

**Three Counties Academy Trust**



# Bereavement Policy

## #GN23

Last amended 26<sup>th</sup> June 2026 (v1.2)

Policy lifespan: 3 years. Subject to annual compliance check. Next full review 6<sup>th</sup> January 2029.

## Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
07.01.26	1.0	Updated document. Formatted to house style and checked against model for updates	MF	✓	✓
28.04.26	1.1	Adopted updated format, no contextual changes	MF	✓	✓
26.06.26	1.2	Addition of Parent Summary and Member, Trustee, Local Governor and Staff Summary. Decoupling of Executive Headteacher and CEO roles.	MF	✓	✓

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## Policy Abbreviations and Acronyms

<b>CEO</b>	Chief Executive Officer
<b>CFO</b>	Chief Financial Officer
<b>DfE</b>	Department for Education
<b>HR</b>	Human Resources
<b>SEND</b>	Special Educational Needs and Disabilities
<b>TCAT</b>	Three Counties Academy Trust

**NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.**

**NB. The HR implications for staff suffering bereavement are covered within the relevant HR policies and procedures.**

## Statement of intent

At Three Counties Academy Trust (TCAT), we understand that bereavement is faced by members of our Trust community at different times, whether this is the death of a family member, a friend or a member of the TCAT or an individual TCAT school community. We understand the importance of providing support to pupils, staff, Trustees, Local Governors and the wider TCAT and school community during and after bereavement.

This policy provides a framework whereby this support is provided and outlines how TCAT and our schools will respond to these sensitive situations.

**Please note:** In this policy, all mentions of 'the family' refer to the family of the deceased individual. The wishes of the family will always be considered when carrying out any of the actions outlined in this policy. If the family objects to any of the procedures, TCAT and the school will work to ensure reasonable adjustments are made.

## **Member, Trustee, Local Governor and Staff Summary**

### **Purpose and Principles**

- This policy provides a clear framework for how TCAT and our schools respond to bereavement affecting pupils, staff, and the wider community
- All actions are underpinned by respect for the wishes of the family and a commitment to safeguarding, dignity and compassion
- TCAT ensures compliance with relevant legislation and national guidance relating to safeguarding, equality, and bereavement support

### **Leadership and Oversight**

- The Trust Board and Local Governing Bodies oversee implementation and ensure the policy remains effective
- Headteachers and Heads of School are responsible for operational delivery, including communication, coordination, and liaison with external agencies
- Clear leadership is established immediately following a bereavement to ensure a consistent and controlled response

### **Initial Response**

- Procedures prioritize verifying information, establishing the wishes of the family, and agreeing communication protocols
- A single point of contact is established to maintain clarity and consistency
- Decisions may be made regarding temporary adjustments to the school day or routines where appropriate

### **Communication**

- Staff, Trustees and Local Governors are informed before pupils wherever possible
- Pupils are informed in an age-appropriate and structured way using agreed scripts
- Parents are notified with clear, factual information alongside guidance on supporting their children
- All communication is agreed with the family and handled sensitively to avoid misinformation

## **Support Structures**

- Pastoral systems are central to providing support for pupils, staff, and families
- Support is tailored to individual circumstances, taking account of relationships, prior experiences, and additional needs
- Access to internal and external services, including counselling, is facilitated where required

## **Support for Pupils**

- Designated staff act as key contacts for bereaved pupils
- Flexible arrangements may be implemented, including adjusted timetables or phased returns
- Staff monitor wellbeing, behaviour and SEMH indicators and respond in line with safeguarding and SEMH policies
- All pupils are supported, not only those directly affected, recognising wider community impact

## **Support for Staff**

- Staff affected by bereavement are identified and supported through appropriate measures, including leave, workload adjustments, and counselling support
- Opportunities are provided for staff to access pastoral support and share concerns
- A culture of professional support and vigilance is maintained across the organisation

## **Media and Social Media Management**

- All media engagement is centrally controlled and aligned with TCAT policies
- No public statements are made without authorisation
- Social media activity is monitored to prevent misinformation and protect the dignity of those affected

### **Special Circumstances**

- Additional protocols are in place for complex situations, including suicide, traumatic deaths, or ongoing investigations
- Approaches are adapted to reflect cultural, religious, and contextual factors
- Risk-aware practice is applied, particularly where there may be ongoing safeguarding concerns

### **Training and Preparedness**

- Pastoral staff receive specialist training and cascade this to wider staff
- All staff are expected to engage with training to build confidence in responding to bereavement
- Preparedness ensures timely, appropriate, and consistent responses across TCAT

## **Parent Summary**

### **Our Approach**

We recognise that bereavement is a deeply personal and difficult experience, and we are committed to supporting pupils, families, and staff with care and sensitivity.

All actions taken by TCAT schools will respect the wishes of the family at all times.

### **What Happens if a Death Affects one or more of our schools?**

- The school will work closely with the family to agree what information can be shared and how this is communicated
- Parents will be informed when appropriate, using clear and factual information
- The school will ensure communication is handled sensitively to avoid confusion or distress

### **Supporting Your Child**

- Staff will speak to pupils in an age-appropriate way and give them time to ask questions and share how they feel
- Additional support will be available in school through pastoral staff
- Each child's needs will be considered individually, including any previous experiences or additional needs

### **Support for Families**

- The school will work with families to agree the best way to support their child
- A key member of staff will act as the main point of contact
- Support may include flexible arrangements for attendance or learning, depending on the child's needs

### **Support for the School Community**

- All pupils will be offered support, even if they were not directly affected
- Staff will be available to listen and provide guidance
- Remembrance activities may take place where appropriate and agreed with the family

### **Communication and Respect**

- Information shared will always be agreed with the family
- The school will manage any media or social media communication carefully
- Families can be reassured that privacy and dignity are a priority

### **Ongoing Support**

- Support does not stop after the initial event—staff remain aware that grief can affect children over time
- The school will continue to monitor pupils' wellbeing and provide support as needed
- Transitions (such as moving class or school) will be managed carefully to ensure continued support

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance and good practice including, but not limited to, the following:

- [Children Act 1989](#)
- [Employment Rights Act 1996](#)
- [Equality Act 2010](#)
- [Parental Bereavement \(Leave and Pay\) Act 2018](#)
- [The Parental Bereavement Leave Regulations 2020](#)
- [DfE 'Keeping children safe in education'](#)
- [Department for Business, Energy and Industrial Strategy 'Good Work Plan'](#)
- [DfE 'Mental health and behaviour in schools'](#)
- [Winston's Wish 'A Guide to Supporting Grieving Children and Young People in Education'](#)
- [Winston's Wish 'A Strategy for Schools: Positive Responses to Death'](#)
- [Samaritans 'Help When We Needed it Most'](#)
- [Child Bereavement UK 'Schools' Information Pack'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available.

This policy operates in conjunction with the following policies and documents:

- Behaviour Policy
- Media Relations Policy (GN5)
- Disciplinary Policy and Procedure (HR3)
- Family Leave Policy (HR36)
- Child Protection and Safeguarding Policy and Procedure (SG1)
- Anti-Bullying Policy (SG19)
- Social, Emotional and Mental Health (SEMH) Policy (SG21)
- Social Media Policy (SG24)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

## 2. Roles and responsibilities

The Trust Board and where delegated Local Governing Bodies will be responsible for:

- Overseeing the implementation of this policy
- Reviewing this policy with the CEO to ensure its effectiveness

Executive Headteachers, Headteachers or where delegated, Heads of School will be responsible for:

- The overall implementation of this policy within their school
- Liaising with external agencies, as appropriate
- Informing the CEO, Trustees, Local Governors and staff when a death occurs and arranging for pupils to be informed, as appropriate and with approval from the family
- Being the first point of contact for staff, pupils and parents directly involved in a death, or designating this role to another appropriate member of staff
- Ensuring staff have the necessary training to support bereaved pupils and to deliver sensitive news
- Responding to any enquiries from the media or the wider school community, or appointing a member of staff to undertake these duties
- Liaising with the media as required
- Monitoring media and social media activity regarding the death
- Respecting the family's wishes in relation to what information can be provided to the media

Pastoral staff will be responsible for:

- Undertaking bereavement support training and conducting in-school training to share their knowledge with other staff
- Supporting the Headteacher/Head of School in carrying out the procedures outlined in this policy
- Supporting staff, pupils and parents following a death, as directed by the Headteacher/Head of School

- Supporting other staff members with communicating the news of a death
- Making referrals for pupils, staff and other members of the TCAT and school community to receive support

All staff members will be responsible for:

- Undertaking any bereavement support training arranged by the Headteacher/Head of School or pastoral staff
- Seeking support from pastoral staff as appropriate
- Supporting their colleagues and pupils following a death, as appropriate

### **3. The initial response**

If the family or member of staff contacts TCAT or a TCAT school to inform them of a death, the member of staff that answers the phone will transfer the call to the Headteacher/Head of School or the most senior member of staff available.

If the school is made aware of the death through a source other than the family, the Headteacher/Head of School will contact the family either by phone or through a home visit.

The Headteacher/Head of School will gather factual information about what has happened and establish the family's wishes with regards to what information will be communicated to the TCAT and school community, and where agreed the media, and how.

If a death affects the entire Trust or an entire school, e.g. the death of a pupil or member of staff, the Headteacher/Head of School will inform the family that staff and pupils will be informed as soon as possible.

If the death affects an individual member of staff, e.g. the death of a relative, their Headteacher/Head of School will ask the member of staff if they would like this to be communicated to any of their colleagues. If it is decided that the death will be communicated, the Headteacher/Head of School will discuss with the staff member what information will be communicated and how they would like it to be delivered.

If a death affects an individual pupil, e.g. the death of a parent, their Headteacher/Head of School will ask the family if they would like this to be communicated to the school community. If it is decided that the death will be communicated, the Headteacher/Head of School will discuss with the family, and the pupil, if possible, what information will be communicated and how the family would like it to be delivered.

If the death of a pupil's family member occurs while the pupil is at school, a member of the pupil's family will be asked to come to the school to inform the pupil of what has happened and to take them home. If this is not possible, arrangements will be made for a member of staff to take the pupil home.

The Headteacher/Head of School will make contact with any other agencies as required, e.g. the police, and will decide if any temporary variation needs to be made to the school timetable, e.g. rearranging or cancelling certain lessons.

In the event of the death of the CEO, the Chair of the Trust Board will make arrangements for a suitably qualified replacement as soon as practical. In the event of the death of an Executive Headteacher/Headteacher/Head of School, the CEO or the Deputy Headteacher will be responsible for the duties outlined above.

In the event of the death of a member of the TCAT Central Team other than the CEO, the CEO will contact the family and request a visit where arrangements can be discussed and support offered.

#### **4. Informing staff, Trustees and Local Governors**

Staff, Trustees and Local Governors will be informed of the death before pupils where at all possible. All staff; Trustees and Local Governors will be invited to a meeting by the CEO and the Headteacher/Head of School as soon as practicable. Absent staff, Trustees and Local Governors, including part-time and peripatetic staff, will be identified so they can be informed as soon as possible. If it is not possible for absent staff to be told in person, a phone call or alternate communication method will be arranged.

Any information provided to staff, Trustees and Local Governors during the meeting will have prior approval from the family.

During the meeting, the Headteacher/Head of School, with the support of pastoral staff, will:

- Explain what happened leading up to the death
- Give a factual explanation of how the death occurred with prior family approval
- Allow time for staff, Trustees and Local Governors to discuss what has happened and how they feel
- Be informed of who will be responsible for liaising with the media as required
- Identify what internal and external support is available to staff, Trustees and Local Governors
- Discuss the arrangements for informing pupils, including whether all pupils will be told and who will be responsible for informing them

- Remind all staff, Trustees and Local Governors of the need for respect and confidentiality as appropriate

## **5. Informing pupils**

The Headteacher/Head of School will have a discussion with the family about whether all pupils should be informed about the death. If the death affects the whole school, e.g. the death of a staff member or pupil, the Headteacher/Head of School will strongly recommend to the family that all pupils should be informed; however, if the death does not affect the whole school, it may be more appropriate to just inform certain groups of pupils. The Headteacher/Head of School will make the final decision regarding which pupils will be informed in line with the wishes of the family.

Staff members that will be responsible for informing pupils about the death will be provided with a script which sets out what pupils should be told and includes information on how to answer some difficult questions. The Headteacher/Head of School and relevant pastoral staff will create the script, with input from the family.

Staff responsible for informing pupils will use the script provided to them. To ensure all pupils are told about the death in an age-appropriate way, a number of scripts may be created and distributed to staff with clear instructions of which script to use for which year group.

Where possible, a member of pastoral staff will be present when pupils are told about a death so they can help with answering any questions. Where possible, pupils will be informed about the death in small groups at the same time by a member of staff that is familiar to them, e.g. during form time.

Pupils with specific needs that may influence their response to being informed about the death will be identified and told separately. These needs include the following:

- Pupils that had a long-term and/or close relationship with the individual who has died
- Pupils with a history of loss
- Pupils with SEND
- Pupils who have difficulty managing their emotions or behaviour

Pupils will be given time to ask questions about what has happened and to talk about how they are feeling. Any questions that are asked by pupils will be answered factually. Pupils will be told who they can go to in school for support and will also be directed to any external support.

### **Informing pupils in a large group**

If it is not possible to inform pupils about a death in small groups, the Headteacher/Head of School, in communication with the family, will decide if it would be appropriate to inform pupils in a large group, e.g. during an assembly.

Where an individual pupil has been bereaved, they will be asked if they want to attend the assembly and, if they do not want to be involved, appropriate support will be arranged for the pupil during and after the assembly. The Headteacher/Head of School will tell the family and, where relevant, the bereaved pupil exactly what they will say and to whom.

The Headteacher/Head of School, with support from relevant pastoral staff, will deliver the information to pupils. After pupils have been informed, they will go to their form rooms and be given time to express any thoughts or feelings about what they have been told.

### **6. Informing parents**

The Headteacher/Head of School will have a discussion with the family about whether any parents need to be informed about the death. If the death affects the whole school, e.g. the death of a staff member or pupil, the Headteacher/Head of School will strongly recommend to the family that all parents should be informed; however, if the death does not affect the whole school, it may be more appropriate to just inform parents that are directly affected, if any.

A nominated member of staff will compose a letter to parents about the death. The letter will contain the basic, factual information about the death, information about how TCAT and the school is supporting pupils, how they can support their children, and who to direct questions or concerns to.

### **7. Funerals**

If appropriate, the Headteacher/Head of School will discuss with the family whether any staff, Trustees, Local Governors or pupils are able to attend the funeral. With the family's approval, the CEO will arrange for the Trust to be represented at the funeral, and the Headteacher/Head of School will arrange for the school to be represented at the funeral and identify which staff and pupils may want to attend.

The Executive Headteacher/Headteacher, in consultation with the CEO and Chair of the Trust Board will decide if it is necessary for the school(s) to be fully or partially closed during the funeral. Transportation to and from the funeral may be arranged for staff and pupils, as appropriate. Necessary cover arrangements will be made for staff attending the funeral.

## **8. The media and social media**

Any communication with the media or social media activity will be agreed with the family. The school will follow TCATs Media Relations Policy and Social Media Policy at all times. Only the CEO or where delegated the Executive Headteacher/Headteacher/Head of School will deal with media enquiries and communications. Staff, Trustees, Local Governors and pupils will not respond to any media enquiries themselves or make any public statements about the death unless agreed by the CEO in advance.

Staff, Trustees, Local Governors and pupils will not post any information without prior authority about the death on social media. The Headteacher/Head of School will investigate any post made regarding the death and will refer any concerns to the CEO. If information about the death is circulated on social media prior to TCAT or the school making an official statement, the Headteacher/Head of School will release a statement on the school's social media channels, with the agreement of the family, to prevent rumours from spreading.

Comments and other activity on school-posted social media statements will be monitored and moderated by the CEO and the Headteacher/Head of School. If staff, Trustees, Local Governors or pupils find any false, negative or malicious information being posted about the death on social media, they will report this to the CEO or the Executive Headteacher/Headteacher/Head of School.

If a member of staff is found to have been posting content on social media or providing information to the media contrary to any instruction not to do so, action will be taken in line with the Disciplinary Policy and Procedure. If a pupil is found to have been posting content on social media or providing information to the media that is false, negative or malicious, action will be taken in line with their school's Behaviour Policy.

## **9. Support for the family**

The Headteacher/Head of School will be the main point of contact between the school and the family or will appoint another member of staff to this role where necessary. The Headteacher/Head of School will invite the family into the school to discuss how TCAT and the school can best support them. The family's wishes and feelings will always be considered and respected when making decisions and conducting activities relating to the death.

Any support that is put in place will be decided on a case-by-case basis, depending on the family's needs and wishes. Support may include, but is not limited to, the following:

- Sending a letter of condolence
- Giving the family the opportunity to collect any personal belongings of the person who has died
- Inviting the family to commemorative events held by TCAT and the school

## **10. Support for staff**

Staff directly affected by the death, e.g. if they are a relative or close friend of the individual that has died, will be identified and the appropriate support will be put in place. The level of support will be decided on a case-by-case basis by the CEO in consultation with the Chief Financial Officer and the Headteacher/Head of School, and may include the following:

- Ensuring the staff member is supported by their colleagues
- Arranging for lessons or other duties to be covered
- Organising bereavement leave
- Referral to counselling services

Staff member leave and pay in respect of a bereavement is covered in the Family Leave Policy.

All staff members will be offered the opportunity to speak to a member of the pastoral team one-to-one. Staff members will be given information about the internal and external support they can access.

A designated room will be made available to staff where they can go during break and lunchtimes to meet with other staff and share their thoughts and feelings. Staff will be vigilant to the signs that indicate their colleagues have been affected by bereavement and will offer them support or make a referral to a member of pastoral staff.

## **11. Support for pupils**

**Pupils that have experienced a significant bereavement, e.g. of a family member**

A member of staff that is familiar with the pupil will be appointed to act as their main point of contact – the pupil will be made aware of who the staff member is. The Headteacher/Head of School will contact the pupil's family to discuss whether the pupil will be attending school. Any support put in place for a pupil will be pupil-led, based on their needs and wishes.

When deciding what support will be put in place for a pupil, the impact the death will have on the pupil will always be considered in the context of pre-existing factors. The following contextual factors will be considered:

- The circumstances surrounding the death, e.g. was it under traumatic circumstances, was the death expected, or did multiple people die?
- The relationship between the pupil and the person who has died
- The ability of the pupil's family to support them following the death, e.g. if a pupil's parent has died, how able is the surviving parent to support the pupil?
- Family factors such as size, financial state, structure, style of coping, communication and stressors that affect the child
- The support the pupil has from their peers and other organisations and people
- Characteristics of the pupil, including their age and any SEND they have

The pupil will be a part of discussions regarding who should be informed about the death and how, where appropriate.

If a pupil chooses to attend school immediately after a bereavement, they will be allowed a flexible timetable, and staff members will be made aware that the pupil may not be able to work to their usual capacity. The designated staff member will keep in communication with the pupil's family to inform them about how the pupil is doing. If the pupil is absent from school following the bereavement, they will be made aware of who has been informed about what has happened and what they were told.

The designated staff member will make regular contact with the pupil during their absence. The Headteacher/Head of School, designated staff member, pupil and the pupil's family will make arrangements for the pupil's return to school, e.g. a phased return.

If a death occurs soon before or during a time where the pupil will take an exam, the Headteacher/Head of School will report the circumstances to the exam board who will decide if special considerations apply. If a pupil misses an exam due to the death of a close family member or friend, the Headteacher/Head of School will report this to the appropriate exam board who will then make a decision as to whether special considerations can be applied.

Any safeguarding concerns regarding a bereaved pupil will be dealt with in line with the Child Protection and Safeguarding Policy and Procedures.

## **Support for all pupils**

All pupils, even those not directly affected by the death, will need to be supported following a death, particularly if the death affects the whole school community, e.g. the death of a staff member. Pupils will be given the opportunity to speak to a member of pastoral staff. Staff will talk to pupils about what has happened using age-appropriate and developmental stage appropriate language.

Following a death in the school community, pupils will be invited to take part in remembrance activities, e.g. remembrance assemblies.

Staff will identify any pupils that may need more direct support and make a referral to the Headteacher/Head of School who will assess what support might be required in collaboration with pastoral staff.

## **12. Behaviour and SEMH issues**

Staff will remain vigilant to the following behaviours that a pupil may display immediately after the death of someone close to them:

- Inability to concentrate
- Lack of motivation
- Tiredness and irritability
- Heightened sensitivity to comments and remarks
- Inability to take others' feelings into account
- Anger, frustration or aggression
- A general change in behaviour, e.g. becoming unnaturally quiet or withdrawn
- Anxiety
- Being easily upset by events that would normally not affect them
- Physical complaints, such as headaches, stomach aches and a general tendency to be prone to minor illness

The pupil's designated staff member will keep in contact with the pupil's family and share information about how the pupil is behaving at school and home. Any challenging behaviour displayed by bereaved pupils will be addressed using the individual graduated response outlined in the school's Behaviour Policy.

A record will be made of anniversaries and days with regards to the death which may act as a trigger for challenging behaviour.

Any incidents of bullying, where a bereaved pupil is the victim or perpetrator, will be addressed in line with the Anti-Bullying Policy, taking into account the pupil's needs and circumstances.

The Headteacher/Head of School will ensure that all staff members are aware of the lasting impact that bereavement can have on a pupil's mental health, behaviour and education.

All staff members will remain vigilant to signs that a bereaved pupil is facing difficulties in relation to their psychological, physical and social development and will refer the pupil to pastoral staff who will put appropriate support in place. TCATs Social, Emotional and Mental Health (SEMH) Policy will be followed to ensure pupils that may be vulnerable to developing or experiencing SEMH issues following a bereavement can be identified and appropriately supported.

### **13. Specific circumstances**

The procedures outlined in this policy will be followed for all deaths affecting TCAT and the school community and individual pupils; however, specific measures will be implemented for certain circumstances.

#### **Pre-bereavement – when a pupil or family member is not expected to live**

If a pupil or a member of their family has a terminal diagnosis, their family will make the school aware of the situation and the school will ensure the appropriate support is in place. A member of pastoral staff will meet with the pupil (and family) if required to provide the pupil with an opportunity to talk about what is happening and how they are feeling.

All staff will remain vigilant to signs that the pupil is facing challenges in relation to their psychological, physical and social development and will refer any concerns to pastoral staff who will ensure appropriate support is put in place.

#### **Pupils with a life-threatening illness**

Pupils with life-threatening illnesses will be encouraged to take part in school routines as much as possible, and the school will continue to expect the usual standards of behaviour as appropriate.

The Headteacher/Head of School, the pupil and their family, and other relevant staff members (e.g. a member of pastoral staff) will decide how to share the news that a pupil is terminally ill with the school community. Other pupils will be informed about how they can best support the pupil in the most appropriate way.

If the pupil is receiving treatment from a local hospice or hospital, the key professional responsible for the pupil will be identified and the Headteacher/Head of School will contact this person for advice and support as necessary.

### **Suicide**

TCAT and/or the school will respond to a suspected suicide within 48 hours. The Headteacher/Head of School, or other appointed member of staff, will contact the police or the family as soon as possible to confirm the death and whether it is being treated as a suicide.

If the family does not wish the cause of death to be disclosed to the school community, the school will state that the nature and cause of death are still being determined and that additional information will be forthcoming. If the death is subject to an ongoing investigation, the Headteacher/Head of School will check with the police before speaking about the death with pupils who may need to be interviewed by the police.

Staff will be told about the death first, in line with the Informing staff, Trustees and Local Governors section of this policy. The script that staff will use to inform pupils of the death will be factual while avoiding excessive detail about the suicidal act itself.

Immediate emotional support will be arranged for any pupils and staff who require it. A designated room will be set up where pupils and staff can go to if they are struggling with the news.

Liaison with the media will be handled in line with The media and social media section of this policy. Any information distributed to the school community and media regarding the death will:

- Be factually correct but not include detail of the cause of death or method used
- Not romanticise, glorify or vilify the death
- Not include details of any suicide note
- Not include speculation over the motivation for suicide

Research indicates that pupils that have been directly affected by suicide are at an increased risk of taking their own life. Staff will report any concerns about pupils to the Headteacher/Head of School, and the appropriate support will be put in place or a referral to specialist services will be made in line with the Social, Emotional and Mental Health (SEMH) Policy.

### **Cultural and religious behaviours**

The school will keep in mind the cultural attitudes and behaviours relating to a death and will make sure these needs are taken into consideration when putting support in place for those affected, including the length of bereavement leave for members of staff.

### **Forces' families**

The needs and feelings of bereaved forces' pupils will always be considered prior to any school activities relating to the armed forces, e.g. commemorating Armed Forces Day, and additional support will be put in place for pupils as required.

Appropriate support will be implemented for bereaved forces' pupils, particularly during times of change. Bereaved forces' pupils will be protected from any unwanted media attention and there will be a designated area in school that the pupil can go to if they are feeling overwhelmed.

### **A death involving murder or manslaughter**

The Headteacher/Head of School will contact the police or the family to establish the facts about what has happened. A designated staff member will be available to talk to the pupil to help them to answer any questions they may get from their peers about what has happened.

Research indicates that pupils that have been bereaved due to murder or manslaughter can be at significant risk of developing PTSD. Any concerns relating to the pupil will be addressed in line with the Social, Emotional and Mental Health (SEMH) Policy. Media personnel will not be permitted onto the school site at any time.

## **14. Remembrance activities**

Following a death in the school community, the school may conduct some remembrance activities, e.g. a remembrance assembly. The family will always be consulted prior to any remembrance activities being planned and will be invited to take part in the activities.

All members of the school community, including staff, Trustees, Local Governors, pupils and parents, will be invited to take part in remembrance activities. All remembrance activities will be planned so that they are respectful of the culture and religious beliefs of the family.

Pupils and staff will be warned about the risks of unmoderated online memorials (e.g. those on social media), such as their comments becoming public without their permission and online memorials attracting negative comments.

## **15. Managing transitions**

Information about pupils that have been bereaved will be recorded. This information will be shared with relevant parties at key transition points, including the following:

- If the pupil moves school
- When the pupil moves to secondary school or college
- If the pupil moves class
- When the pupil will be taught by a new teacher

Good communication will be established with feeder schools so pupils that have experienced bereavement can be identified.

## **16. Teaching about bereavement and grief**

Different aspects of the curriculum will be used to discuss relationships, feelings and emotions, and to think about how to manage these in relation to family events and death. Before delivering any lessons that cover topics of death and bereavement, the teacher will consider how the lesson may affect the bereaved pupils they are teaching.

Bereaved pupils and their families will be consulted over whether it is appropriate for them to attend lessons about death or bereavement, and alternative arrangements or additional support will be put in place as required. Where appropriate, the teacher will discuss what the lesson is going to cover with the pupil and will work with the pupil to design activities that the pupil feels they are able to get involved with.

Any lessons covering topics of death or bereavement will take account of religious and cultural beliefs.

## **17. Staff training**

All pastoral staff will receive training in bereavement support. Pastoral staff will organise whole-school training sessions to share their knowledge with all staff members, including support staff regularly.

If any members of staff are not confident in delivering some level of bereavement support to pupils or other staff members, or in implementing this policy, they will speak to the Headteacher/Head of School who will arrange for the staff member to undergo the appropriate training.

The Headteacher/Head of School will check if the staff that work for third party providers that deliver extra-curricular activities for pupils have received bereavement training and will recommend them to do so if this training has not been undertaken.

## **Monitoring and review**

### **Lifespan of Policy: 3 Years**

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the Executive Headteacher/CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 6<sup>th</sup> January 2029.

Date approved by the Board Appointed Trustee: 7<sup>th</sup> January 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 7<sup>th</sup> January 2026.

## Trust Glossary

<b>AA</b>	Admissions Authority	<b>H&amp;S</b>	Health and Safety
<b>AAI</b>	Adrenaline Auto-Injector (Epi Pen)	<b>HoS</b>	Head of School
<b>ACM</b>	Asbestos Containing Materials	<b>HSE</b>	Health and Safety Executive
<b>AHT</b>	Assistant Headteacher	<b>ICO</b>	Information Commissioners Office
<b>AIR</b>	Attendance Intervention Reviews	<b>IDSR</b>	Inspection Data Summary Report
<b>APDR</b>	Assess Plan Do Review Cycle	<b>IHP</b>	Individual Healthcare Plan
<b>APIs</b>	Application Programming Interfaces	<b>IRMS</b>	Information and Records Management Society
<b>ASC</b>	Autistic Spectrum Condition	<b>IWF</b>	Internet Watch Foundation
<b>ASP</b>	Analyse School Performance	<b>KCSIE</b>	Keeping Children Safe in Education
<b>ATH</b>	Academy Trust Handbook	<b>KS1/2/3/4</b>	Key Stage 1/2/3/4
<b>BAME</b>	Black, Asian and Minority Ethnic Backgrounds	<b>LAC</b>	Looked After Child
<b>BAT</b>	Board Appointed Trustee	<b>LADO</b>	Local Authority Designated Officer
<b>BCP</b>	Business Continuity Plan	<b>LGB</b>	Local Governing Body
<b>BFR</b>	Budget Forecast Return	<b>LLC</b>	Low-Level Concerns
<b>CEO</b>	Chief Executive Officer	<b>LSA</b>	Learning Support Assistants
<b>CFO</b>	Chief Financial Officer	<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>CIF</b>	Condition Improvement Fund	<b>MAT</b>	Multi-Academy Trust

<b>CIN</b>	Child in Need	<b>MFA</b>	Multi-Factor Authentication
<b>CLA</b>	Children Looked After	<b>MFL</b>	Modern Foreign Language
<b>CMIE</b>	Child Missing in Education	<b>NCSC</b>	National Cyber Security Centre
<b>COO</b>	Chief Operating Officer	<b>NoV</b>	Note of Visit
<b>COSHH</b>	Control of Substances Hazardous to Health	<b>NPQ</b>	National Professional Qualifications
<b>CP</b>	Child Protection	<b>PA</b>	Persistent Absence
<b>CPD</b>	Continuing Professional Development	<b>PAN</b>	Published Admission Number
<b>CPOMS</b>	Child Protection Online Management System	<b>PECR</b>	Privacy and Electronic Communications Regulations
<b>CSCS</b>	Children's Social Care Services	<b>PEP</b>	Personal Education Plan
<b>CSE</b>	Child Sexual Exploitation	<b>PEEP</b>	Personal Emergency Evacuation Plan
<b>CTIRU</b>	Counter-Terrorism Internet Referral Unit	<b>PEx</b>	Permanent Exclusion
<b>CWD</b>	Children with Disabilities	<b>PP</b>	Pupil Premium
<b>CYPMHS</b>	Children and Young People's Mental Health Services	<b>PPG</b>	Pupil Premium Grant
<b>DBS</b>	Disclosure and Barring Service	<b>PSHE</b>	Personal, Social and Health Education
<b>DDSL</b>	Deputy Designated Safeguarding Lead	<b>PSED</b>	Public Sector Equality Duty
<b>DfE</b>	Department for Education	<b>PTFA</b>	Parent, Teacher and Friends Association
<b>DHT</b>	Deputy Headteacher	<b>QA</b>	Quality Assurance

<b>DSE</b>	Display Screen Equipment	<b>RIDDOR</b>	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
<b>DSL</b>	Designated Safeguarding Lead	<b>RHE</b>	Relationships and Health Education
<b>DPO</b>	Data Protection Officer	<b>RPA</b>	Risk Protection Arrangement
<b>EAL</b>	English as an Additional Language	<b>RSHE</b>	Relationships, Sex and Health Education
<b>ECT</b>	Early Career Teacher	<b>SA</b>	Severely Absent
<b>EDIB</b>	Equality, Diversity, Inclusion and Belonging	<b>SALT</b>	Speech and Language Therapist
<b>EHA</b>	Early Help Assessment	<b>SARC</b>	Sexual Assault Referral Centre
<b>EHCNA</b>	Education, Health and Care Needs Assessment	<b>SBM</b>	School Business Manager
<b>EHCP</b>	Education, Health and Care Plan	<b>SCC</b>	Standard Contractual Clause
<b>EHE</b>	Elective Home Education	<b>SCITT</b>	School-Centred Initial Teacher Training
<b>ELSA</b>	Emotional Literacy Support Assistant	<b>SCR</b>	Single Central Record
<b>ESFA</b>	Education and Skills Funding Agency	<b>SDP</b>	School Development Plan
<b>EVC</b>	Educational Visit Coordinator	<b>SDQ</b>	Strengths and Difficulties Questionnaire
<b>EWOSSO</b>	Education Welfare and Safeguarding Support Officer	<b>SEF</b>	Self-Evaluation Form
<b>EYFS</b>	Early Years Foundation Stage	<b>SEMH</b>	Social, Emotional, and Mental Health
<b>FBV</b>	Fundamental British Values	<b>SENCO</b>	Special Educational Needs Coordinator
<b>FFT</b>	Fischer Family Trust	<b>SEND</b>	Special Educational Needs and Disabilities

<b>FGM</b>	Female Genital Mutilation	<b>SIP</b>	School Improvement Partner
<b>FGMPO</b>	FGM Protection Order	<b>SLA</b>	Service Level Agreement
<b>FOI</b>	Freedom of Information	<b>SLCN</b>	Speech, Language and Communication Needs
<b>FSM</b>	Free School Meals	<b>SLT</b>	Senior Leadership Team
<b>FTS</b>	Find a Tender Service	<b>SPOC</b>	Single Point of Contact
<b>GAG</b>	General Annual Grant	<b>STEM</b>	Science, Technology, Engineering and Maths
<b>GDPR</b>	General Data Protection Regulation	<b>TA</b>	Teaching Assistant
<b>GIAS</b>	Get Information about Schools	<b>TAC</b>	Team Around the Child
<b>HASH</b>	Herefordshire Association of Secondary Heads	<b>TCAT</b>	Three Counties Academy Trust
<b>HBA</b>	Honour Based Abuse	<b>TUPE</b>	Transfer of Undertakings (Protection of Employment)
<b>HR</b>	Human Resources	<b>VSH</b>	Virtual School Headteacher