pupils may want to attend and the practicalities of issues such as staff cover and transport. The Headmaster will also consult with staff and pupils in determining what is appropriate in terms of sending flowers, a collection and/or any further more permanent remembrance.

## **6 The death of a student or member of staff while at school or on a school trip**

See Critical Incident Policy and Plan

## Appendices

### Appendix 1 Practical matters

#### (a) Guidelines for breaking news of the death to students

- Inform the school as soon as possible about the death.
- Where possible, the students should be informed in small groups i.e. class or tutor groups. Identify those young people who had a long term and/or close relationship with the person who has died so they can be told separately.
- Allow students to ask questions, and answer them honestly and factually in terms that they will understand.
- Dispel any rumours that you know are not true.
- Talk briefly about the person but do not give a eulogy.
- Let people know of any arrangements that are in place.
- Allow them to verbalise their feelings. Acknowledge that people will have different feelings and some may be more emotional than others but that it is ok either way.
- Allow students to discuss the situation and share their experiences of death.
- Be honest about your own feelings and talk about your relationship with the person.
- Avoid using euphemisms.
- Those who have had more involvement with the person should be given the opportunity to share their feelings and experiences either within the group or on a one-to-one situation.
- Ensure the children/young people understand that the death is nothing to do with anything they have said or done. It is in **no** way their fault.
- Reassure (especially younger ones) that not all people who are ill or have had an accident will die and that many people get better.
- Begin to consider practical ways of commemorating the passing.
- 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.
- Conclude the discussion with a prayer or special poem to remember the person who has died and their family.
- Be available for any child/young person who needs additional help and support.

## **(b) Adolescents' understanding of death**

"In adolescence the struggle for independence at this age may cause bereaved teens to challenge beliefs and expectations of others as to how they should be feeling or behaving. Death increases anxieties about the future, they may question the meaning life and experience depression. Teenagers may find it easier to discuss their feelings with a sympathetic friend or adult rather than a family member. They may be having difficulty coming to terms with their own mortality and that of those close to them and cope by refusing to contemplate the possibility of death by experimenting with risk taking behaviour."

[www.childbereavement.org.uk](http://www.childbereavement.org.uk) Children's understanding of death

## **(c) Guidelines for breaking news about a death to staff and Governors**

- Arrange a staff meeting which should take place as soon as possible.
- Impart factual information. Never make assumptions or repeat what has been said by rumour.
- Give news sensitively and empathetically, being aware that people may react in different ways. Be cognisant of the relationships staff may have had with the person who has died.
- Ensure that there is someone responsible for telling people who are unable to attend the staff meeting i.e. part time or absent staff, peripatetic staff, lunch time supervisors. Consider the best way of imparting the information to those absent e.g. by doing home visit, by telephone, text or e-mail etc.
- Identify individual members of staff who feel able to:
  - a) support members of staff
  - b) support groups of children

The most appropriate person to support the children should be well known to them and trusted.

- Identify a member of staff who will, along with the Headteacher, liaise with the individual's family, to deal with staff condolences and any funeral arrangements (if necessary).
- If necessary, identify an appropriate member of staff who will take 'phone calls and/or direct them as appropriate. Try to establish a "protected" telephone line to ensure free flow of accurate information.

Telephone line providers may provide an additional line if the situation requires one.

- Identify a member of staff who will organize a letter for parents which should be sent the same day.
- Arrange a staff meeting at the end of the day to ensure staff are coping with the situation and/or offer pastoral support - open door policy and SLT available.
- Identify any unresolved problems or ongoing issues.
- Ensure that those staff who live alone have contact numbers of friends in case of need.

- Identify sources of advice and support to access for help in coming to terms with the bereavement – **See Appendix 5**

#### **(d) Things to consider in the days following the news of the death**

- It is important to consider any cultural or religious implications and seek advice if necessary.
- Ensure nominated staff with responsibilities for supporting staff and children, are available to do so. It may be necessary temporarily to provide staff cover for their normal activities.
- Identify an allocated quiet place where children, young people and staff can go if necessary.

School should aim for at least an appearance of normality; it is preferable for there to be minimum disruption to the timetable but some flexibility may be required.

- Try 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.

Consider practical issues like:-

- Putting an obituary in the paper, sending flowers to the home or to the funeral, making a collection etc.
- Who will attend the funeral, making a collection etc.
- Cover for any staff who may be going to the funeral.
- Transport to and from the funeral.
- Informing the parents of those pupils who will be involved.
- Possible closure of the school. If this is the case remember to tell lunchtime supervisors, caretaker etc in advance.

#### **(e) Outline of letter to parents**

Dear Parents

Your child's class teacher/form tutor/Head of Year had the sad task of informing our young people of the tragic death of <Name> who has been a student / teacher at this school for a number of years.

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

When someone dies it is normal for family and friends to experience many different feelings like sadness, anger and confusion, and children are likely to ask questions about the death that need to be answered honestly and factually in terms that they will understand.

The children have been told that their teachers are willing to try to answer their questions at school but if there is anything else you or your child needs to know, please do not hesitate to ring the school office and we will be more than happy to help you.

Bereavement counsellors will be in school tomorrow and as necessary after that to help anyone who needs their support to try to come to terms with this tragedy.

Yours sincerely

Head Teacher

## **Appendix 2            Supporting a bereaved pupil**

**We are often at a loss to know what to say to a child or young person who has been bereaved and what we can do to help them. The following are brief guidelines on how to offer support.**

**Check out the facts** and familiarise yourself with the circumstances surrounding the death. Communicate with the family and make sure that what you say will not conflict with the family's wishes.

**Acknowledge what has happened** and do not be afraid to use the word *dead*: "I was very sorry to hear of the death of your..... "

**Children and young people need honesty.** Although sometimes difficult, it is better to answer awkward questions truthfully.

**Be prepared to listen**, again and again and again.

**Allow them to express emotion** and feelings and do not be afraid to share your own feelings of sadness.

**Do talk about the dead person** and share any memories. The bereaved child may well need to do this. Ignoring the dead person is a denial that they ever existed.

**Recognise the full tragedy.** Do not try to comfort with comments such as "at least it is not as bad as....." You might think this is helpful; it is not.

**Reassure them that they are not responsible.** It is very common for children and young people to feel that in some way they caused the death.

**Give bereaved pupils time.** It may be many months before they can fully cope with the pressures of school work. Remember that they will be grieving for life and the loss will always be with them.

**Don't assume that a lack of reaction means that they do not care.** Initially, the full reality may not have sunk in. Young people can feel that they have to be seen to be coping as a sign of maturity.

**Try not to judge.** Grief is a very personal experience, every child and young person will do it their way.



## Appendix 3      Saying Goodbye

**Most schools feel that organising some sort of special assembly or remembrance service after a death in a school community is a helpful thing to do. It can put a sense of closure (and celebration of life) into what may have been a very unsettled time. Overleaf are some ideas to help organise something appropriate.**

### **Why hold a special assembly?**

- To bring the school together to acknowledge what has happened.
- To reflect on, and remember, the life of the person who has died.
- To normalise and share grief.
- To give the message that it is OK to be sad but equally OK to not be affected.
- To inform pupils and staff of any support that is available.

### **Who should attend?**

Anyone who wishes to be there, staff (teaching and non-teaching), pupils, and any family members who feel able to do so. It may not be possible to get everyone together and a year group assembly might be more appropriate. Many families find comfort in other people organizing something special and appreciate being there. Others may not wish to participate but should be given the opportunity to do so.

### **Who should be involved?**

Anyone who wants to. Pupils have produced some very moving assemblies about friends who have died. It helps them to feel involved and gives a sense of doing something positive.

### **How to structure a special assembly**

Have a clear beginning, middle and an end. **Begin** by explaining the purpose and length of the assembly. Follow with a brief, factual reminder of the circumstances surrounding the death and when it happened.

### **The middle section could include:**

- Lighting a special remembrance candle.
- Favourite songs or poems of the person who has died.
- Pupils or staff taking it in turns to recount stories or memories.
- Photographs of the person or child who has died to give a visual reminder, but remember, a large image can be too much for a grieving family.
- Placing objects associated with the dead person into a special memory box. This can then be given to the family.
- Talking about a memory tree or collage, previously made from a collection of drawings that pupils have created and stuck onto a large sheet of paper. This can be added to during the assembly.

### **How to end**

This needs some thought and is better if it can leave everyone with a sense of looking forward. Some suggestions include:

- Giving a memory box or memory book to the family.
- Blowing out the remembrance candle.
- Going outside to release balloons. These could have a message attached.
- After leaving the assembly, students who wish to, plant a bulb to create a special memory garden.

- Asking pupils to bring a farewell message to the person who has died to put into a special box as they leave. This can help pupils to personalise a goodbye.
- Reflective but uplifting music helps to create the right atmosphere.

### **Afterwards**

It is best to arrange the assembly before a break. Pupils and staff will need space to reflect before carrying on with the normal school timetable. If arranged for the end of the school day, leave time for pupils to compose themselves before leaving for home. Be prepared for different responses; some pupils may be deeply affected, others not at all, or react with out-of-character behaviour. Ensure they all know where to go for support if required.

## **Appendix 4      Terminally ill children**

Children who are terminally ill, whilst they are still able, may benefit enormously from normal routines such as attending school. This can present challenges for the school community. Sensitive but honest communication between the family and professionals involved, will overcome most of these, hopefully enriching the lives of all those who come into contact with the child or young person. Suggestions on how to manage such situations are given below.

Children who are constantly in and out of hospital, welcome attending school as an opportunity to have some normality in their lives. Continuing to take part in school routines as much as possible can give a feeling of achievement, with the emphasis on living rather than dying. It can also give back a sense of identity as a person rather than a patient.

Classmates who have had the situation explained to them are usually supportive. It often helps to involve them by giving jobs such as wheelchair pushing. Try to ensure these tasks are shared and do not become the responsibility of just one child.

School and family, including the sick child, need to decide together how to share the news that a pupil is terminally ill. An open and honest approach is usually the best way. However much as adults try to hide what is happening, children instinctively know something is wrong and will often have worked out that a class member is dying before being officially told. Telling only the immediate peer group may seem like a good idea but the grapevine will take over resulting in gossip and half-truths throughout the rest of the school.

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 a friend's illness and treatments involved. This should help alleviate any worries that fellow pupils may have. It is helpful for School to at least identify the key professional responsible for the ill child and how to contact them for advice and support.

Children deal with difficult situations much better when truthful explanations are given regarding absences, changing appearance, lack of energy, treatments and exclusion from activities such as sport. Being naturally curious, classmates will ask questions; these should be answered sensitively but factually. Seriously ill children are often extremely knowledgeable about their illness and may well be happy to provide the answers themselves.

A sense of normality is further maintained by continuing to expect usual standards of behaviour within the child's limitations. This helps to reduce feelings of favouritism amongst other children.

Other parents and carers at the school may have concerns surrounding their own children being upset or made anxious by a classmate who is seriously ill. Reassurance that children and young people will have fewer anxieties if presented with the truth, rather than having to make up what is happening, may help. With consent from the family of the sick child, information on the illness and treatments will help other parents to understand and feel

informed. The realisation that their children are contributing to an increased quality of life for the sick child may create a more positive approach. Offer information on what to say to children when someone is dying.

## **Appendix 5            Resources**

<b>Rossendale Hospice</b> (counselling service):	Tel: 01706 253633
Samaritans:	Tel: 01282 694929 (Nelson) 01706 868686 (Rochdale) 0161 764 0055 (Bury)
Victim Support	Tel: 0808 1689111
<a href="http://www.winstonswish.org.uk/helpline/">http://www.winstonswish.org.uk/helpline/</a> <a href="http://www.childbereavement.org.uk">www.childbereavement.org.uk</a> <a href="http://www.rcpsych.ac.uk/expertadvice/problems/bereavement/bereavement.aspx">http://www.rcpsych.ac.uk/expertadvice/problems/bereavement/bereavement.aspx</a> <a href="http://www.fortheloveofchristi.org">www.fortheloveofchristi.org</a>	Tel: 08088 020 021

Resources available from Winston's Wish, the leading child bereavement organisation, should be read in conjunction with this policy.

Staff members may also wish to access support through the Education Support Partnership which can be accessed via phone on 08000 562 561.

### **Time Out Cards**

The pupil is given permission to leave class for a short time when beginning to feel out of control or just to get some "personal space" when upset. It is important that staff are made aware to avoid embarrassing scenes for either the pupil or the teacher. It is essential that the pupil does not just wander around the school but goes to a designated place and person.

### **Pocket Comforter**

A pupil can discreetly carry in their pocket a soft piece of fabric or a pebble or stone. Holding onto something solid can help a pupil to remain grounded and in control if upset. Equally, touching a piece of garment that belonged to the dead person can provide a comforting memory.

### **Secret Diary**

A way to communicate with a bereaved child who finds it difficult to verbalise feelings. The pupil leaves it somewhere mutually agreed having written or drawn whatever they wish. The teacher responds in the diary and either leaves it to be picked up or discreetly returns it to the pupil.

### **I Can.....You Can...**

A series of four postcards with ideas of how others can help. Titles include TO MY TEACHER...what you can do.. A helpful communication tool.  
Available from The Childhood Bereavement Network Tel: 020 7843 6309

### **A Heartbeat Away** by F. Lane Fox

A collection of writings, poems and extracts from many sources that chart the journey of the bereaved through grief, rage, anguish through to hope for the future. Available from the Child Bereavement Charity online Shop. Cost £10.00

### **[www.ifishoulddie.co.uk](http://www.ifishoulddie.co.uk)**

A website with a link to "poems and words of comfort" which might give ideas for appropriate texts.

**Seeds of Hope Children's Garden** The Seeds of Hope Children's Garden is a vibrant living space designed to help children and young people explore feelings of loss with the support of their families, teachers, and carers. In a garden, change, loss and death can all be seen as a natural part of the cycle of life. The Child Bereavement Charity has had a long association with Caroline Jay, who had the vision of creating a garden for children.

The Garden is open 7 days a week and is situated at the east end of Guildford Cathedral on Stag Hill just off the A3 in Surrey. (To arrange a school visit, please contact the Cathedral Education Officer on 01483 547880).

**Loss, Change and Grief - An Educational Perspective** by E. Brown

The author explores many experiences of loss and grief within school settings and different beliefs and practices are discussed. She also provides general suggestions for ways in which the topic can be taught within the school curriculum. Published by David Fulton. £17.00

**Childhood Bereavement- developing the curriculum and pastoral support** by Job & Francis.

Using case studies and drawing on best practice, this resource aims to help those working in schools address death, dying and bereavement from both a pastoral care and educational perspective. It provides lesson ideas for how to achieve this through the curriculum. Available from The National Children's Bureau, Tel: 020 7843 6029 £15.50

**A Resource Bank on Loss and Grief "it hurts"** by M. Harvey.

Includes guidelines on facilitating sessions around loss and grief with 11 photocopiable activities, brief information about the nature of loss and grief and its impact on young people. Good for PSHE.

Only available from UK Youth, Tel: 01425 672347 or order online from <http://www.ukyouth.org/>

**Good Grief-Exploring Feelings Loss and Death** by B Ward.

Very comprehensive, gives information, guidance and full of ideas for classroom activities. Available from Jessica Kingsley Tel: 020 7833 2307 or order online from <http://www.crusebereavementcare.org.uk/> £30.00

**Supporting Young People Coping with Grief, Loss and Death** by Weymont and Rae.

A complete teaching programme designed to be delivered to whole classes or groups of students age 11-18. The aim is to enable them to understand about loss, grief and death but also to promote emotional health and literacy. Information on Loss and Grief, facilitator notes and copiable activities are included for twelve sessions. Available online from <http://www.luckyduck.co.uk/> £17.99 (includes a CD-ROM).

**Then, Now and Always** by J. Stokes.

More suitable for those with pastoral care responsibilities, this guide for supporting children as they journey through grief, includes a section on enabling a school community to respond positively to a death. Published by and available from Winston's Wish Tel: 01242 515157 <http://www.winstonswish.org.uk/> £15.00

**A Teacher's Handbook of Death** by Jackson and Colwell.

Offers ideas for including death and bereavement in the curriculum, factual and informative around rituals and processes associated with death and dying. Available from Jessica Kingsley Tel: 020 7833 2307 or order online <http://www.jkp.com/> £13.95

**VIDEO "When a Child Grieves"**

A two part training video, incorporating a video for children and teenagers "Someone Died- It Happened to Me". Girls and boys aged 7 to 18 years talk about their feelings when someone special dies. Includes a primary school case study describing when two pupils died in different circumstances. Useful for promoting classroom discussion or training staff. Available from the Child Bereavement Charity, <http://www.childbereavement.org.uk/> £15.00

**VIDEO "A death in the lives of....."**

A group of young people discuss the support they needed to help them cope with bereavement. Includes a section where they talk about what was, and what was not, helpful at school. A good one for PSHE. Available from the Childhood Bereavement Network [www.ncb.org.uk/cbn](http://www.ncb.org.uk/cbn)

**Workbooks**

**Remembering** by Dianne Leutner. Part book, part scrapbook and was created to help keep a child's memories alive after the loss of someone special and to give children a place to return to whenever they wish. Child Bereavement Charity [www.childbereavement.org.uk](http://www.childbereavement.org.uk)  
Cost £5.00

**Finding a way through when someone close has died** by Mood and Whittaker

A workbook by young people who have experienced the death of someone close. They offer advice based on their own experiences. The activities encourage young people to express their feelings and responses. Jessica Kingsley Tel: 020 7833 2307  
<http://www.jkp.com/> £8.95

**When Someone Very Special Dies** by M. Heegard.

A simple workbook designed to be used by a bereaved child with adult help. It will help a child or young person to understand and express the many feelings that they will have. Communication is increased and coping skills developed as they work their way through it. Available from Smallwood Publishing Tel: 01304 226900. £7.00

**Grief Encounter** by S. Gilbert.

A workbook to encourage conversations between adults and bereaved children. Hands on, user friendly, with many ideas to encourage communication and provide support. Available from and published by The Grief Encounter Project Tel: 020 8446 7452. £8.99