



# *A Whole School Approach to Supporting Loss and Bereavement*

*Updated and amended Autumn 2016*



© 2013 Glasgow City Council  
Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)  
0141 287 2000

# *How to use the resource*

This resource has been developed to support staff wishing to increase their knowledge and understanding on the subject of bereavement, loss and change. This document is a reference toolkit which contains information, further reading and signposting to local and national organisations and supports.

To get started, go to the Contents page, select the topic on which you would like further information and click on it. This will take you to the information you require.



# Foreword

In 2011 a scoping exercise was carried out by the Children and Young People Mental Health Short Life Working Group, consisting of representatives from NHS, education services and voluntary organisations. The purpose of the exercise was to establish the range of services and activities available to support child and youth mental health throughout Greater Glasgow and Clyde, including educational establishments.

A total of 37 Glasgow schools participated in the survey and the results obtained reflect the wide variety of curricular programmes and activities taking place across the city in order to support children and young people's mental health. These included programmes such as *Seasons for Growth*, *Bounce Back*, *Positive Mental Attitudes*, *Respect Me*, *On Edge*, *Crush*, *Gold Stars and Dragon Marks*, *Positive Futures*, *PATHS*, *Sound Sleep* as well as peer support programmes, buddying, mentoring, counselling services, drop-in services, group work, circle time and citizenship.

The results also detailed training undertaken by education staff in the last two years as well as highlighting any training needs relating to mental health. Training on bereavement and loss was highlighted by school staff as an area requiring further development.

This audit will be repeated in 2016. This resource will enhance the guidance contained in ***Managing Critical Incidents*** and provide information and advice to assist staff in the day to day support that they provide to children and young people coping with bereavement, loss and change.

© 2013 Glasgow City Council  
Revised Autumn 2016  
Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL  
[www.glasgow.gov.uk](http://www.glasgow.gov.uk)  
0141 287 2000



# Contents

- Our Vision
- Background and rationale
- How children and young people grieve
- A guide to supporting children and young people when they return to school... and when time passes
- Staff self-care and supporting each other

## ***Appendix 1***

- Case Studies/Examples of good practice
  1. *Katy's Story* (adapted from Winston's Wish)
  2. One school's journey: Royston Primary School

## ***Appendix 2***

- Lesson Plans from Child Bereavement Charity and Winston's Wish

## ***Appendix 3***

- Our Vision – self-evaluation
- Wider reading
- Small Creature – British Heart Foundation Resources
- Websites with resources for schools
- Websites with general information

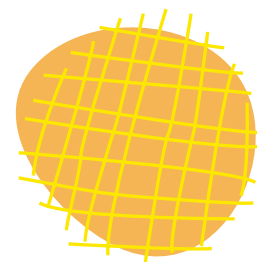
## ***Appendix 4***

- Suggested Books, Videos and DVDs
- Early Years
- Primary
- Secondary
- Other helpful books (on wider issues of loss, not specific to bereavement)
- Resources appropriate for children and young people with additional support needs

## ***Appendix 5***

- Working group membership

# Our Vision



In our establishments we strive to be **prepared, supportive, informed.**

## *Prepared*

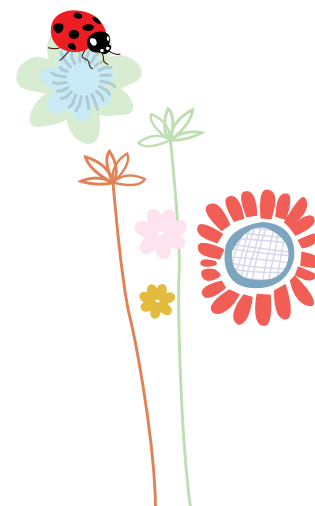
- We have policy and procedures in place to support children, young people and staff to deal with bereavement and loss when it presents itself within our establishments and during the months and years that follow.

## *Supportive*

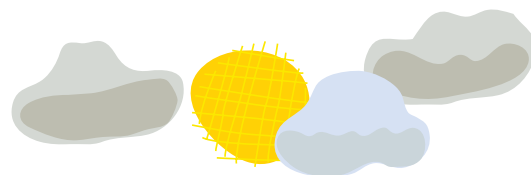
- Our educational establishments will work to support children and young people, their families and staff through periods of loss and change, within a caring environment.
- Our communication is open and honest with children, young people and their families. We use age appropriate language.
- Strategies are in place to support bereaved children and young people for as long as they need.
- By offering curricular opportunities, we proactively support the development of children and young people's resilience in coping with the impact of loss and change caused by bereavement.
- We are aware of staff support needs before, during and after periods of bereavement, loss or change.

## *Informed*

- Our teachers and support staff have access to appropriate training and resources.
- Our teachers and support staff are aware of local and national support services.
- Our teachers and support staff work in partnership with local agencies to provide support and signpost children and young people, families and staff for further support if required. Parents are aware of the levels of support they can receive from us.



# Background and rationale



**Approximately 1 in 25 children and young people have experienced bereavement of a parent or sibling – that’s about the same as one child in every school classroom in the country.<sup>1</sup>**

Many children and young people will experience bereavement, through the loss of a parent, sibling, grandparent or friend. Children can also face the loss of a loved animal or pet which can be as significant for them as losing a relative or friend. The term ‘bereavement’ refers to the process of grieving and mourning and is associated with a deep sense of loss and sadness. It is a natural process; however its effects can be overwhelming. At any one time, 70% of primary schools have a recently bereaved child on their roll.<sup>2</sup>

One of the country’s leading childhood bereavement charities, *Winston’s Wish*, reports that children often feel isolated during their grief experience and may feel that nobody understands their feelings. Although experience of bereavement will be unique to the individual and it is very difficult to predict how someone will respond. Certain reactions are common to children as well as adults.

During bereavement, children and young people can experience a great number of emotions, including sadness, anger, anxiety, guilt, fear, denial, disbelief and confusion. With the right help and support, most children and young people will not require professional help or a ‘bereavement expert’; rather, as highlighted by the Child Bereavement Charity, what they do need is people who care and the understanding of familiar and trusted adults. Schools are well placed to provide such support. The Child Bereavement Charity goes on to state that, just by carrying on with their usual day-to-day activities, schools can do a huge amount to support a grieving child.

## *Policy context*

Local and national policy have continued to focus on mental health and wellbeing.

The need to support children and young people at a time of bereavement has been highlighted by a number of national and local policy documents. The Education (Additional Support for Learning) (Scotland) Act 2009 and a Curriculum for Excellence set out an entitlement for all children and young people to experience and benefit from good mental health.

Children and young people are priorities within *NHS Greater Glasgow and Clyde Child and Youth Mental Health Framework*, *Getting It Right for Every Child* (GIRFEC) aims to ensure that the health and wellbeing of all Scotland’s children is paramount. Support through loss and bereavement is part of this.

<sup>1</sup> *Winston’s Wish, 2012*

<sup>2</sup> *Holland, J. (1993) ‘Childhood Bereavement in Humberside Primary Schools’ Educational Research 35*



The negative impact of unresolved childhood bereavement, as identified by the Butterfly Project, (Prince and Princess of Wales Hospice), may be a factor in:

- reduced self-esteem: two years following the death of a parent, self-esteem is significantly lower in comparison to peers. (Silverman & Worden, 1992)
- reduced academic achievement (Van Eerdewegh et al 1985)
- increased risk of offending behaviour (London study found that 22% of young offenders were bereaved: 4% of young people aged 5-15yrs) (Liddle & Solanki 2000)
- increased incidence of teenage pregnancy (Young 1994)
- increased risk of developing psychological distress & the link with adult depression (Weller et al,1991. Black & Young,1995, Berman *et al*,1998)

In addition to the above, the Childhood Bereavement Charity also states that bereaved children report experiences of being bullied as a result of their bereavement. In addition, they can experience difficulties with concentration and a lack of interest in school. Bereavement can also interrupt a pupil's school attendance and may be a factor in behaviour in school. Certain behaviour changes may need special attention, for example: truancy, bullying behaviour, risk-taking behaviour, mood swings, becoming withdrawn, psychosomatic symptoms, poor school work or overworking.

## *What can schools do?*

### *Preparing for bereavement, loss and change*

The purpose of this resource is to support school staff so that they feel more confident and equipped when helping a child or young person who is going through a period of bereavement, loss or change. In this resource you will find further information on children and young people's understanding of death and bereavement, the impact of such bereavement and ways in which bereavement can be introduced into the curriculum to enable children, young people and staff to explore experiences and feelings associated with bereavement.

Useful websites and local contact information is provided for further information and support. Guidance is also provided to support establishments to develop their own school bereavement strategy in order to be prepared to support children, young people and staff through difficult times.

Children and young people are clear about the benefits of support and communication around bereavement and loss in schools. Staff may be reluctant to initiate what they perceive to be painful conversations due to a fear of making things worse for the child or young person. If a child or young person is experiencing loss or grief, speak to SMT in the first instance regarding referral or further support.

The Child Bereavement Charity has identified a variety of supports that schools can offer children and young people experiencing loss and grief. The following points may help staff to put their advice into context which is appropriate for their own establishment.

- ***Normality***

For the majority of children or young people whose life has been turned upside down the routines of school life can give a sense of normality. Everything else may have fallen apart but school and the people within it are still there, offering a sense of security and continuity.

- ***Relief from Grief***

For children and young people, school can give relief from an emotionally charged atmosphere at home. They may feel overwhelmed by a grieving family. There may be a constant stream of visitors expressing their own grief. Children and young people can find this difficult to deal with.

- ***An Outlet for Grief***

When a parent or sibling has died, children and young people can try to spare their surviving parent by hiding their own grief and appearing to be OK. School is often seen as somewhere safe to express this grief.

- ***A Listening Ear***

Family members struggling to deal with their own grief can overlook children. For a child who wishes to, school staff can provide an opportunity to talk about what has happened with a familiar and trusted adult in relative peace and calm.

- ***The Opportunity to be a Child***

Even when deeply sad, children still need to be children. School offers the chance to play, laugh, sing and generally just be a child without feeling guilty.

- ***General Support***

Systems should be in place to keep in contact with home. Discuss concerns but also successes. Grieving children and young people can display altered behaviours in different situations. Good communication with home will help school be aware of this and provide a more realistic picture of how the child is coping.

- ***Resources***

It may be useful to have a selection of resources on the subject in school. Stories are an effective way to gently introduce young children to the concept of death. Novels and poems offer young people a chance to learn through reading, listening and discussion.

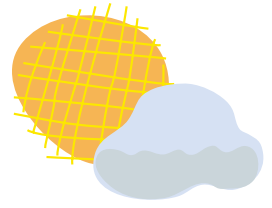
- ***Taking care of yourself***

Talking to a child or young person about the death of someone close may be among the hardest things a teacher will ever have to do. As the Hands on Scotland website points out, "Supporting a bereaved child can be exhausting and bewildering and may also bring back painful memories of your own.

Staff should do what they can to support the child, without expecting too much from themselves and should talk to someone if they need support." ([www.handsonscotland.co.uk](http://www.handsonscotland.co.uk)).



# How children and young people grieve



Given the complex and varied needs of children and young people, it is difficult to gauge how the loss will affect them as individuals. However, the developmental age of a child does have a direct impact on their level of understanding, and it is useful to have some knowledge of what death means to children at various stages in their development. Children at various stages of development respond to grief differently. Their response is also influenced by the behaviour and support of the adults around them.

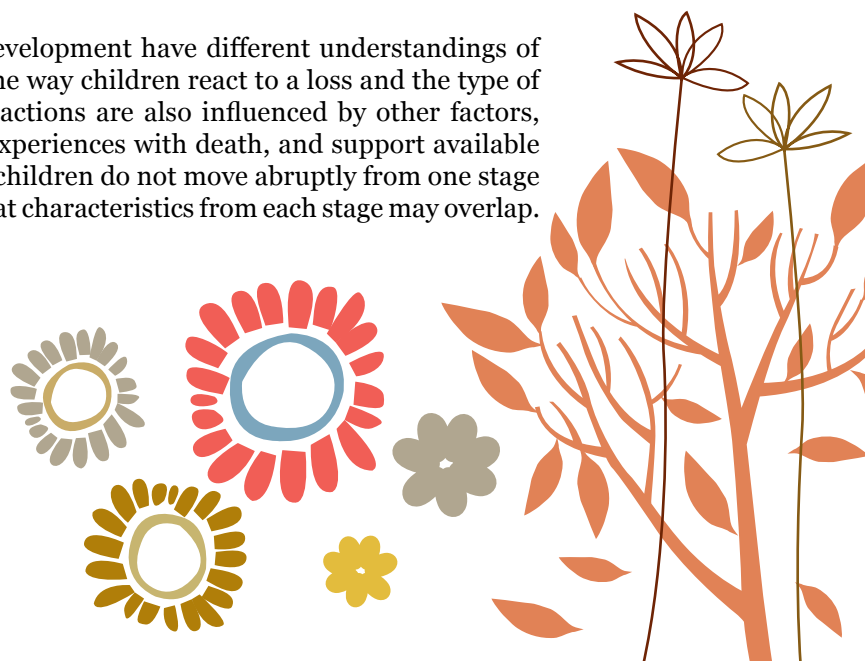
## *Helping a child or young person who is grieving*

How a child or young person understands and reacts to the death of someone close varies with age. Teachers can help a child cope with the loss by having several simple, direct conversations and supporting the child or young person to express his or her feelings in a healthy way.

Children grieve differently from adults. Most children do not experience the sustained intense emotions experienced by adults. Children may show their sadness only occasionally and for brief periods, or may complain of physical discomfort, such as having a sore tummy or head, rather than expressing sadness. A child's grief comes and goes, and a child may experience it in a new way as he or she grows older or passes a developmental milestone, such as starting school. Even into adulthood, events such as graduating from university may trigger renewed grief.

## *How children understand death at different ages*

Children at different stages of development have different understandings of death. Development influences the way children react to a loss and the type of support they need. Children's reactions are also influenced by other factors, including personality, previous experiences with death, and support available from family members. Note that children do not move abruptly from one stage of development to the next and that characteristics from each stage may overlap.



## ***Infants (birth to 2 years)***

At this stage of development children are not able to understand about death, but will experience the loss as a separation from someone to whom they may have an attachment. Due to limited ability to communicate verbally, children may express this loss in other ways, for example, becoming withdrawn, crying and so on. The emotional state of people around them may also have an adverse effect, and normality and routine are very important.

### ***Key Points at this age***

- Have no understanding of death.
- Are aware of separation and will grieve the absence of a parent or carer.
- May react to the absence of a parent or carer with increased crying, decreased responsiveness, and changes in eating or sleeping.
- May keep looking or asking for a missing parent or carer and wait for him or her to return.
- Are most affected by the sadness of surviving parent(s) and carer(s).

## ***Preschool-age children (2-5 years old)***

At this stage of development children believe that death is reversible. They may also be convinced that it was something that they said or did which caused the person to die. Abstract concepts are not easily grasped, and so it is important that the child is spoken to in very concrete terms. In order to make sense of what has happened children at this age may often ask the same questions over and over again.

### ***Key points at this age***

- Are curious about death and believe death is temporary or reversible.
- May see death as something like sleeping—the person is dead but only in a limited way and may continue to breathe or eat after death.
- Are characterized by ‘magical thinking’ and understand the world as a mix of reality and fantasy.
- Are naturally egocentric and see themselves as the cause of events around them.
- Often feel guilty and believe that they are responsible for the death of a loved one, perhaps because they were ‘bad’ or wished the person would ‘go away’.
- May think that they can make the deceased come back if they are good enough.
- Will worry about who will take care of them and about being abandoned.
- Are still greatly affected by the sadness of surviving family members.
- Cannot put their feelings into words and instead react to loss through behaviours such as irritability, aggression, physical symptoms, difficulty sleeping, or regression (such as bed-wetting or thumb-sucking).

## ***Primary school-age children (six to 12 years)***

Children begin to develop the understanding that death is irreversible and something that happens eventually to all living things. Death may be regarded as something that is a bit 'spooky', and they may display what seems to be an unhealthy curiosity in the more morbid aspects of the death. Children at this age may complain of headaches, a sore tummy or other ailments. These are referred to as 'somatic' complaints and are generally physical manifestations of emotional pain. Behaviour may change, but it is important to encourage children at this age to express their feelings and understand that what they are feeling is perfectly natural.

### ***Key points at this age***

- Understand that death is final, but see it as something that happens only to other people.
- May think of death as a person or a spirit, like a ghost, angel, or a skeleton.
- Understand that death is universal, unavoidable, and will happen to them (by age 10).
- Are often interested in the specific details of 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 and may react through behaviours such as school phobia, poor performance in school, aggression, physical symptoms, withdrawal from friends, and regression.
- Still worry about who will take care of them and will likely experience insecurity, clinginess, and fear of abandonment.
- May still worry that they are to blame for the death.

## ***Adolescents and teenagers***

At this stage of development, young people are developing their own ideas about who they are and what is important to them in their lives. They are more aware of their future. Death may cause them to reflect on the meaning and purpose of life, or they may not want to reflect, and hide their feelings. As adults our job is to let them know that we are there if they need to talk, or that we can find someone else to help if necessary. Although the grieving process at this age is much like adults, teenagers are still developing emotionally, and need support. By now young people are much more aware of the finality of death, and the impact that the death has had on them. The death of someone important may make them feel different, at the very time that they want to be the same as everyone else. They are aware of the longer term impact of their loss, when future milestones will not be shared with the person who has died. Relationships with others are becoming increasingly important, and any loss can lead to feelings of anger or severe distress.

### ***Key points at this age***

- Have an adult understanding of the concept of death, but do not have the experiences, coping skills, or behaviour of an adult.
- May 'act out' in anger or show impulsive or reckless behaviours, such as substance misuse or fighting in school.
- May experience a wide range of emotions, but not know how to handle them or feel comfortable expressing them.
- The reality of death contradicts a teenager's view of himself or herself as invincible, and teenagers may question their faith or their understanding of the world.
- Developmental issues of independence and separation from parents can interfere with the ability to receive support from adult family members.
- Coping strategies may create tension with family members, as adolescents may cope by spending more time with friends or by withdrawing from the family to be alone.

### *Significance of the relationship with the deceased*

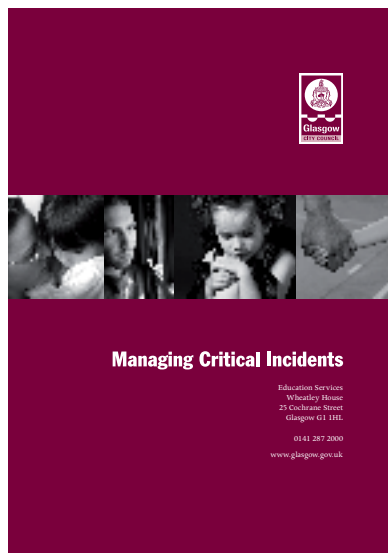
The grieving process of the child is more intense when the relationship between the child and the person who died was close. For instance, the death of a parent or a sibling has a much greater impact than the death of a grandparent whom the child rarely saw. Beyond the immediate sadness, the significant influence of a parent or sibling on the ongoing development of a child means the effect of his or her death will be felt repeatedly as the child grows up. The death of a parent or other close family member also directly changes the child's day-to-day life. Family routines and roles change, such as a surviving parent having to return to work and spend less time at home. These changes represent significant losses and add to children's overall grief.

[www.cancer.net/](http://www.cancer.net/)

[www.mourningcloak.org](http://www.mourningcloak.org)

# *Guide to supporting bereaved children and young people when they return to school and when time passes*

Teachers dealing with loss and bereavement issues in schools should use this guide in conjunction with the information provided in chapter 3 **Managing Critical Incidents** document.



[www.glasgow.gov.uk/content/UserGenerated/file/ChildWelfareLorettaScott/Resources/Managing%20critical%20incidents%20%20August%202011.pdf](http://www.glasgow.gov.uk/content/UserGenerated/file/ChildWelfareLorettaScott/Resources/Managing%20critical%20incidents%20%20August%202011.pdf)

## *When the bereaved child or young person returns to school*

Before the child or young person comes back to school, the headteacher or class teacher should explain what has happened to class mates and/or year groups as appropriate. The headteacher is best placed to decide on how this is done most sensitively and appropriately.

Approaches may differ slightly, however it is important for the key worker, class teacher, year head or pastoral care teacher to acknowledge to the child what has happened. This will have been discussed with parents or carers prior to child returning to school.

### ***Things to consider:***

- Do not be afraid to use the words dead or death “*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.
- Recognise the full tragedy for the child. 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. If this is an issue (it may not be for all children and young people), reassure them that the death was not their fault.
- Whether a pupil is returning to school quickly or after a period of absence, staff should ensure that there are systems in place to support them, for example:
  - Time out cards – special cards giving the young person permission to leave the class when feeling overwhelmed, emotional. Young people often feel embarrassed about showing their emotions and do not want to cry in front of their peers. By offering time out the young person can express their grief away from the classroom.
  - Support the young person to express their grief if appropriate.
  - Access to a quiet space for time out and reflection if required.
  - More intensive support from pastoral care staff.
  - Access to a school counsellor, if there is one, and/or local services as appropriate.
  - Grief is a very personal experience, every child and young person will experience it differently, give them space to deal with their feelings in their own way.

*(Extract from Child Bereavement Charity and a Secondary School Policy)*

### ***As time passes...***

- be prepared to listen, again and again and again.
- 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.
- offer tailor made support if required, for example, Seasons for Growth or by referring into a local service provider. (see appendix 3 for more information on supports in your local area).
- be aware of important dates such as the anniversary of the death, Mother’s Day, Father’s Day, and so on.

## Appendix 1

### Case Studies/Examples of good practice

#### *School Response: Katy's Story (adapted from Winston's Wish)*

The following takes the hypothesis of a primary school setting, a sudden unexpected death of a parent (we'll make it her father) at the weekend, and a young person (we'll call her Katy) aged around 10. It raises some of the stages and issues that may prove helpful in managing the impact of the death on your community or school setting. It makes some assumption, (for example, that Katy returns to school after a few days rather than the same morning) and may need some adaptation depending on who has died and the age of the child/children involved. This was one school's response, your journey will be your own but there will be some similarities and some useful things to consider.

#### **Short Term**

- The school is informed of the death on Monday morning. Katy and her family are consulted on how the rest of the school will learn about the death.
- The head refers to **Managing Critical Incidents** and **A whole school approach to supporting loss and bereavement**.
- Katy's class teacher, Mr Sharples is informed.
- The rest of the staff are informed. It is discussed whether each class teacher will tell their class or if the headteacher will visit all the classes to tell what has happened to Katy's family. This would be determined by who actually knows Katy in the other classes or if she has relatives attending the school – it may not be appropriate for the whole school to know about Katy's situation, a decision like this should be made by the school's own Incident Management Team.
- A quick reminder of any other child in the school who has been previously bereaved is given to teachers to prepare them to offer additional support if required.
- If considered appropriate, a letter is produced for everyone/the class in the school to take home to their parents, outlining what has happened along with additional information on some possible reactions and responses that children may show. (*Managing Critical Incidents*, Education Services).
- A letter of condolence is sent to Katy's family.



***Medium Term – before Katy’s return to school***

---

- The school stays in touch with the family to find out what Katy’s wants to happen on her return to school. It may be that Katy wants to tell the whole class what has happened or that she would prefer Mr Sharples to say something simple to acknowledge her return. Katy decides she wants to say something herself.
- Staff are kept informed and encouraged to acknowledge the death to and with Katy.
- They are encouraged to talk with their class about how Katy and her family may be feeling and how they will support her on her return. A simple form of words such as ‘I am really sorry to hear about your father’s death, Katy’ is suggested for those who are unsure of what to say.
- Katy’s own class and group of friends might have an additional session focusing on feelings connected with loss and grief.

***Medium term – when Katy returns to school***

---

- Mr Sharples is waiting when she arrives and they have some time together. During this time, he will check that Katy is still happy with their plans for her return to class.
- Katy and her teacher identify an adult support for her and she is told that she can dip in and out of lessons whenever she needs to for the next few days and seek out her chosen supporter. This may be her class teacher, the school secretary or one of the other teachers.
- Katy and her teacher rejoin the rest of the class. Katy tries to tell people what has happened but gets a little upset. Her teacher gently finishes the account, giving the class as much information as is known that Katy’s family are comfortable with being shared about the death.
- Both Katy and Mr Sharples make the point that she wants people to talk to her about what has happened and to understand that she will cry sometimes.
- Time is set aside at the end of the day for Katy to spend a little time with Mr Sharples checking out how things have been during the day, any changes she would like to make to the next day (where possible) and agreeing a plan for the following morning. Maybe a group of Katy’s friends could wait outside and walk in with her.

### ***Longer term***

---

- In partnership with the family, it is agreed how the school will mark the funeral. It may be that some staff attend and some friends of Katy’s. Other members of the school may wish to contribute memories of Katy’s father.
- Mr Sharples, in agreement with the rest of the staff, arranges a system for Katy whenever the pressure of grief builds up. She may be allowed “time out” or to seek out her supporter.
- The school ensures that Katy’s family knows about any local child bereavement service and also provides information on national services. This may involve making a referral/working in partnership with a service for example, Glasgow Psychological Service, local organisation, Glasgow based organisations.
- Mr Sharples compiles a ‘calendar of memories’ – noting any dates that will be especially sensitive for Katy – the anniversary of the death, her father’s birthday, Fathers Day, and so on. This calendar can follow her through the school and a note is made that this information will pass at transition to the secondary school next year.
- All those who teach Katy have a heightened sensitivity to issues that may affect her – for example, consider the circumstances around the death, and the nature of proposed learning contexts to ensure Katy is not unnecessarily upset.

## *Bereavement and Loss... one school's journey*

*This account was kindly written by Agnes Galbraith, Royston Primary School.*

Sadly the school community suffered a series of tragedies in a very short period of time. We are indebted to Agnes and the staff of Royston Primary for sharing this with us. This journey was first shared at a one-day 'Supporting loss and bereavement' course organised by Education Services in collaboration with the Hospices and Health Improvement Officers in February 2012.

A P4 child was murdered in June 2004 on the last day of school. On looking back we realised that each member of staff had spoken to him at some point on that day.

- Staff met in school on the day after and visited his family at home and attended his funeral.
- The interval between returning to school and his death went some way to help us deal with this terrible event.
- It was at this point that we began our memorial garden.
- On return to school we took the lead from the children, answered questions as best we could, reassured and listened. We worked hard to allay their fears and to build an ethos of safety.

A much loved member of staff died in tragic circumstances in May 2005 in the school building.

- Everyone was devastated, staff and children alike – he was a much loved figure who 'high fived' every child in the school each day.
- Staff had one day when they worked in groups and were given support by Psychological Services.
- Again we took the lead from the children. Staff and some of the older children attended his funeral. Staff also accompanied his family to a meal afterwards and the headteacher spoke at this time expressing how much he was loved in Royston Primary. Support for his family was ongoing for some time and they often spoke to staff.
- We compiled a book of our memories to which everyone contributed - staff and children. – We called our book 'From all of us, to all of you' and this was given to his family.
- We planted a Kilmarnock Willow and flowers in our memorial garden and remembered our P4 child at this time also.
- Both families still lay flowers on birthdays and anniversaries. They do this privately, usually when the school is closed and no one is about. It's poignant to come back to flowers in this way.

At this point we had feelings of 'it can't get any worse'...

In May 2008, a P2 child and his little brother were murdered by their father.

- We had to address a new set of fears on the children's part: "Why did their daddy kill them?" Again we took the lead from the children, answering questions and providing reassurance as best we could.
- Staff attended the funeral and as the cortege passed the school the children gathered in the playground to watch. Some children cried and some waved. Royston Road was lined with local people.
- We arranged a service for parents and children in May led by our minister who had also provided support at the time of our P4 child's death.
- A table was laid out with candles lit to represent the four lives
- The clarsach, a small Scottish harp, was played. The headteacher and minister spoke for a very short while and then the whole school went out to the memorial garden where we planted another tree during which time each child tied a message to the railings around the garden. These were left on the fence. Local musicians played throughout. The parents left and the children came back into school to talk and take part in enjoyable, relaxing activities. Staff reassured children, and shared their feelings with them. It was alright to be sad.
- In June we had our end of term service and it was at this time that we let go of our balloons. The boys' family was invited. Mum didn't attend. Everyone was given a balloon. Music was played and the balloons were let go. It was a bright sunny day and the children were able to watch the balloons disappear. Before the summer holiday the messages were collected and brought into school so that in August we could start again.

Later that year we were contacted by the Notre Dame Centre regarding the possibility of work taking place with the P2 class. This involved Steven Fischbacher the writer of 'Fischy Music' and, a poet, Stewart Henderson.

The children had four sessions of *Seasons for Growth* with various trained workers. They met Steven and Stewart to discuss their likes and dislikes about Royston and these were written on a flip chart.

Inevitably the subject of the children's deaths came up and these thoughts were added to the list. The class talked about our memorial service, the ribbons, the messages, the balloons, and so on.

Steven and Stewart explained how they would go away with all the ideas and come back with lyrics and a tune. On their return visit the children heard the song for the first time – it was very emotional. This time was kept private – only the children in this class and their teacher were present at this first hearing of the song.

The song was to be recorded and put on to a CD. The children practised in school, but needed the help of P7s as they found it too emotionally difficult to sing it on their own.

At our end of year service, the class managed to sing *Letting go of our balloons* – but only just. The silence in the hall at this time was palpable.

The song was made into a CD and each child in Paul's class was given a copy to keep.

The service ended with another Fischy music song *May you find Peace*.

*Finally,*

- We've learned that the best way to deal with such awful tragedies is to be honest and to make time to talk with the children and with one another.
- We've learned that there's no simple fix and that in order to move on you have to let go. This doesn't mean we've forgotten.
- Small things bring it rushing back – finding a photograph of our P2 child dressed up as The Hulk for Hallowe'en in the October just before he died. Recently finding some of our P4 child's handwritten stories, as we tidied a cupboard, dated April – 2 months before he died.
- Some of our members of staff made use of Royston Stress Centre counselling services and an explanation was given was that things like this leave a 'bruise' – there will always be hurt there which can be triggered by the smallest thing!
- Constant remembering. We can all talk about these people now, even the children. We can laugh about our colleague's funny habits; our P4 child's cheeky grin and our P2 child's quiet way of going about things... but the sadness is still there and we'll never forget.

## *Appendix 2*

### *Child Bereavement Charity lessons plans*

The lesson plans are examples of some activity that could be taken forward with children and young people; they are not stand alone and consideration should be given to use within existing curricular resources

## *Child Bereavement Charity lessons plans*

### *Child Bereavement Charity: Father's Day Activity*

**Experiences & Outcomes:** HWB 0-01a/1-01a/0-02a/1-02a/0-05a/1-05a/0-08a/1-08a.

**Level:** First and Second

**Curriculum Areas:** Languages, H&WB, Expressive Arts.

#### ***Lesson Aims***

To celebrate fathers and men who act as father figures.

#### ***Objectives***

Pupils will

- think about what sort of person their father or father figure is and understand that all Dad's are different.
- have fun and produce a creative image of an animal that reminds them of their Dad or father figure.
- be more aware that some children find Father's' Day difficult because their father has died or no longer lives with the family.

#### ***Father's Day***

Introduce the session by explaining to the children that they are going to think about their dads, or father figure and what sort of person he is.

Which words would they use to describe him?

They are then going to think of an animal that reminds them of their dad or father figure, for example a solid dependable elephant or a sleepy, slow sloth, or a hairy orang-utan!

Without putting the spotlight on any particular child, explain that in some families there are different types of dad, or more than one dad, for example step dads, foster dads, uncles, and in others it might be a granddad, or other special person.

Explain that there are lots of different reasons for this but in some families it is because the children's father has died.

However, those children, as well as children whose father no longer lives with them, often still like to think about and remember their dad in just the same way as everyone else on Father's Day.

Remind children that dads are not perfect, they are human and make mistakes like the rest of us (some children may have dads in prison or have been told that their dads are bad people).

But all dads have something that makes them special to us.

Ask some prompt questions

- Words I would use to describe my dad or father figure are...
- When I picture my dad or father figure the animal that I see is...
- My dad or father figure is special because...

Explain that Father's Day is an opportunity to remember all the reasons why their dad or other special person is important to them and to say thank you.

Then ask the children to paint an animal that reminds them of their dad, for example if they think that their dad is a very patient person they might paint a tortoise. If they think he is a bit fierce sometimes they might paint a tiger. If they think he is always chattering, a monkey.

They can then paint or write on the image the adjectives they would use to describe him.

The art can then be taken home as a thank you gift or displayed in school.

### **Note**

For some children who do not have a biological father at home, this day can be difficult.

It is for this reason that this activity has been based around fathers in the broadest sense of that role. It is perfectly OK for the children to produce a portrait of whoever they consider to be their special person or father figure.

Teachers may want to start things off by talking about their own dad or father figure and their memories of him, his strong points, his faults and funny ways!

Teachers could then model the choosing of an animal. If their own father has died or is absent, this may prove challenging but will greatly help to encourage pupils in similar circumstances to participate and feel less alone.

It is always good practice to let any child whose father has died, or a child for whom this activity may be particularly difficult, know in advance about the content of the lesson.

Once forewarned they usually prefer to do the same as the rest of the class and welcome the opportunity to 'flag up' to their peers that they too have a dad, just like everyone else. If another option is requested by the child they could paint a memory of their dad or something that reminds them of him.

© Child Bereavement Charity

Phone 01494 568900. Web [www.childbereavement.org.uk](http://www.childbereavement.org.uk)



## *Child Bereavement Charity: Mother's Day*

**Experiences & Outcomes:** HWB 0-01a/1-01a/0-02a/1-02a/0-05a/1-05a/0-08a/1-08a.

**Level:** First & Second

**Curriculum Areas:** H&WB, Languages and Expressive Arts

### ***Lesson Aims***

To celebrate Mother's Day and appreciate their primary carers.

### ***Objectives***

Pupils will

- think about the role of their mother or special person.
- have fun and paint a portrait.
- be more aware that some children find mother's day difficult because their mother has died or no longer lives with the family.

### ***Mother's Day***

Introduce the session by talking to the children about how, because they are still growing up, there are lots of things that other people do for them.

Get the children to say what these might be, for example cook meals, drive them to activities, and so on.

Ask the children who does these things for them. There will be a variety of answers including dads, grandmothers, and so on, as well as mums.

Without putting the spotlight on any particular child, explain that in some families there are different types of mum, or more than one mum, for example some families have step mums, foster mothers and in others it might be a grandmother, a dad, or other special person.

Explain that there are lots of different reasons for this but in some families it is because the children's mother has died.

However those children, as well as children whose mother no longer lives with them, often still like to think about and remember their mum in just the same way as everyone else on Mother's Day. Explain that the children are now going to think about their mum or other special person, they can choose who.

Ask some prompt questions

- When I think about my mum or special person I feel...
- When I picture my mum or special person I see...
- My mum or special person is special because...

Explain that Mother's Day is an opportunity to remember all the things that mums and other special people do for us and to say thank you.

Then ask the children to paint a portrait of their mother or special person which they can then take home as a thank you gift.

**Note**

For some children who do not have a biological mother at home, this day can be difficult. It is for this reason that this activity has been based around mothers in the broadest sense of that role.

It is perfectly OK for the children to produce a portrait of whoever they consider to be their special person or mother figure.

It is always good practice to let any child whose mother has died, or a child for whom this activity may be particularly difficult, know in advance about the content of the lesson.

Once forewarned they usually prefer to do the same as the rest of the class.

If another option is requested by the child they could paint a memory of their mum or something that reminds them of their mum.

© Child Bereavement Charity

Phone 01494 568900. Web: [www.childbereavement.org.uk](http://www.childbereavement.org.uk)

## *The End of Life*

<b>Experiences &amp; Outcomes:</b>	<b>HWB 0-07a/HWB 1-08a</b>
<b>Level:</b>	<b>Early and First</b>
<b>Curriculum Areas:</b>	<b>Languages, H&amp;WB, RME and Sciences.</b>
<b>Lesson Aim:</b>	<b>To enable children to explore their natural interest in ageing, death and dying.</b>

### ***Objectives***

Pupils will:

1. become more aware of the permanence of death.
2. become more familiar with words associated with death and dying.
3. develop some strategies for coping when sad things happen.
4. appreciate the importance of remembering happy times with dead people or pets.

### ***Time***

Flexible, but approximately 30 minutes

### ***Resources***

- A collection of objects from the natural world, which were once alive, for example seashells, dried flowers, seed pods, dried roots, bark, drift wood, dead leaves, small animal skeletons, dead insects.
- A bunch of seedless grapes.
- Some raisins.

### ***Setting the scene***

Display the objects to arouse the children's curiosity.

Invite the children to pick up the objects, and to say what they feel like:

- Hold a piece of bark and feel the texture and the pattern. Trace grooves in the driftwood with fingers.
- Hold a seashell to your ear. Can you hear anything? Explore the hole with fingers.
- Scrunch dry leaves and listen to the crackling sound; look at the beautiful shapes of the seed heads.
- Notice that nothing moves.

It is hoped that the children will decide that the objects are dead or that they are part of something that has died. Ask how do we know that they are dead? Encourage words such as 'still', 'dry' and 'not moving'.

© Child Bereavement Charity.

Phone 01494 568900. Web [www.childbereavement.org.uk](http://www.childbereavement.org.uk)

## *The Language of Death and Grief*

**Experiences & Outcomes :** HWB 3-01a/4-01a  
**Level:** Third and Fourth  
**Curriculum Areas:** Languages, H&WB, Expressive Arts.

### ***Lesson Aim***

To get pupils used to discussing death in an open way and to explore why our society has difficulty using the “real” words such as death and dying.

### ***Objectives***

Pupils will

1. explore the word ‘death] and the many euphemisms used.
2. think about what the word means to themselves and to others.
3. consider why it is difficult to use the ‘real’ words.
4. consider the origins of these words and phrases.
5. design and produce a condolence card (extension work).

### ***Time***

Approximately 40 minutes (not including design of condolences card).

### ***You will need:***

a selection of condolence cards and/or death notices from a newspaper.

a large sheet of paper for pupils to write down words and phrases. (One for each pair).

felt tip pens

### ***The Language of Death***

1. Introduce the session by explaining that pupils will be exploring the many words and phrases used rather than the actual words of dead, dying and deceased. Have on display the selection of condolence cards, and/or death notices.
2. Split into pairs and give each pair a large sheet of paper.
3. Pairs to write down all the different words and phrases they find in the cards and obituary notices plus any others of their own that come to mind.

© Child Bereavement Charity.

Phone 01494 568900. Web [www.childbereavement.org.uk](http://www.childbereavement.org.uk)

## *Lesson Plans from Winston's Wish*

### *Cultures and Customs*

**Experiences and Outcomes:** RME 3-03a/4-03a/3-03b/3-04a/4-04a/3-06a/4-06a

H&WB 3-10a/4-10a/3-11a/4-11a

**Level:** Third and Fourth

**Cross Curricular Areas:** Religious and Moral Education and H&WB.

#### ***Materials Needed:***

Textbooks, internet access, paper, pens and pencils.

#### ***Introduction:***

When a death occurs within a school community it may be the first experience of death for many pupils. In multi-ethnic areas it will also highlight the different cultural and religious practices that exist around the world. This may lead to many questions from pupils.

Begin by asking pupils to share any experiences they have had of funerals and customs surrounding burial and remembrance. Also ask if they are aware of any other practices around the world.

#### ***Main Activity:***

Split the class into groups and assign each group to a different religion, culture, custom or country. Ask them to research what followers of that religion/culture/custom/nationality believe about death, the afterlife and the way in which they conduct a funeral and the grieving period.

Each group is to present back to the rest of the class a summary of what they have found, detailing how it is similar and how it is different to experiences shared at the start of the class.

Pupils should be aware of the various faiths and beliefs held by members of the class and understand how they might help an individual who holds those beliefs.

#### ***Plenary:***

It is important that students are aware of the many different practices, beliefs and customs that exist around the world, and that they grow to become tolerant of each of them. They should also begin to understand the reasons for these practices and realise how they might aid a grieving family.

© Winston's Wish

## *Me and My Feelings*

**Experiences & Outcomes:** LIT 1-02a  
HWB 1-01a/1-02a/1-04a/1-05a/1-07a.  
**Level:** First  
**Cross Curricular Areas:** Literacy and H&WB

### ***Introduction:***

Being able to recognise and describe our feelings is an important part of growing up.

This session simply allows pupils to express and communicate their feelings in an open and honest way. Following a death of someone they know (possibly the first time this has happened in their lives) they will have many mixed thoughts, feelings, emotions and memories.

Begin as a whole group by creating a huge brainstorm of all the different feelings, thoughts and emotions that the class have – prompt feelings that you know exist but which they may be too embarrassed to say in front of peers.

### ***Main Activity:***

Leave the brainstorm displayed. Ask each student to work individually and write a poem, a short story, a diary article, a news report, or a rap about a memory that they have of the person who died and the way it makes them feel now.

Allow honesty. Some students will have been close to the person who died and may be quite upset. Others may not have known them so well and so be struggling with guilt or shame about that now. It is fine for them to admit to this.

Ask each student to read or perform his or her piece at the end of the session. It is important that they are all heard if they want to be and that their memories and thoughts are treated with respect.

### ***Plenary:***

Thank the students, paying particular highlight to any students who may have been exceptionally brave or honest. You may want to collect the work and bind it together into a book of memories and thoughts.

© Winston's Wish

## *Creating a Memory Wall*

**Experiences & Outcomes:** HWB 0-01a/1-01a/0-02a/1-02a/0-05a/1-05a/0-08a/1-08a.

**Level:** First and Second

**Cross Curricular Areas:** Languages, H&WB, Expressive Arts.

### ***Materials needed:***

Photos, paper, paints, paper mâché, art materials of your choice

### **Introduction:**

Begin by asking the class to brainstorm memories that they have of the person who died. It may be that the memories are a little slow in coming to begin with, but they will soon begin to flow – you can help by sharing a memory first. The class may find it easier to break into groups and think of memories first. It can include their smile, laugh, mannerisms, favourite hobbies, funny moments, best clothes, trips out to town, and so on.

### ***Main Activity:***

The task is to create a wall display of memories and stories. Pupils can use photos, models, poems, artefacts from home... anything that they want.

Hopefully the wall display will be full of great memories of their life with stories of moments spent with the person who died.

Include notes that detail the story behind each memory and explain the artwork or the model that is displayed.

### ***Plenary:***

Spend some time looking at the wall display once it is finished and get each pupil to share the story of the piece of the display that they worked on.

Taking the wall display down will also be a big thing for some students. It is important that they are involved in this and able to keep the bits that they made. Coming in to class one Monday morning to find it taken down and thrown in the bin could feel as though it is disrespectful, especially to those who were close to the person who died.

© Winston's Wish

## *What actually happens?*

**Experiences and Outcomes: 4-15a**

**Level: Senior Phase**

**Cross Curricular Areas: H&WB**

### ***Materials Needed:***

Access to internet, large sheets of paper, pens and pencils.

(Further resources optional): Medical dictionary. Models of parts of the body.

### ***Introduction:***

This task is especially pertinent after someone within the school has died from an illness. Even increasingly common illnesses still leave us with many questions. Ask the class what they know about the illness: for example, cancer. What causes it? What does a cancer cell actually do?

How does it spread? What treatment is available and how does it work? Is it possible to prevent the illness?

Help the students to realise that although we often know what the illness is called we often don't know much more.

### ***Main Activity:***

Split the class into groups and task them with putting together a presentation about a certain aspect of the illness.

You may wish to give each group areas to cover. For instance: what is Leukaemia? How can it be treated? How could it kill someone? What is being done to prevent it, and by whom?

Allow the students to use the Internet and medical encyclopaedias to find out the answers to some of these questions.

Ask them to report back in groups, presenting their findings. They could present a poster, a leaflet, a PowerPoint presentation, or use models of different parts of the body in order to help them.

### ***Plenary:***

Begin the plenary by reminding the pupils of the reason for their research today. It is a tough thing to research a medical condition that has just killed someone you know or love. Ensure that all the pupils are ok; they may have found this session hard.

Point out that there is much that we still don't know about the human body, but that doctors and scientists have made huge advances over the years.

Affirm that pupils will probably still have many questions that have not been answered today – maybe they will be in the future.

© Winston's Wish



## *What does dead mean?*

**Experiences & Outcomes:** SCN 1-01a  
HWB 1-01a/1-13a/1-14a/1-47b  
**Level:** First  
**Cross Curricular:** Science, H&WB

### ***Materials Needed:***

Leaves, plants, insects, possibly a pet such as a hamster.

### ***Introduction:***

Ask children what they think the word ‘dead’ means. You may have a storybook that you could read about a character dying, or you may like to ask if any of the children have ever had a pet that has died. If so, get them to share their stories... maybe write the name of all the pets that have died up on the board.

### ***Main Activity:***

Display an object, for example an old dead leaf from a plant or a tree.

Pass it round and ask children to think of some words that they could use to describe it.

Repeat this exercise for some dead insects; again asking children to say how they know it is dead, and what it feels like.

Now bring out a live plant. What are the differences between this and the dead leaf? What do the children notice? After doing this, bring out a live animal, this could be a butterfly, or hamster, or dog, something that is obviously alive.

Make a list of all the characteristics of something that is alive, and something that is dead.

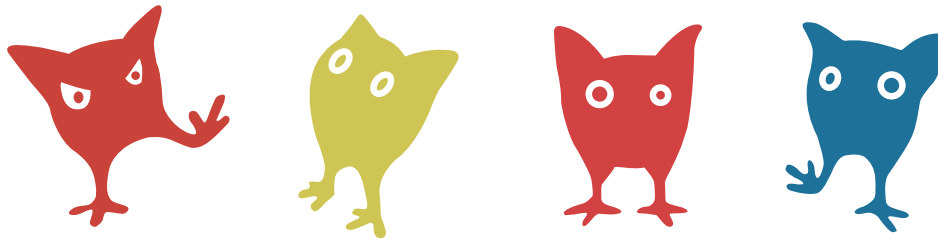
This may also be a good opportunity to bring into discussion different parts of the body such as the heart and the brain. What do they do? How might someone die if there is a problem with these organs?

### ***Plenary:***

It is important that children begin to hear that once something or someone is dead, it can’t come back to life. Also, that when someone has died, they no longer have any feelings. They may worry that a person who has been buried gets cold, or that if a family member is cremated, it will really hurt them.

© Winston’s Wish

*Small Creature: British Heart Foundation resource*



© British Heart Foundation

Have you lost someone who was very special to you?

We have made a new story book and activity pack which might be able to help you.

You see the colourful creature at the top of this page? Well that's Small Creature and his story can help children who are missing a loved one.

All the activities in the pack could help you and an adult think about all the things you never got to say to that person and how to hold onto all the memories you have of them.

The pack is free to order from the British Heart Foundation online shop. What is included in a Small Creature Pack:

- Small Creature Story Book
- Felt Toy
- Play Scene Card
- Memory Bag
- Activity Cards – Memory Wall/Message Tags/Buttons
- Audio CD

<https://www.bhf.org.uk/publications/children-and-young-people/the-small-creature---for-bereaved-children>

## Appendix 3

### Resources

#### *Our vision: self-evaluation*

##### **Prepared**

- We have policy and procedures in place to support staff to deal with bereavement and loss when it presents itself within our school community and during the months/years that follow.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### **Supportive**

- Our school community work together to support children and young people, their families and staff through periods of loss and change, within a caring environment.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Our communication is open and honest with the establishment, children and young people and their families. Age-appropriate terminology is used.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Strategies are in place to support bereaved pupil(s) for as long as they need.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Resources

### Our vision: self-evaluation

#### Supportive, continued

- By offering curricular opportunities; we proactively support the development of children and young people's resilience in coping with the impact of loss and change caused by bereavement.

1 2 3 4 5 6

- We are aware of staff support needs before, during and after periods of bereavement, loss or change.

1 2 3 4 5 6

#### Informed

- Our staff have access to appropriate training and resources.

1 2 3 4 5 6

- Our staff are aware of local/national support services.

1 2 3 4 5 6

- Our staff work in partnership with local agencies to tailor support and signpost children and young people, families and staff for further support if required. Parents are aware of the levels of support they can receive from us.

1 2 3 4 5 6

## Wider Reading

- *Curriculum for Excellence: Health & Well Being : Mental, Emotional, Social and Physical Health Experiences & Outcomes*
- *Managing Critical Incidents* Document, Glasgow City Council Education Services, 2011.
- *Glasgow City Schools Healthy & Well Being Survey 2015 Reports*, Traci Leven Research, 2016. (Reports available for each Secondary School).
- *Suicide Prevention for looked after children & young people: A Practice Guide*, Social Care and Social Work Improvement Scotland, 2011.
- *GAMH Young Carers Promoting Mental Health & Wellbeing Evaluation*, 2011.
- *Growing Up In Scotland*, National Centre for Social Research, 2011.
- *Broke, not Broken*, The Prince's Trust, 2011.
- *Through the looking Glass*, Demos, 2011.
- *Research Report Running Away & Future Homelessness – The Missing Link*, Shelter, 2011.
- *What's it worth now? – The social and economic costs of Mental Health problems in Scotland*, SAMH, 2011.
- *Joining the Dots: A better start for Scotland's children*, An Independent Report by Professor Susan Deacon, 2011.
- *Self Harm in Children and Young People Handbook*, National CAMHS Support Service, 2010.
- *HBSC Scotland National Report - Health behaviours in school aged children*, WHO Collaborative Cross National Study (HBSC), 2015.
- *Count Us In: Mind Over Matter, Promoting & Supporting Mental & Emotional Wellbeing*, HMIE, 2011.
- *Principles for Effective Action: Promoting children and young people's social & emotional wellbeing in educational establishments. A self-assessment tool for strategic partners delivering health and well being within Curriculum for Excellence*. Primary School, HMIE, 2011.
- *Principles for Effective Action: Promoting children and young people's social and emotional wellbeing in educational establishments. A self-assessment tool for strategic partners delivering health and well being within Curriculum for Excellence*. Secondary School, HMIE, 2011.
- *Mental Health: Poverty, Ethnicity & Family Breakdown*. Interim Policy Briefing, The Centre for Social Justice, 2011.
- *How Happy are our children? Measuring children's well being and exploring economic factors*. The Children's Society, 2011.
- *Go Well; Researching Community Safety, Young People and Anti Social Behaviour – Seminar Report*. Glasgow Centre for Population Health, 2010.
- *Children & Young People, Health & Well Being Profiles 2010 – Scotland Overview*. NHS Health Scotland, 2010.

*Websites with resources for schools/staff supporting children and young people*

- Samaritans Developing Emotional Awareness & Learning (DEAL) Programme  
<http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources>
- Child Bereavement Charity lesson plans  
[www.childbereavement.org.uk/support/schools](http://www.childbereavement.org.uk/support/schools)

***Other Lesson Ideas***

- Winston's Wish downloads for schools  
[www.winstonswish.org.uk/supporting-you/schools-information-pdf-page/](http://www.winstonswish.org.uk/supporting-you/schools-information-pdf-page/) ■  
The Place2Be information for schools  
[www.theplace2be.org.uk/info\\_for\\_schools.aspx?menuid=5](http://www.theplace2be.org.uk/info_for_schools.aspx?menuid=5)
- Cruse Bereavement Care information/support  
[www.crusebereavementcare.org.uk/support.html](http://www.crusebereavementcare.org.uk/support.html)
- Teachers Media  
[www.teachersmedia.co.uk/](http://www.teachersmedia.co.uk/)
- Childhood Bereavement Network  
[www.childhoodbereavementnetwork.org.uk/help-around-a-death/what-you-can-do/schools-professionals.aspx](http://www.childhoodbereavementnetwork.org.uk/help-around-a-death/what-you-can-do/schools-professionals.aspx)
- Scottish Partnership for Palliative Care  
[www.goodlifedeathgrief.org.uk](http://www.goodlifedeathgrief.org.uk)

***Websites with general information***

[www.breathingspace.scot](http://www.breathingspace.scot)  
[www.samaritans.org](http://www.samaritans.org)  
[www.handsonscotland.co.uk/](http://www.handsonscotland.co.uk/)  
[www.livinglifetothefull.com](http://www.livinglifetothefull.com)  
[www.stepsforstress.org](http://www.stepsforstress.org)  
[www.youngminds.org.uk/](http://www.youngminds.org.uk/)  
[www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)  
[www.childline.org.uk](http://www.childline.org.uk)

## Appendix 4

### Suggested Books, Videos and DVDs: Early Years

Format	Title	Author	Description/ISBN	Source
Book	<i>I Miss My Sister</i>	Sarah Courtauld	Recommended for children aged 4-10 years old. The beautiful and expressive colour illustrations help to guide the child through the different emotions they may encounter following the death of a sibling, as well as the different categories of grief over a period of time. ISBN 13: 978-0952166115	Child Bereavement Charity
Book	<i>Remembering</i>	Dianne Leutner	A keepsake/memory book for children when someone special in their life has died. ISBN 13:978-0952166184	Child Bereavement Charity
Book	<i>My Brother and Me</i>	Sarah Courtyard	The simple story deals with the issues surrounding a sibling's serious illness, and stays in hospital, and how his brother copes with different emotions and feelings. It is for children aged 4-10 years old. ISBN 13: 978-0952166122	Child Bereavement Charity
Book	<i>Someone I Know Has Died</i>	Dianne Leutner	An activity book with many unusual and interactive features, written for bereaved children to help them understand what it means when someone dies and to explore their thoughts and feelings with an adult. Although designed with pre-school and early years age groups in mind, some older children may also enjoy this book. ISBN 13: 978-0952166139	Child Bereavement Charity
DVD/ video	<i>Not Too Young To Grieve</i>	Narrated by Alison Steadman	This animated DVD/video is designed to help parents and carers give support to babies and children under five who have been bereaved. It is suitable for viewing by parents at home, on their own or with their children; and can also be used with groups from a wide range of backgrounds, to raise awareness or start a discussion. The film has been produced by Leeds Animation Workshop in partnership with the Laura Centre, the Childhood Bereavement Network and the University of Leicester.  There is a free downloadable training package based on this film. Running time: 14 min. ASIN: BOO1K3CHL6.	<a href="http://www.leedsanimation.org.uk">www.leedsanimation.org.uk</a>

## Appendix 4

### Suggested Books, Videos and DVDs: Early Years

Format	Title	Author	Description/ISBN	Source
DVD/ video	<i>Grief in the Family</i>	Narrated by Michael Rosen	Looks at the ways children and young people respond to grief, and what the adults around them can do to help. It gives parents and carers an insight into the process of grieving, its physical and emotional effects, and the special needs of children and young people. The video shows families from a wide range of backgrounds dealing with bereavement. It offers practical advice to parents who need to learn how to find support for themselves, while helping their children to express their feelings and handle confusing emotions. Stressing the importance of listening to children and answering their questions honestly, it encourages the development of communication and a supportive family environment. The pack is designed as a resource for those working with families and bereaved children. It raises awareness and facilitates discussion in parenting education classes, training courses or schools. It is also suitable for viewing at home by parents, carers, and children. No ISBN available.	<a href="http://www.leedsanimation.org.uk">www.leedsanimation.org.uk</a>
Book	<i>A Child's Grief.</i> Supporting a child when someone in their family has died		This book is a very useful and informative introduction for any adult who is supporting a child through bereavement. It covers a variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term. The book offers practical suggestions and ideas for activities to do together with a child and includes a section on suggested further reading and where to find additional support. ISBN 13: 978-0953912360.	<a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>
Book	<i>Goodbye Mousie</i>	Robbie H. Harris	This beautifully illustrated picture book tells the story of a little boy who's told that his pet mouse has died. At first he doesn't believe it, thinking it is just asleep, but by asking lots of questions and with the help of his family he begins to accept Mousie's death. This is a great story and would be very helpful to introduce death to young children and a starting point to discuss what happens after someone dies and the different feelings one may have. ISBN 978-0689871344.	Amazon
Book	<i>I Miss You: A First Look at Death</i>	Pat Thomas	This bright and colourful picture book very simply talks about life and death. It briefly covers a range of issues such as why people die, how you may feel when someone dies and what happens afterwards. It includes questions for the reader to answer about their own experiences and a section at the back for adults on how to best use the book. An excellent educational book, which could be used as a starting point for discussion. ISBN 978 – 0764117640.	Amazon



## Appendix 4

### Suggested Books, Videos and DVDs: Early Years

Format	Title	Author	Description/ISBN	Source
Book	<i>When Uncle Bob Died (Talking It Through)</i>	Althea	Suitable for very young children this book tells the story of what happened and how Miffy felt and coped when Grandma died. ISBN 978-1405219013.	Amazon
Book	<i>Dear Grandma Bunny</i>	Dick Bruna	This book is a very useful and informative introduction for any adult who is supporting a child through bereavement. It covers a variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term. The book offers practical suggestions and ideas for activities to do together with a child and includes a section on suggested further reading and where to find additional support. ISBN 13: 978-0953912360.	<a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>
Book	<i>Heaven</i>	Nicholas Allan	Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there". "Can I come too?" asks Lily. "Err...not yet," replies Dill. While he is waiting for the angels to collect him, Dill explains to Lily what he thinks heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere - with meat on them! But, Lily completely disagrees; she thinks heaven is quite different. Luckily, they agree to disagree just in time for a fond, and very poignant, last goodbye. ISBN 978- 0099488149.	Amazon
Book	<i>The Red Woollen Blanket</i>	Bob Graham	Even before Julia was born she was given a red woollen blanket that she used "right from the start." PW said, "Graham's colourful paintings show a humorous, tender regard for a preschooler's inexplicable attachment to a particular object." Ages 2 to 4. ISBN 978- 1406316490	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
DVD	<i>When a Child Grieves</i>	–	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. ASIN: BOO5G01QMQ.	Child Bereavement Charity
DVD	<i>Good Grief: A professional’s guide to bereavement.</i>	–	Yorkhill Family Bereavement Service and Glasgow City Council Education Services collaborative DVD resource.	Yorkhill Family Bereavement Service and Glasgow City Council Education Services.
DVD/ video	<i>Grief in the Family</i>	Narrated by Michael Rosen	<p>Animated video/DVD looks at the ways children and young people respond to grief, and what the adults around them can do to help. It gives parents and carers an insight into the process of grieving, its physical and emotional effects, and the special needs of children and young people. The video shows families from a wide range of backgrounds dealing with bereavement. It offers practical advice to parents who need to learn how to find support for themselves, while helping their children to express their feelings and handle confusing emotions. Stressing the importance of listening to children and answering their questions honestly, it encourages the development of communication and a supportive family environment.</p> <p>The pack is designed as a resource for those working with families and bereaved children. It raises awareness and facilitates discussion in parenting education classes, training courses or schools. It is also suitable for viewing at home by parents, carers, and children. Grief in the Family is also available with subtitles for deaf people. A booklet containing background information is supplied free with the video/ DVD. Running time: 14 mins. No ISBN available.</p>	<a href="http://www.leedsanimation.org.uk">www.leedsanimation.org.uk</a>
Book	<i>Childhood Bereavement – developing the curriculum and pastoral support</i>	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 a pastoral care and educational perspective. It provides lesson ideas for how to achieve this through the curriculum. ISBN 13: 978 – 1904787143.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
Book	<i>Good Grief – exploring feelings, loss and death with under 11s</i>	B. Ward	Very comprehensive, gives information, guidance and full of ideas for classroom activities (also separate book for over 11s). ISBN 13: 978 – 1853023248.	Amazon
Book	<i>Then, Now and Always</i>	Stokes	Published by Winston’s Wish. 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. ISBN 13: 978 - 0953912353	Amazon
Book	<i>A Teacher’s Handbook of Death</i>	Jackson & Colwell	Offers ideas for including death and bereavement in the curriculum, factual and informative around rituals and processes associated with death and dying. ISBN 13: 978 – 1843100157.	Amazon
DVD	<i>A death in the lives of...</i>	–	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. No ISBN available.	Childhood Bereavement Network
DVD	<i>You’ll always remember them even when you’re old</i>	–	This video, made with the help of Jigsaw4u, features a group of children from a range of backgrounds aged 6-12 who have been bereaved of a parent. The group discusses the impact of bereavement on their lives, the support they received from family, friends, hospitals, bereavement service providers and schools. No ISBN available	Childhood Bereavement Network
	<i>Muddles, puddles and sunshine</i>	Diana Crossley	This activity book offers invaluable practical and sensitive support for bereaved younger children. The book offers a structure and an outlet for the many difficult feelings which inevitably follow when someone dies. It aims to help children make sense of their experience by reflecting on the different aspects of their grief. At the same time, the book manages to find a balance between remembering the person who has died and having fun. ISBN 13: 978 – 1869890582.	<a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>
	<i>A Child’s Grief. Supporting a child when someone in their family has died</i>		This book is a very useful and informative introduction for any adult who is supporting a child through bereavement. It covers a variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term. The book offers practical suggestions and ideas for activities to do together with a child and includes a section on suggested further reading and where to find additional support. ISBN 978 – 0955953903.	<a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
	<i>A Child's Grief. Supporting a child when someone in their family has died</i>		This book is a very useful and informative introduction for any adult who is supporting a child through bereavement. It covers a variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term. The book offers practical suggestions and ideas for activities to do together with a child and includes a section on suggested further reading and where to find additional support. ISBN 978 – 0955953903.	<a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>
	<i>A Birthday Present for Daniel</i>	Juliet Rothman	Told by a young girl whose brother, Daniel, has died, she talks about how things have changed in the family. She also talks about the things she does when she is sad and how these differ from other members of her family. This book has small black and white pictures with minimal text but it conveys some important issues. It would be particularly useful to broach the subject of birthdays as it describes how the family remembered Daniel on his birthday. ISBN 13: 978 – 1573929462.	Amazon
	<i>Always and Forever</i>	Alan Durant	Otter, Mole and Hare miss Fox when he falls ill and dies. They stay at home and don't want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together. They all find a way to remember Fox and get on with their lives. Colourful, detailed pictures in this book emphasise the importance of holding on to memories. ISBN 13: 978-0552548779.	Child Bereavement Charity
	<i>Badger's Parting Gifts</i>	Susan Varley	Badger is old and knows he is going to die soon. When he does, the other animals think they will be sad forever, but they begin to talk about the memories they have of the things Badger taught them and learn to cope with his death. A lovely picture book that emphasises the importance of remembering the person who has died. ISBN 13: 978-0006643173.	Child Bereavement Charity
	<i>Drop Dead</i>	Barbette Cole	A humorous book with comic-like pictures, two 'bald old wrinklies' tell their grandchildren about their life growing up and how one day they will just drop down dead. It is a light-hearted book about life that emphasises the normality and inevitability of dying. It is very direct and some readers may not like its style. ISBN 13: 978 – 0099659112.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
	<i>Flamingo Dream</i>	–	In this bright and colourful book, a young boy tells the story of his Dad who is seriously ill and dies soon after a trip to Florida to see the place where he grew up. The collage style illustrations capture the things the boy collects to remind him of his Dad. A sensitive but honest book which emphasises the importance of memories. ISBN 13: 978-0688167967.	Amazon
	<i>Fred</i>	Posy Simmonds	A light-hearted book with detailed illustrations about Fred, Nick and Sophie's lazy cat that dies. After burying him in the garden, they wake up at night to find all the cats in the area have come to say goodbye to Fred, the famous singer! This funny and touching story would be useful to introduce death to children. ISBN 13: 978 – 0099264125.	Amazon
	<i>Grandpa – The Book of the Film</i>	John Burningham	This beautifully detailed picture book has very few words but tells the story of a little girl's relationship with her Grandpa. It takes the reader through many happy times they spent together playing games, telling stories and on outings. On the last page, Grandpa's chair is empty, signifying that he has died. Children may benefit from reading this book with an adult to talk about the pictures and to elaborate some of the messages it conveys. ISBN 13: 978-0721414768.	Amazon
	<i>Saying Goodbye: A Special Farewell to Mama Nkwelle</i>	Frances Lincoln	This book has large bright colourful photos and follows a little boy, Ikenna describing what happens at the ceremony after his great-grandmother's funeral. It gives ideas of different ways to remember someone and an insight into Nigerian culture. A lovely book that could be used in many different situations, including schools. ISBN 13: 978-0711217010.	Amazon
	<i>There's NO Such Thing as a Dragon</i>	Jack Kent	<i>There's NO Such Thing as a Dragon</i> (1975) by Jack Kent, part of the Family Story time series, relates the charming tale of Billy Bixbee, who awakens to find a dragon "about the size of a kitten" sitting on his bed. The dragon grows by leaps and bounds, until Billy dares to pet the attention-seeking creature and it shrinks back down into an adoring little lap dragon. ISBN 13: 978-1899248957.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
	<i>The Sunshine Cat</i>	Miriam Moss	Sunny the cat is loved by all his human family, but one day there is a knock at the door - Sunny has been killed in an accident. A sensitive story which aims to help children come to terms with death. ISBN 13: 978-1841215679.	Amazon
	<i>Heaven</i>	Nicholas Allan	Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there". "Can I come too?" asks Lily. "Er...not yet," replies Dill. While he is waiting for the angels to collect him, Dill explains to Lily what he thinks heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere - with meat on them! But, Lily completely disagrees; she thinks heaven is quite different. Luckily, they agree to disagree just in time for a fond, and very poignant, last goodbye. ISBN 13: 978-0099488149.	Amazon
	<i>The Huge Bag of Worries</i>	Virginia Ironside	Jenny begins to worry about lots of different things and these worries build up and get out of control. She just can't get rid of them, until she meets the old lady next door who helps her feel better. A lovely story with fun illustrations encourages children to talk about their worries. ISBN 13: 978-0340903179.	Child Bereavement Charity
	<i>The Tenth Good Thing About Barney</i>	Judith Viorst	A young boy's cat dies and his parents suggest that he could think of ten good things about Barney to tell at the funeral. But he can only think of nine, until he talks to his Father about what happens to someone after they have died, and he discovers the tenth. A carefully written book with black and white pictures, that sensitively deals with death and lets the reader make his or her own decisions about what happens after the funeral. ISBN 13: 978-0689712036.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
	<i>When Dinosaurs Die A Guide to Understanding Death</i>	Laurie Krasny	This factual picture book uses cartoon dinosaurs to illustrate the text and comment on what is said. It is a bright and colourful book that explains death in a simple and unthreatening way. It covers many issues including 'why does someone die?', 'feelings about death' and 'saying goodbye'. It would be an excellent resource for anyone caring for young children. ISBN 13: 978-0316119559.	Amazon
	<i>Beginnings and Endings with Lifetimes in Between. A beautiful way to explain life and death to children</i>	Bryan Mellonie and Robert Ingpen	This thought-provoking book has large pictures complemented with small sections of text. It clearly explains about life and death focussing on plants, animals and insects before moving on to people. It emphasises that death is part of the life cycle and is natural and normal whenever it occurs. A simple book with a powerful message. ISBN 13: 978-1855617605.	Amazon
	<i>Death: What's Happening?</i>	Karen Bryant-Molee	This factual book has clear text and large photos. It uses stories of young people to discuss issues surrounding death such as feeling frightened, the funeral and the future. It includes advice on how to feel better and cope with difficult situations after someone has died. Using straightforward language, this book may reassure the reader there are other young people who have had someone important to them die and answer some of their questions and concerns. ISBN 13: 978-0750213790.	Amazon
	<i>The Cat Mummy</i>	Jacqueline Wilson	Verity's Mum died the day she was born but she rarely talks about her. Verity doesn't want to upset her Dad or Grandparents. This humorous but sensitive story mainly focuses on Verity's missing cat Mabel but reveals some of the misunderstandings and anxieties children can have about death. It also shows it can be good to be open, honest and to talk about difficult issues. ISBN 13: 978-0440864165.	Amazon
	<i>The Ghost of Uncle Arvie</i>	Sharon Macmillan	This fun and humorous book is about Danny, an ordinary nine-year-old boy. However, once or twice a year a ghost visits him. This time it is the ghost of his Uncle Arvie who follows him, persuading him to make his three wishes come true. As a result Danny and his dog get into adventures which make him think about his dad who has also died. This book has some important messages and talks about death in an open way, but is primarily fun and imaginative. ISBN 13: 978-033656327.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
	<i>The Mountains of Tibet</i>	Mordical Gerstein	Based on Tibetan teachings, this book tells of a small boy who grows up to be a woodcutter. When he dies, he discovers there is a chance to live again but first he must make a number of choices. A simple tale with deep meaning but the theme of reincarnation could be confusing. ISBN 13: 978-1898000549.	Amazon
	<i>Losing Uncle Tim</i>	Mary Kate Jordan	This picture book for slightly older children explains how a young boy finds out his Uncle Tim has AIDS and is going to die. It is a serious and sensitive book covering many of the issues, changes and difficult feelings that can occur when someone has a serious illness. ISBN 13: 9780807547564.	Amazon
	<i>Michael Rosen's SAD BOOK</i>	Michael Rosen	This book has large illustrations and small snippets of text. It is wonderfully honest and will appeal to children and adults of all ages. We all have sad stuff, but what makes Michael Rosen most sad is thinking about his son who died. This book is a simple but emotive story. He talks about what sad is and how it affects him and what he does to cope with it. In true Michael Rosen style, this book manages to make you smile as well. ISBN 13: 978-1406313161.	Amazon
	<i>Milly's Bug Nut</i>	Jill Janey	A short, simple story with black and white pictures, of a young girl who's Dad has died. It talks about the ups and downs of family life and how things slowly get easier as time goes. Milly misses her Dad and things are just not the same anymore. She knows when people die, they can't come back but she still keeps a wish to see her Dad one more time. (available from Winston's Wish). ISBN 13: 9780953912346.	Amazon
	<i>The Best Day of the Week</i>	Hannah Cole	This storybook tells of two young children who spend Saturdays with their Grandparents when Mum is at work. It has three chapters, with stories of three different Saturdays. The first is a happy day; the second is at the hospital and sad as Granny dies, the third at the theatre. It is a lovely story that gives an important message that it is still okay to have fun after someone dies. ISBN 13: 978-0744554670	Amazon
	<i>Water Bugs and Dragonflies</i>	Doris Stickney		



## Appendix 4

### Suggested Books, Videos and DVDs: Primary

Format	Title	Author	Description/ISBN	Source
	<i>Explaining death to children</i>	–	This pocket size booklet with small black and white pictures is based on a fable, associating death with a water bug's transformation into a dragonfly. It portrays the mystery around death but may need an adult to explain the analogy and help a child relate it to their own experience. It uses Christian beliefs with a focus on life after death and also contains advice for parents. ISBN 13: 978-0264674414.	Amazon
	<i>What on Earth Do You Do When Someone Dies?</i>	Trevor Romain	This book for older children is a factual guide, answering questions such as 'why do people have to die?', 'is it okay to cry?' and 'what is a funeral/memorial service?' It is written in a straightforward way, with practical tips, advice and information about different faiths and beliefs. ISBN 13: 978-1575420554.	Amazon
	<i>Ways to Live Forever</i>	Sally Nicholls	If I grow up," 11-year-old Sam informs readers, "I'm going to be a scientist." He says "if" because he has acute lymphoblastic leukaemia and knows he probably won't. With the encouragement of his tutor, he starts to write a bit about himself, then more, until he is using his writing to sort out his death. Interspersed with Sam's lists, questions and odd bits of mortality facts on notebook paper, his narrative proceeds in short, candid chapters that reveal a boy who, though he's not ready to die, nevertheless can confront the reality with heartbreaking clarity. As his parents wrangle about treatment (he doesn't want it), his little sister grapples with the changes to the household and his best friend and fellow cancer-sufferer dies, Sam methodically works through the things he wants to do before he dies, from going up a down escalator to the more problematic ride in an airship and seeing the earth from space. ISBN 13: 978-1407105154.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Secondary

Format	Title	Author	Description/ISBN	Source
	<i>When A Child Grieves</i>	–	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. ASIN: BOO5GO1QMQ.	Child Bereavement Charity
	<i>Good Grief A professional guide to bereavement</i>		Yorkhill Family Bereavement Service and Glasgow City Council Education Services collaborative DVD resource.	Yorkhill Family Bereavement Service and Glasgow City Council Education Services.
DVD/ video	<i>Grief in the Family</i>	Narrated by Michael Rosen	<p>Animated video/DVD looks at the ways children and young people respond to grief, and what the adults around them can do to help. It gives parents and carers an insight into the process of grieving, its physical and emotional effects, and the special needs of children and young people. The video shows families from a wide range of backgrounds dealing with bereavement. It offers practical advice to parents who need to learn how to find support for themselves, while helping their children to express their feelings and handle confusing emotions. Stressing the importance of listening to children and answering their questions honestly, it encourages the development of communication and a supportive family environment.</p> <p>The pack is designed as a resource for those working with families and bereaved children. It raises awareness and facilitates discussion in parenting education classes, training courses or schools. It is also suitable for viewing at home by parents, carers, and children. Grief in the family is also available with subtitles for deaf people. A booklet containing background information is supplied free with the video/DVD. Running time: 14 mins. No ISBN available.</p>	<a href="http://www.leedsanimation.org.uk">www.leedsanimation.org.uk</a>
	<i>Childhood Bereavement. Developing the Curriculum and pastoral support.</i>	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 a pastoral care and educational perspective. It provides lesson ideas for how to achieve this through the curriculum. ISBN 13: 978-1904787143.	Child Bereavement Charity

## Appendix 4

### Suggested Books, Videos and DVDs: Secondary

Format	Title	Author	Description/ISBN	Source
	<i>A Resource Bank on Loss and Grief 'it hurts'</i>	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. ISBN: 978-090795064.	Child Bereavement Charity
	Supporting Young People Coping with Grief, Loss and Death	Weymont & 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. ISBN 13: 9781412913126.	Yorkhill Family Bereavement Service and Glasgow City Council Education Services.
DVD/video	<i>Then, Now and Always</i>	J. Stokes	Published by Winston's Wish. 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. ISBN 13: 978-0953912353.	Winston's Wish
	<i>A Teacher's Handbook of Death: A death in the lives of...</i>	Jackson & Colwell	Offers ideas for including death and bereavement in the curriculum, factual and informative around rituals and processes associated with death and dying. 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. ISBN 13: 978-1843100157.	Child Bereavement Network
Leaflet	<i>A Teenage Guide to Coping with Bereavement</i>		Contains practical advice and guidance for a young person managing confusing emotions when someone important in their life dies. Written by a young person whose father died.	Free to download: <a href="http://www.childbereavementuk.org/publications/information-sheets/">http://www.childbereavementuk.org/publications/information-sheets/</a>
Work book	<i>Finding a way through when someone close has died</i>	Mood & 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. ISBN 13: 978-1853029202.	Amazon
Work book	<i>Grief Encounter</i>	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. ISBN 13: 978-0954843403.	Child Bereavement Charity

## Appendix 4

### Suggested Books, Videos and DVDs: Secondary

Format	Title	Author	Description/ISBN	Source
DVD/ video  Booklet	Teenage Grief	Narrated by Lenny Henry	This animated DVD/video contains six separate episodes about young people from a wide range of backgrounds, facing different kinds of bereavement. The pack aims to help parents and others understand the ways young people grieve and how best to support them. It can be used with parents and with groups to raise awareness or start a discussion. There is a free downloadable training package based on this film. No ISBN available.	www. leedsanimation. org.uk
	<i>Out of the Blue: Making Memories Last When Someone Has Died</i>	Winston's Wish	This book has been written and designed specifically for teenagers with aim of supporting them through their bereavement using a range of activities.  Narrated throughout by teenager's words and stories, the book talks openly about the real feelings they may struggle with when someone important in their life dies. The activities in the book allow those feelings to be worked through and safely explored. Each character in the book reinforces the message that "I'm not alone". Out of the Blue can be completed by a teenager on their own or with the help of a family member or appropriate professional. ISBN 13: 978-1903458716.	www.winstonswish. org.uk
	<i>A Child's Grief. Supporting a child when someone in their family has died</i>	–	This book is a very useful and informative introduction for any adult who is supporting a child through bereavement. It covers a variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term. The book offers practical suggestions and ideas for activities to do together with a child and includes a section on suggested further reading and where to find additional support. ISBN 13: 978-0955953934.	<a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>
Book	<i>Double Act</i>	Jacqueline Wilson	Ruby and Garnet are 10-year-old twins. They do everything together, especially since their mum died three years ago. When their dad finds a new partner and they move house, Ruby and Garnet find it hard and get into all sorts of trouble. Eventually, they settle down and learn to live with the changes. A lively and humorous book that deals sensitively with change. ISBN 13:978-0440867592.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Secondary

Format	Title	Author	Description/ISBN	Source
	<i>Dustbin Baby</i>	Jacqueline Wilson	April was abandoned in a dustbin as a baby on the 1st April. Having spent all her life in a children's home and with different foster parents (one of whom committed suicide), things haven't been easy and April is struggling. Now she's fourteen and on her birthday, determined to find out more about her past, sets off to find some important people. This is an emotive book with a great storyline in usual Jacqueline Wilson style. It is open and honest. ISBN 13: 978-0552556118.	Amazon
	<i>Straight Talk about Death for Teenagers: How to Cope with Losing Someone You Love</i>	Earl A. Grollman	This book was written after the author spoke to thousands of teenagers and found they often felt forgotten after someone has died. Written in short, clear sentences that are easy to read, it covers feelings, different types of death and the future. This book gives the reader many options of what can happen, how s/he may feel, giving advice and reassuring readers grief is normal. ISBN 13:978-0807025017.	Sagebrush Ed Resources
	<i>The Charlie Barber Treatment</i>	Carole Lloyd	Simon's Mum died suddenly from a brain haemorrhage and he came home from school to find she had died. With his GCSE coursework piling up and having to help around the house, Simon finds it hard and doesn't go out much with his friends. He then meets Charlie, who is visiting her Grandma, and believes their meeting was fate. Simon starts to enjoy life again and to re-build relationships with his family and friends.  A sensitive and realistic book that conveys some of the thoughts and emotions of a teenage boy. ISBN 13:978-0744514889.	Amazon
Book	<i>The Lost Boys' Appreciation Society</i>	Alan Gibbons	Teenage life is difficult enough for Gary and John, but when their Mum dies in a car accident, things get steadily worse. John struggles to keep the peace as Gary goes off the rails, saying his new mates are now his family. With GCSE exams looming and his Dad going out on dates, things become unbearable for John. A gripping book exploring relationships and how different people react to life events. ISBN 13:978-3425048512.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Secondary

Format	Title	Author	Description/ISBN	Source
	<i>Before I Die</i>	Jenny Downham	With only months left to live, 16-year-old Tessa makes a list of things she must experience: sex, petty crime, fame, drugs and true love. Downham's wrenching work features a girl desperate for a few thrilling moments before leukaemia takes her away. Although Tessa remains ardently committed to her list, both she and the reader find comfort in the quiet resonance of the natural world. Tessa's soul mate, Adam, gardens next door; a bird benignly rots in grass; psychedelic mushrooms provide escape; an apple tree brings comfort; and her best friend, Zoey, ripens in the final months of pregnancy. ISBN 13:978-1849920452.	Amazon
	<i>The Spying Game</i>	Pat Moon	Joe's dad died in a car accident and he feels really angry towards the man who killed his father. He decides to set up a secret 'Nightmare Plan' to vent his anger and begins to persecute the man and his family by scratching his car and sending hate mail. This powerful book reveals the difficult emotions Joe faces both at home and at school. A very readable and fast paced book that would appeal to many young people. ISBN 13: 978-0435124465.	Amazon
Book	<i>Two Weeks with the Queen</i>	Morris Gleitzman	Twelve-year-old Colin, an Australian boy, is sent to stay with relatives in England when his brother becomes ill with cancer. He is determined to find a way of curing his brother, which leads him into all sorts of adventures including trying to visit the Queen! Colin finds a friend in an older man named Ted who helps him express his feelings and understand what he has to do. (Also on audiocassette.) ISBN 13:978-0141303000.	Amazon
Book	<i>Up on Cloud Nine</i>	Anne Fine	Stol falls out of a top floor window and ends up unconscious in hospital with lots of broken bones and no-one knows whether it was attempted suicide or an accident. This book is written from the perspective of his best friend Ian whilst he is sitting by his bedside. He recalls all the fun times they have had together as well as acknowledging the slightly different way Stol sees the world. Ian captures the emotions of his own adoptive parents as well as Stol's family and the hospital staff in an amusing yet moving way illustrating how Stol has had an inspirational effect on everyone. ISBN 13: 978-0552554657.	Amazon

## Appendix 4

### Suggested Books, Videos and DVDs: Secondary

Format	Title	Author	Description/ISBN	Source
Book	<i>Vicky Angel</i>	Jacqueline Wilson	When Jade's best friend Vicky, is run over by a car and dies in hospital everyone at home and school starts treating her differently. 'Vicky Angel' then starts following Jade around, distracting her and getting her into trouble. This moving but amusing story illustrates how hard it is to carry on with every day life after a tragic accident. ISBN 13:978-0440865896.	Amazon
Book	<i>Ostrich Boys</i>	Keith Gray	It's not really kidnapping, is it? He'd have to be alive for it to be proper kidnapping.' Kenny, Sim and Blake are about to embark on a remarkable journey of friendship. Stealing the urn containing the ashes of their best friend Ross, they set out from Cleethorpes on the east coast to travel the 261 miles to the tiny hamlet of Ross in Dumfries and Galloway. After a depressing and dispiriting funeral they feel taking Ross to Ross will be a fitting memorial for a 15 year-old boy who changed all their lives through his friendship. Little do they realise just how much Ross can still affect life for them even though he's now dead. ISBN 13: 9780099456575.	Amazon
Book	<i>Broken Soup</i>	Jenny Valentine	When the good-looking boy with the American accent presses the dropped negative into Rowan's hand, she's sure it's all a big mistake. But next moment he's gone, lost in the crowd of bustling shoppers. And she can't afford to lose her place in the checkout queue -- after all, if she doesn't take the groceries home, nobody else will. Rowan has more responsibilities than most girls her age. These days, she pretty much looks after her little sister single-handedly -- which doesn't leave much time for friends or fun. So when she finds out that Bee from school saw the whole thing, it piques her curiosity. Who was the boy? Why was he so insistent that the negative belonged to Rowan? ISBN 13: 978-0007229659.	Amazon

## Appendix 4

### *Other helpful books (on wider issues of loss; not specific to bereavement)*

There are a number of books that do not directly deal with death or bereavement but may help the reader face difficult feelings.

Format	Title	Author	Description/ISBN	Source
Book	<i>Angry Arthur</i>	Hiawyn Oram	Its time for bed but Arthur wants to stay up so he gets really angry. Every time someone tells him 'that's enough' his anger gets bigger and bigger and takes over the world until he wonders why he was so angry in the first place. A wonderful imaginative story that many children (and adults) will be able to relate to. ISBN 13: 978-0099196617.	Amazon
Book	<i>No Matter What</i>	Debi Gliori	A rhyming story with large, bright pictures about Small, a young fox who is feeling cross because no one loves him. Large, then reassures him that she'll love him no matter what. A fun and imaginative book that only briefly talks about death but would be a useful story to help support a young child through difficult times. ISBN 13: 978-0747563310.	Amazon
Book	<i>Nothing</i>	Mick Inkpen	A 'little thing' has been stuck in the attic for so long, he has even forgotten its name. When the owners move house and leave him behind, he sets off on an adventure to discover who he really is. A lovely book about families and the feeling that you belong. It could be used in many situations, particularly with a child who is feeling unsettled. ISBN 13: 978-0340918166.	Amazon
	<i>Nothing Scares Us</i>	Frieda Wishinsky	Lucy and Lenny are the 'fearless two', best friends who have all sorts of adventures. Lenny then starts watching a scary programme on TV, which gives Lucy nightmares and she dare not tell Lenny in case he laughs at her. With bright colourful pictures, this fun book is a comforting story about friendship and adventure. ISBN 13: 978-0747550433.	Amazon
	<i>Something Else</i>	Kathryn Cave	Something Else doesn't belong and has no one to be friends with, until one day Nothing knocks at his door and although they seem very different, they get along and become friends. These unusual looking characters capture the feelings of young people in a sensitive and fun way. A lovely book that could reassure children who feel unsettled within their peer group. ISBN 13: 978-0140549072.	



## Appendix 4

### Other helpful books (on wider issues of loss; not specific to bereavement)

Format	Title	Author	Description/ISBN	Source
Book	<i>Supposing</i>	Frances Thomas	Little Monster starts telling his mother a wonderfully imaginative but scary story about what might happen tomorrow. Mother then gives him an alternative, happier story and takes away his fears. This story is reassuring as well as fun and imaginative. ISBN 13: 978-0747541738.	Amazon
Book	<i>The Huge Bag of Worries</i>	Virginia Ironside	Jenny begins to worry about lots of different things and these worries build up and get out of control. She just can't get rid of them, until she meets the old lady next door who helps her feel better. A lovely story with fun illustrations encourages children to talk about their worries. ISBN 13: 978-0340903179.	Child Bereavement Charity
Book	<i>Five Minutes' Peace (The Large Family)</i>	–	This humorous book with lovely detailed pictures tells the story of Mrs Large who is desperate for five minutes peace from her three children, but it is harder to find than she expects! A lovely book that can be enjoyed by both adults and children and may help to explain that every so often, grown-ups need time to themselves. ISBN 13: 978-0744581195.	Amazon
	<i>There's No Such Thing as a Dragon</i>	Jack Kent	Billy wakes up to find a tiny dragon in his bedroom. His mother insists that there is no such thing as a dragon but the dragon gets bigger and bigger until it fills the whole house. When the family finally acknowledge that the dragon exists, it returns to its normal size. This colourful picture book is a useful tool to use with children to talk about difficult feelings and other issues that can increase when they are ignored. ISBN 13: 978-1899248957.	Amazon

## Appendix 4

### Other helpful books

There are also many books where death is not the main focus of the story but features bereavement or the main character has been bereaved. These include:

Format	Title	Author	Description/ISBN	Source
Book	<i>A Little Princess</i>	Frances Hodgson Burnett	Motherless Sara Crewe was sent home from India to school at Miss Minchin's. Her father was immensely rich and she became 'show pupil' - a little princess. Then her father dies and his wealth disappears, and Sara has to learn to cope with her changed circumstances. Her strong character enables her to fight successfully against her new-found poverty and the scorn of her fellows. ISBN 13: 978-1853261367.	Amazon
Book	<i>Charlotte's Web</i>	E. B. White	The tale of how a little girl named Fern, with the help of a friendly spider, saved her pig Wilbur from the usual fate of nice fat little pigs. ISBN 13: 978-0141317342.	Amazon
Book	<i>Danny the Champion of the World</i>	Roald Dahl	"My father, without the slightest doubt, was the most marvellous and exciting father any boy ever had". Danny feels very lucky. He adores his life with his father, living in a gypsy caravan, listening to his stories, tending their gas station, pattering around the workshop, and occasionally taking off to fly home-built gas balloons and kites. His father has raised him on his own, ever since Danny's mother died when he was four months old. Life is peaceful and wonderful ... until he turns 9 and discovers his father's one vice. Soon Danny finds himself the mastermind behind the most incredible plot ever attempted against nasty Victor Hazell, a wealthy landowner with a bad attitude. Can they pull it off? If so, Danny will truly be the champion of the world. Danny is right up to Roald Dahl's impishly brilliant standards. An intense and beautiful father-son relationship is balanced with subtle escapades that will have even the most rigid law-abider rooting them on. ISBN 13: 978-0141322674.	Amazon

## Appendix 4

### Other helpful books

Format	Title	Author	Description/ISBN	Source
Book	Harry Potter and the Philosopher's Stone	J. K. Rowling	<p>Say you've spent the first 10 years of your life sleeping under the stairs of a family who loathes you. Then, in an absurd, magical twist of fate you find yourself surrounded by wizards, a caged snowy owl, a Phoenix-feather wand and jellybeans that come in every flavour, including strawberry, curry, grass and sardine. Not only that, but you discover that you are a wizard yourself! This is exactly what happens to young Harry Potter in J. K. Rowling's enchanting, funny debut novel, Harry Potter and the Philosopher's Stone. In the non-magical human world – the world of 'Muggles' – Harry is a nobody, treated like dirt by the aunt and uncle who begrudgingly inherited him when his parents were killed by the evil Voldermort. But in the world of wizards, small, skinny Harry is renowned as a survivor of the wizard who tried to kill him. He is left only with a lightning-bolt scar on his forehead, curiously refined sensibilities and a host of mysterious powers to remind him that he's quite, yes, altogether different from his aunt, uncle, and spoilt, pig-like cousin Dudley.</p> <p>A mysterious letter, delivered by the friendly giant Hagrid, wrenches Harry from his dreary, Muggle-ridden existence: "We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry". Of course, Uncle Vernon yells most unpleasantly, "I AM NOT PAYING FOR SOME CRACKPOT OLD FOOL TO TEACH HIM MAGIC TRICKS!" Soon enough, however, Harry finds himself at Hogwarts with his owl Hedwig... and that's where the real adventure – humorous, haunting, and suspenseful – begins. ISBN 13: 978-0747532743.</p>	Amazon
Book	James and the Giant Peach	Roald Dahl	<p>When poor James Henry Trotter loses his parents in a horrible rhinoceros accident, he is forced to live with his two wicked aunts, Aunt Sponge and Aunt Spiker. After three years he becomes "the saddest and loneliest boy you could find". Then one day, a wizened old man in a dark-green suit gives James a bag of magic crystals that promise to reverse his misery forever. When James accidentally spills the crystals on his aunts' withered peach tree, he sets the adventure in motion. From the old tree a single peach grows, and grows, and grows some more, until finally James climbs inside the giant fruit and rolls away from his despicable aunts to a whole new life. James befriends an assortment of hilarious characters, including Grasshopper, Earthworm, Miss Spider and Centipede – each with his or her own song to sing. ISBN 13: 978-0141311357.</p>	Amazon

## Appendix 4

### Other helpful books

Format	Title	Author	Description/ISBN	Source
Book	<i>Little Women</i>	Louisa May Alcott	Meg, Jo, Amy and Beth – four ‘little women’ enduring hardships and enjoying adventures in Civil War New England. ISBN 13: 978-1587261329.	Amazon
Book	<i>Oliver Twist</i>	Charles Dickens	The story of the orphan Oliver, who runs away from the workhouse only to be taken in by a den of thieves. Dickens’s tale of childhood innocence beset by evil depicts the dark criminal underworld of a London peopled by vivid and memorable characters – the arch-villain Fagin, the Artful Dodger, the menacing Bill Sikes and the prostitute Nancy. ISBN 13: 978-0141439747.	Amazon
Book	<i>The Secret Garden</i>	Frances Hodgson Burnett	Mistress Mary is quite contrary until she helps her garden grow. Along the way, she manages to cure her sickly cousin Colin, who is every bit as truculent as she. These two are sullen little peas in a pod, cooped up in a gloomy old manor on the Yorkshire Moors, until a locked-up garden captures their imaginations and puts the blush of a wild rose in their cheeks; “It was the sweetest, most mysterious-looking place any one could imagine. The high walls which shut it in were covered with the leafless stems of roses which were so thick, that they matted together... ‘No wonder it is still,’ Mary whispered. ‘I am the first person who has spoken here for ten years.’” As new life sprouts from the earth, Mary and Colin’s sour natures begin to sweeten. ISBN 13: 978-185326.	Amazon

## Appendix 4

### *Resources appropriate to children and young people with additional support needs.*

Children and young people with additional support needs are sometimes assumed to need protection from death and dying more than most or to not have the capacity to understand. It can be easy to underestimate their ability to cope with difficult situations. The challenge is finding creative ways to communicate when words are sometimes not appropriate.

The booklist below contains some useful resources.

Format	Title	Author	Description/ISBN	Source
Pack with DVD	<i>PAMIS</i> Bereavement & Loss Resource Pack	Sheila Hollins and Lester Sireling	<p>PAMIS' Bereavement and Loss Learning Resource Pack consists of two units and a DVD. The first Unit focuses on supporting bereaved people with profound and multiple learning disabilities (PMLD).</p> <p>The second unit is about supporting bereaved parents and carers who have cared for a person(s) with profound and multiple learning disabilities.</p> <p>Available free to family carers of people with profound and multiple learning disabilities in Scotland. While this publication centres on people with PMLD and their carers, this information should be equally beneficial to paid carers, teachers and other professionals.</p>	<p>PAMIS Dundee Office</p> <p>Phone 01382385154</p>

## Appendix 4

### *Resources appropriate to children and young people with additional support needs.*

PAMIS' Bereavement and Loss Learning Resource: References and Resources

This is a list of references and resources related to the Unit on 'Supporting bereaved parents and carers'.

For access to the individual references and resources listed here, please contact Julie Taylor, Information Officer, PAMIS on 01382 385154 or at [pamis@dundee.ac.uk](mailto:pamis@dundee.ac.uk)

Supporting bereaved parents and carers

### *Articles*

Weeks, O.D. (2004). Comfort and healing: Death ceremonies that work. *Illness, Crises & Loss*, 12(2), 113-125.

### *Books*

Armstrong-Daily, A.& Zarbock, S. (2001). *Hospice Care for Children* (2nd Ed.). New York: Oxford University Press. Dunn, M. (2006). *Time to grieve: How to come through bereavement to recovery and growth*. London: Constable and Robinson.

Graves, D. (2009). *Talking with bereaved people: An approach for structured and sensitive communication*. London: Jessica Kingsley.

Parks, C.M. fr Prigerson, H.G. (2010). *Bereavement: Studies of grief in adult life* (3rd Ed.) New York: Routledge.

Rush, C. (2006). *To travel hopefully: Journey of a death not foretold*. London: Profile Books Ltd.

Stickney, D. (1982). *Water bugs and dragonflies: Explaining death to children*. London: Mowbray.

### *Online Resources*

Howarth, G. & Leaman, O. (2001 ). Grief. In *Encyclopedia of Death and Dying*. Retrieved from [www.deathreference.com/Gi-Ho/Grief.html](http://www.deathreference.com/Gi-Ho/Grief.html)

Roos, S. G. (2002). *Chronic sorrow: a living loss*. New York: Routledge.

Todd, S. (2007). Silenced grief: the experiences of bereaved parents of people with learning disabilities. *Journal of Intellectual Disability Research*, 51, 637-648.

Reilly, D. E., Hastings, R. P., Vaughan, F. L., & Huws, J.C. (2008). Parental bereavement and the loss of a child with intellectual disabilities: a review of the literature. *Intellectual and Developmental Disabilities*, 46(1), 27-43.

Lingred, C., Burke, M., Hainesworth, M., & Eakes, G. (1992). Chronic sorrow: A lifespan concept. *Scholarly Inquiry for Nursing Practice: an International Journal*, 6(1), 27-31.

Martinson, J.M. (1992). Response to "Chronic sorrow: a lifespan concept". *Scholarly Inquiry for Nursing Practice: an International Journal*, 6(1 ), 42.

Children's Hospice Association Scotland. (2014). Bereavement support. Retrieved Jan 7, 2014 from [http://www.chas.org.uk/how\\_we\\_help\\_families/bereavement\\_support](http://www.chas.org.uk/how_we_help_families/bereavement_support)

## *Appendix 4, continued*

### ***Resources appropriate to children and young people with additional support needs.***

Scottish Government. (2013). *The keys to life: Improving quality of life for people with learning disabilities*. Edinburgh: The Scottish Government.

Rothschild, B. (2000). *The body remembers: the psychophysiology of trauma and trauma treatment*. New York: WW Norton & Company.

Dale, N. (1992). Parental involvement in the KIDS family centre: Who does it work for? *Child: Care, health, development*, 18, 301-319.

Smith, S. (1999). *The forgotten mourners: Guidelines for working with bereaved children* (2nd Ed.). Philadelphia, PA: Jessica Kingsley.

Doka, K. J. (Ed.). (2002). *Disenfranchised grief: New directions, challenges and strategies for practice*. Illinois: Research Press.

NHS Education for Scotland. (2006). *A multi-faith resource for healthcare staff*. Scotland: NES. Retrieved from <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/spiritual-care/about-spiritual-care/publications/a-multi-faith-resource-for-healthcare-staff.aspx>

## *Supportive Organisations*

Bereavement Advice Centre

Practical issues following a death.

Phone 0800 634 9494

[www.bereavementadvice.org/our-website](http://www.bereavementadvice.org/our-website)

Bereavement UK

Bereavement UK covers all aspects of death, dying, grief and bereavement. [www.bereavement.co.uk](http://www.bereavement.co.uk)

Child Bereavement Charity

Offers advice on supporting bereaved families and children.

Email [enquiries@childbereavement.org.uk](mailto:enquiries@childbereavement.org.uk)

Phone 01494 568900

[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

Child Bereavement Network

The Childhood Bereavement Network (CBN) is the hub for those working with bereaved children, young people and their families across the UK.

Email [cbn@ncb.org.uk](mailto:cbn@ncb.org.uk)

Phone 020 7843 6309

<http://www.childhoodbereavementnetwork.org.uk/>

## *Appendix 4, continued*

### ***Resources appropriate to children and young people with additional support needs.***

#### Child Death Helpline

Support for anyone affected by the death of a child (at any age).

Phone Freephone 0800 282 986 (everyday 7pm - 10pm, Mon-Fri 10am - 1pm, Tues-Wed 1pm - 4pm).

(Freephone 0808 800 6019 from mobiles)

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

#### Cruse Bereavement Care

Cruse has highly trained volunteers who support people of all ages, through bereavement.

Email [helpline@crusebereavementcare.org.uk](mailto:helpline@crusebereavementcare.org.uk)

Phone 0870 1671677

<http://www.cruse.org.uk/>

#### Family Lives

Provides support and advice on a number of issues but specifically on bereavement.

Phone 0808 800 2222 (Free Helpline 24 hrs)

<http://www.familylives.org.uk/advice/your-family/family-life/supporting-your-child-when-someone-dies/>

#### Health Rights Information Scotland

Information on bereavement including information on what you need to know following a death. A practical site that sensitively supports the person through the process,

Email [nhs.inform@nhs24.scot.nhs.uk](mailto:nhs.inform@nhs24.scot.nhs.uk)

<http://www.nhsinform.co.uk/bereavement/grief/children/>

#### Help the Hospices leaflet

What is hospice care? Answers questions about hospice care

[www.hospiceuk.org/about-hospice-care/what-is-hospice-care](http://www.hospiceuk.org/about-hospice-care/what-is-hospice-care)

#### Much Loved Online Memorial Charity

This online organisation allows you to place an online tribute memorial to the person you have lost.

They also have links to many of the UK bereavement support organisations.

[http://www.muchloved.com/g\\_home.aspx](http://www.muchloved.com/g_home.aspx)



## *Appendix 4, continued*

### ***Resources appropriate to children and young people with additional support needs.***

#### NHS Lothian Bereavement Services

A library of leaflets and booklets on bereavement with downloadable information.

<http://www.nhsllothian.scot.nhs.uk/Services/A-Z/BereavementService/Pages/default.aspx>

#### PAMIS, University of Dundee

PAMIS is a voluntary organisation that supports people with profound and multiple learning disabilities and their family carers.

Email [pamis@dundee.ac.uk](mailto:pamis@dundee.ac.uk)

Phone 01382 385154

[www.pamis.org.uk](http://www.pamis.org.uk)

#### Renfrewshire Directory of Palliative Care Services

<http://www.nhsinform.co.uk/palliativecare/>

#### The Compassionate Friends

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 a child/children.

Email [info@tcf.org.uk](mailto:info@tcf.org.uk)

Phone 08451 232304 (Helpline Daily, 10-4, 6.30-10.30)

[www.tcf.org.uk](http://www.tcf.org.uk)

#### The Compassionate Friends downloadable leaflet

##### The Death of a Disabled Child

[www.tcf.org.uk/content/resources/L13-The-death-of-a-disabled-child-C10-R1311.pdf](http://www.tcf.org.uk/content/resources/L13-The-death-of-a-disabled-child-C10-R1311.pdf)

#### Winston's Wish

Support for children who have been bereaved. What is Hospice Care? Answering questions about hospice care.

Email [info@winstonswish.org.uk](mailto:info@winstonswish.org.uk)

Phone 0845 20 30 40 5 (Helpline Mon-Fri, 9-5)

[www.winstonswish.org.uk](http://www.winstonswish.org.uk)

## Appendix 4

### Resources appropriate to children and young people with additional support needs.

Format	Title	Author	Description/ISBN	Source
Book	<i>When mum died</i> <i>When dad died</i>	Sheila Hollins and Lester Sireling	Simple pictures. They adopt a more direct approach to death which may be more suitable for ASN students. Guidance is given on how to answer any questions plus information on other resources available. ISBN 13: 978-1904671039. ISBN 978-1904671046.	Child Bereavement Charity
Book	<i>The Invisible String</i>	Patricia Karst	The Invisible String is a very simple approach to overcoming the fear of loneliness or separation with an imaginative flair that children can easily identify with and remember. Here is a warm and delightful lesson teaching young and old that we aren't ever really alone and reminding children (and adults!) that when we are loved beyond anything we can imagine. "People who love each other are always connected by a very special String, made of love. Even though you can't see it with your eyes, you can feel it deep in your heart, and know that you are always connected to the ones you love." ISBN 13: 978-0875167343.	Amazon
Book	<i>Grandpa</i>	J. Burningham	A simple picture book which can elicit discussion with students about how they feel, and so on. ISBN 13: 978-0099434085.	Amazon
Book	<i>Always and forever</i>	A. Durant	A story book which reinforces the fact that the person who has gone is still in our hearts and that memories will last forever. ISBN 13: 978-0152166366.	Amazon
Book	<i>Grandpa's Slide Show</i>	G. Gould	A useful book to use when a grandparent dies. ISBN 13: 978-0688069728.	Amazon
Book	<i>Grandma's shoes</i>	L Hathorn	A book about the healing process after bereavement. ISBN 13: 978-0316351355.	Amazon
Book	<i>Fred</i>	P. Simonds	Fred is an adored family cat (now deceased) who slept all the time - on the ironing board, on the washing, on top of the fridge, on cars, dustbins, walls and particularly on beds - although he took a little time off to sit on laps purring and to eat. Only after his death do Sophie and Nick discover that, by night, he was the Elvis of the cat-world, Famous Fred, the most famous cat in the world, with hordes of devoted fans. ISBN 13: 978-0099264125.	Amazon

## Appendix 4

### *Resources appropriate to children and young people with additional support needs.*

Format	Title	Author	Description/ISBN	Source
Book	<i>Remembering</i>	Dianne Leutner	It's 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. ISBN 13: 978-0952166184.	Child Bereavement Charity
Book	<i>Finding a way through when someone close has died</i>	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. ISBN 13: 978-1853029202.	Child Bereavement Charity
Book	<i>When Someone Very Special Dies</i>	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. ISBN 13: 978-0962050206.	Child Bereavement Charity
Book	<i>Grief Encounter</i>	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. ISBN 13: 978-0954843403.	Child Bereavement Charity

### *Dealing with the death of a pet*

Format	Title	Author	Description/ISBN	Source
Book	<i>Badger's Parting Gifts</i>	S. Varley	A lovely book to illustrate death and the legacy of friendship. ISBN 13: 978-0006643173.	Amazon
Book	<i>I'll always love you</i>	H. Wilhelm	A book about the death of a boy's pet dog and the close relationship that they shared. ISBN 13: 978-0517572658.	Amazon

Please also refer to the Education Resource Centre *Resource Book List* for further resources on the topic of bereavement and loss.

## *Appendix 5*

### *Preparing for Bereavement, Loss and Change: Working Group Members*

Jane Kelly, Working Party Lead, Health Improvement Senior  
North East Glasgow Health Improvement Team

Michelle Guthrie, Health Improvement Senior  
South Glasgow Health Improvement Team

Catherine Jennings, Psychological Service South

Carol Graham, Manager, Family Support Services,  
Prince and Princess of Wales Hospice

Jane Miller, Education Facilitator, Prince and Princess of Wales Hospice

Morag Cameron, Education Facilitator, Prince and Princess of Wales Hospice

Jim Doyle, Quality Improvement Officer (QIO), Education  
Services, City Chambers East, 40 John Street, G1 1JL

Heather Sloan, Health Improvement Senior (Mental Health)

Vicky Tindel, Psychological Service North East

Stephanie Allan, Psychological Service, North West

### *Acknowledgements*

The information in this resource has been put together from a range of sources.  
Thank you to staff for sharing their resources.

The Place 2 B

Help the Hospices

Child Bereavement Charity

Winston's Wish

Samaritans

Cruse Bereavement Care

Prince and Princess of Wales Hospice

St. Margaret's Hospice

St. Andrew's Hospice

Marie Curie Hospice

Yorkhill Family Bereavement Service

# *Staff Support*

Looking after your own health and wellbeing is paramount when you are helping to support children and young people experiencing loss, change and/or bereavement. There are a number of safeguarding procedures that can help staff avoid becoming overburdened or distressed.

## *Policies*

Use your organisations policies and protocols to help give you the confidence and support to deal with children and young people experiencing loss, change and/or bereavement, for example managing critical incidents, child protection.

## *Training*

Accessing training to help you support children and young people experiencing loss, change and/or bereavement. Staff can use support and supervision line managers to identify your training needs: refer to CPD manager to explore training opportunities.

## *Support/Supervision*

### *Line Manager/Supervisor*

- Staff need support and supervision to work confidently, professionally and effectively with children and young people experiencing loss, change and/or bereavement.

### *Peer Support*

The levels of support required will vary according to the staff member's particular circumstances, for example role, experience. In addition to formal supervision and training staff may find some or all of the following helpful:

- **Offloading:** Opportunities to 'let off steam' and discuss the difficult issues and feelings around working with children and young people experiencing loss, change and/or bereavement
- **Recognition:** Acknowledgement and appreciation of the challenges of this work and for efforts and progress made.
- **Sharing ideas:** The chance to discuss the work with others, sharing ideas and gaining insights. Staff who have undertaken the loss and bereavement training day and attend a yearly re-connector which provides an opportunity to network.

### *Occupational Health*

- Occupational Health (OH) provides specialist advice to support you at work on all matters relating to your health and wellbeing. Referrals can be made by your line manager or staff can self-refer.

### *Lifeline*

- This free service available across the city can offer support to anyone who is struggling to cope with everyday stress or feels anxious or depressed. This can range from group work to one-to-one counselling.

Phone 0141 552 4434

Website: <http://lifeline.org.uk/>

### *Breathing space*

- A free, confidential, phone service for anyone in Scotland experiencing low mood, depression or anxiety. Phone 0800 83 85 87

### *NHS living life*

- Living Life is a free telephone service available to anyone over the age of 16 who is suffering from low mood, mild to moderate depression and/or anxiety. You can access Living Life either by GP referral or phone free, confidential phone line on 0800 328 9655 (Mon-Fri 1pm to 9pm). You will be asked to provide some details and then an assessment appointment will be arranged to discuss the service and how help can be provided to you. (Note: some mobile phone operators may charge for calls so please ask if you are calling from a mobile and would like us to call you back.)