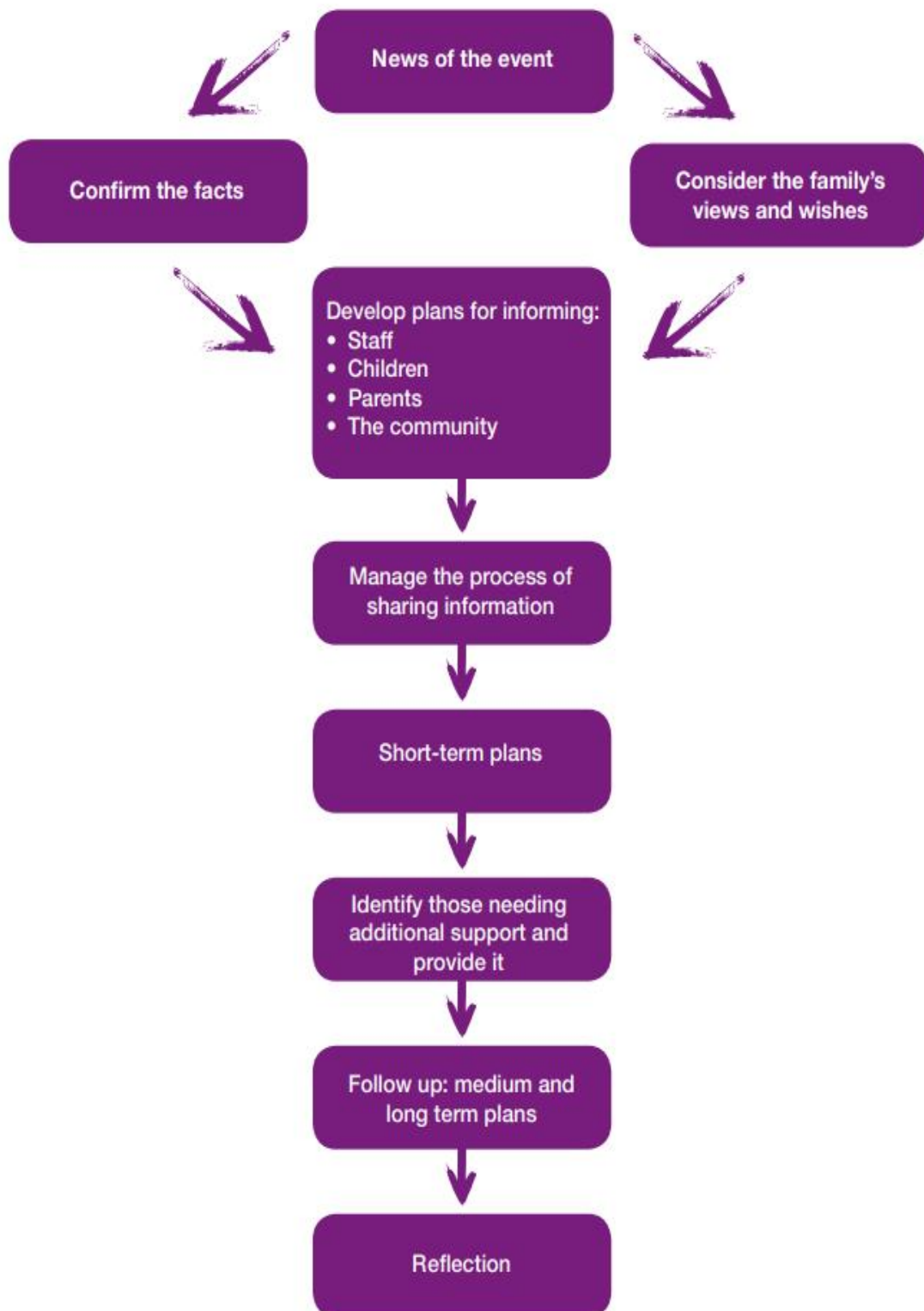


Appendix 1: Bereavement and Critical Incidents: A sequence of response for schools.



Appendix 2: Checklists of information

The following questions and information may help to plan actions when planning, disseminating information and supporting children and their families. When gathering information as an initial response, do you have clear information on:

- What has happened?
- Was this expected or unexpected?
- When did it happen?
- Who was involved?
- Are there additional fatalities, casualties or injuries?
- Are there implications of this death for other members of the local community (e.g. someone may have been involved in contributing to the death in some way)?
- Are there any siblings that may be affected, implicated or assumed to have some connection?
- Have all the family/families been notified?
- What are the family's wishes for sharing of information?

When informing children:
Who's the best person to tell the child?

Is the adult:

- ☐ Known and trusted by the child?
- ☐ Someone who can maintain contact in the future?
- ☐ Someone who allows children to express their feelings?
- ☐ Someone who understands children's expressions of grief?

Where should a child be told?

- ☐ Is the place familiar to the child?
- ☐ Does the child feel safe there?
- ☐ Should the child be told individually?
- ☐ Should they be told in a small group with other children that they relate to?

Some questions that may help identify vulnerable individuals:

- ☐ Were any individuals directly involved?
- ☐ Did anyone witness the event?
- ☐ Are there any siblings or members of the household?
- ☐ Which children were closest to the deceased?

- ☐ Which children are displaying emotional distress?
- ☐ Have any of the children experienced significant relational losses in the past or experienced trauma?
- ☐ Children with pre-existing mental health of SEMH needs?
- ☐ Children with learning difficulties?
- ☐ Children who are currently experiencing difficulties at home?
- ☐ Are any children being blamed?
- ☐ Any students who may be vulnerable due to culture or language issues?

When thinking about giving the news

- ☐ What language is most easily understood by the child?
- ☐ Is the language used factual and consistent?
- ☐ Does the child have the opportunity to ask questions?
- ☐ Does the child have the opportunity to show an emotional response?
- ☐ How will you know if the child has understood the information?
- ☐ Are their cultural or religious factors to consider?

When sending out information (e.g. in a bulletin)

- ☐ Is the language clear, factual and unambiguous?
- ☐ Can any of the information be misinterpreted?
- ☐ Does this information take into consideration the views of the family?
- ☐ Does the bulletin explain where students/parents/others can go for additional support and arrangements that the school has made for coming to terms with this sort of experience?
- ☐ Have you removed all euphemisms? (use words like dead or died instead)
- ☐ Do you need to run any of the information by other professionals who support you, or the Communications Team?

Appendix 3: Template letter to Parent/s/Carer – Death of a pupil

Dear parents and carers

Your child's class teacher/form tutor/head teacher/head of year had the sad task of informing the pupils of the death of <Name>, a pupil in <Year>.

<Name> died suddenly/in hospital/after a short illness yesterday/last week/over the weekend/during half term.

He/She was a <valued/cherished/highly-regarded/well-liked/popular/friendly> member of the class/school community and will be missed by everyone who knew him/her.

When someone dies, young people may experience many different feelings, such as sadness or anger. Some pupils may feel shocked and upset by the news, while others may be confused or numb. These reactions are all normal.

We have tried to answer their questions in school, using age-appropriate and honest language. For more information about speaking to children and young people about death, visit the Child Bereavement UK website childbereavementuk.org.

Our thoughts are with <Name's> family and friends at this time. We will be in touch with details of how our school will celebrate/remember <Name's> life.

Sign-off

Headteacher