

# Guidance for Somerset and North Somerset Schools, Early Years and Colleges when Managing Critical Incidents 2021 to 2022

*Produced by Educational Psychology Service on Behalf of  
Somerset County Council.*

*Supported by Public Health (Somerset) & The Samaritans*

## **Request for Support from the Educational Psychology Service Out of Office Hours**

**(Emergencies only)**

**Telephone: 01823 257185**

**(Deane Helpline)**

*Please regard this telephone number as sensitive data and  
it should not be placed in the public domain.*

- Request the **Somerset Duty Civil Contingencies Officer**
- You will be required to leave your name, organisation / service, contact number and reason for call  
eg. advice/support required from Educational Psychology Service
- The duty officer will then make direct contact with one of the 5 Senior Educational Psychologists listed above.

## **Somerset and North Somerset Educational Psychology Service Key Contacts for Schools:**

**Taunton, Sedgemoor and West  
Somerset and North Somerset**

**Tel: 01823 357000**

**Ysanne Marville, Fiona Mann and Guy  
Clayton, Senior EPs**

**Mendip and  
South Somerset**

**Tel: 01823 357000**

**Kate Lee and Sam Hutton  
Senior EPs**

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## **COVID-19 specific guidance**

While the information below remains relevant to the current and ongoing situation with regards to COVID-19, there are some specific resources and sources of information that may prove helpful. Please go to the EPS web page

<http://www.supportservicesforeducation.co.uk/Page/17110> for further information.

The COVID19 pandemic increases the risk of critical incidents within educational settings and the wider community. There are also additional challenges of school closures, increased numbers working remotely, and stringent social distancing rules, which makes delivering support at this time and maintaining connectedness amongst our communities more challenging. This is coupled with a general increase in levels of anxiety as a result of the pandemic.

The Return to school pack was devised by the EPS and distributed in June 2020.



COVID 19 return to  
school pack.docx



# SECTION 1

## PREPARING FOR A CRITICAL INCIDENT

### 1.1 Introduction

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## 1.1 Introduction

### What is a Critical Incident?

A **Critical Incident** may be defined as a single incident or sequence of incidents which:

- are sudden and unexpected
- contain real or imagined threats to a person
- overwhelm usual coping mechanisms
- cause severe disruption
- are traumatic to anyone

### **Critical Incidents affecting schools may include:**

- The death of a pupil(s) or member(s) of staff through sudden accident, murder, terminal illness or suicide.
- A serious accident involving pupils and school personnel on or off school premises.
- A violent attack or violent intrusion onto school premises, e.g. involving an armed intruder or a bomb alert.
- Fire, flood, building collapse or major vandalism in school.
- A hostage situation.
- A significant event in the community, e.g. transport accident, terrorism.

Unfortunately, traumatic incidents affecting schools and local communities seem to be on the increase. Whatever the scale of the incident, the effect on the individuals involved can be equally devastating.

### What is our Role in a Critical Incident?

It is now recognised that children are no more or less resilient than adults to traumatic events and their reactions are basically the same. Schools, therefore, have an important role to play in helping children to understand and cope with the impact of such events. School is a normal place for a child to be and offers security at a time of insecurity. Teachers have many skills and techniques which they use routinely to help troubled children, and, with some further training and confidence building, these skills can be adapted to help children cope with a range of traumatic incidents.



## 1.2 Available Support

### What Support is Available to us in a Critical Incident?

**The Educational Psychology Service (EPS) working on behalf of Somerset County Council has a key role in:**

- Providing schools with training to ensure confidence in their preparation to manage in the event of a critical incident (see Appendix 3 for details). Offering on-going support to schools including work with individual pupils or members of staff as appropriate. ***This will be delivered through the schools Educational Psychologist through their allocated or additionally commissioned time.***
- Offering direct support to schools immediately following a critical incident. On receiving a request for support from a Headteacher, the EPS will respond promptly with a level of support which is judged to be appropriate to the nature, size and severity of the event as follows (see contact numbers on cover). ***This work is considered a priority for the EPS and therefore may mean postponement of other planned work in schools. This work is funded directly by the Local Authority.***

<b>LEVEL 1</b>	Bereavement and Loss	Accident, illness, death of a pupil/member of staff/parent, out of school. Event is not sudden or/and traumatic. School able to cope, support strategies in place. Low impact/awareness for majority of pupils/staff. Advice needed for staff – coping with bereavement and loss, normal grieving process.	<b><u>Response:</u></b> Telephone conversation with Headteacher, with follow up visit by area EP as necessary.
<b>LEVEL 2</b>	Critical Incident	Accident, illness, death of a pupil/member of staff/parent at or near school, or on a school trip. Event is sudden and traumatic. School feels unable to cope, significant numbers of distressed pupils and staff. School request EPS support and advice to help manage the critical incident.	<b><u>Response:</u></b> Immediate support from the EPS by telephone (including an out of hours service.) Same day attendance in school if appropriate in order to support the Headteacher and Senior Leadership Team.

<b>LEVEL 3</b>	Major Disaster	Large scale disaster affecting the school and/or the local community. County's Emergency Planning Team implement disaster plan. EPS response is part of a much larger multi-agency response led by SSD and Emergency Planning Team. National as well as local impact – high media interest.	<b>Response:</b> Full EPS involvement co-ordinated by the Senior EP in liaison with lead personnel in other agencies.
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Other Support:

- Emergency Services (999 in emergency, NHS 111 for non-emergency assistance)
- Emergency Duty Team (out of hours – 0300 123 2327)
- The Church
- The Charity Sector:
  - Childline (0800 1111 [www.childline.org.uk](http://www.childline.org.uk))
  - Cruse Bereavement Care Somerset Area (01458 898 211 [somerset@cruse.org.uk](mailto:somerset@cruse.org.uk))  
Somerset Area Cruse are part of the Somerset Area Suicide Bereavement Support Service which is run by MIND in Taunton
  - Mind 0300 330 5463 [bereaved@mind.org.uk](mailto:bereaved@mind.org.uk) [www.mindtws.org.uk](http://www.mindtws.org.uk)
  - Somerset Suicide Bereavement Support Service ([mindtws.org.uk/somerset-suicide-bereavement-support/](http://mindtws.org.uk/somerset-suicide-bereavement-support/))
  - Young Minds (parent helpline 0808 802 5544 [www.youngminds.org.uk](http://www.youngminds.org.uk))
  - The Samaritans (116 123 [jo@samaritans.org](mailto:jo@samaritans.org) [www.samaritans.org](http://www.samaritans.org))  
Samaritans has developed a **free online resource** called DEAL which teachers can use to promote emotional health and wellbeing amongst young people ages about 14 and over. It has sessions on coping strategies, dealing with feelings and connecting with others as well as challenging topics such as bullying, depression and self-harm. The emphasis is on seeking help when it is needed and supporting others. For each session there are full teaching notes, worksheets, hand-outs and links to audio-visual resources. The sessions last about 50 minutes. The resource can be found at [www.samaritans.org/deal](http://www.samaritans.org/deal)

## 1.3 Building Our Resilience (R) to Cope with Bereavement

What should we have in place to be best equipped to deal with bereavement within our community?

### SYSTEMS IN PLACE

- ✓ **Prepared in case of emergency:**
  - Critical Incident Contingency Plan.
  - Bereavement and Loss Policy.
  - Confident to use solution-focused approaches.
- ✓ **Communication systems strong:**
  - A sense of 'togetherness' and trust, including SLT.
  - Strong communication between different members of the community.
  - Links with external agencies.
- ✓ **Support systems strong:**
  - Established ethos of emotional wellbeing amongst staff and students.
  - Proactive and ongoing mental health support where needed.
  - 'Growth mindset' culture; openness about needs, optimistic about adaptability, transparent support options.

### SELF-AWARENESS

- ✓ Awareness of own needs as a whole system and how best to meet these.
- ✓ Awareness of own and others' personal vulnerabilities and how best to support these.
- ✓ Recognise when to call in support from others (pre-, during and post-event).
- ✓ Awareness that grief is hard and know some ways to cope with the journey.
- ✓ Commitment to building self-efficacy.

Self-awareness

Systems in place

R

Knowledge and understanding

### KNOWLEDGE AND UNDERSTANDING

- ✓ The stages of grief and typical grief behaviours so you can recognise and normalise these for staff, students and parents.
- ✓ What helps in a crisis and ideas about how to implement strategies in your setting.
- ✓ Which community members may be particularly vulnerable and when to refer onto other agencies for support.
- ✓ Stages of development and what to expect from different pupils.
- ✓ How suicide differs from other forms of bereavement and what might be needed in these situations.
- ✓ Emotional literacy; how yourself and others are feeling and how to manage these emotions.

### Helpful documents:

SEMH Toolkit  
Wise Before the Event

These elements reflect the key factors in the literature which comprise '**resiliency**' (sense of mastery, sense of relatedness, emotion regulation) and '**organisational resilience**' (proactivity, dynamic leadership, responsivity to change, strong cooperative culture, keeping focused, holding a long-term view).





## 1.4 Developing a Critical Incident Contingency Plan

Although it is not possible to predict when and where a disaster will strike, there is much that schools can do to be prepared should the "worst" happen. Foremost in this is the development of a **Critical Incident Contingency Plan** so that in the event of a disaster, on whatever scale, staff can act quickly to cope with the distress and confusion and begin to regain a sense of control.

The experience of schools which have been involved in a critical incident shows that those which have made preliminary plans are able to act promptly and cope most effectively with the traumatic consequences of a critical incident. These plans would include clearly defined roles and responsibilities and actions, which can be initiated promptly in the event of a critical incident.

Foremost in this planning is the creation of a **Critical Incident Management Team**, based on the Senior Management Team but also including staff most suited in terms of their personal and practical skills and their availability and reliability. This team should aim to meet at least annually to review and update the Critical Incident Contingency Plan.

The school's Critical Incident Contingency Plan will have prepared procedures and responses that can be put into action in the immediate aftermath of a critical incident. It will need to be flexible enough to cope with a wide range of possible incidents which may occur either on or off site. **Managing a critical incident is a team effort with strong leadership.**

Our guidance for creating your Critical Incident Contingency Plan is as follows:

### a. Assign Roles and Responsibilities

School staff should identify the key tasks which will need to be carried out in the event of an incident and agree which members of staff would be best suited for each task. It is likely that the Headteacher and Senior Management will be responsible for many, but not necessarily all of these tasks which may include for example:

- Contacting and liaising with support services, including the emergency services, the Educational Psychology Service, and other local support agencies as appropriate.
- Organising and supporting the school office staff.
- Dealing with the media, including social media.
- Managing those aspects of the school that continue to function normally.
- Allocating and staffing rooms for counselling/debriefing/support work, and a meeting room for parents.

The Critical Incident Contingency Team should:

- Meet regularly to review and update the school's Critical Incident Contingency Plan.
- Disseminate the plan to all staff and store a copy somewhere accessible.
- Consider procedures for informing new and temporary staff about the plan.



### **b. Prepare and Maintain Up-to-Date Lists of Contact Telephone Numbers**

Prepare and maintain up-to-date lists of contact telephone numbers for:

- Pupils' parents/guardians
- Staff (including part time/supply teachers and assistants)
- Governors
- Support Agencies

**Consider the following:**

- Who needs to be on the lists?
- Where are they to be kept?
- When will they be updated and who will be responsible for this?
- Do office staff always have a contact number when Headteacher is off site?
- Is there a hard copy of information stored on a computer database?
- Is a copy stored out of school?
- Is there a list of staff who can provide additional help/back-up support both during and after school hours and at weekends - where is this list kept, are the contact numbers up to date?
- Make sure all the information for your school's Critical Incident Contingency Plan is kept together (e.g. lists, this booklet, Bill Yules' book) and that all staff know where to find it! Review its contents regularly and remind everyone about it - don't forget to include it as part of the induction process for new staff.
- List of staff with First Aid qualification.

### **c. Telephone Lines**

Ensure there is a line that can be kept free for out-going calls and important incoming calls.

### **d. Roles for Office Staff**

These may include:

- making and/or receiving telephone calls.

- dealing with distressed visitors to the school.
- sorting and collating information.
- organising a parents room.
- dealing with "normal" school business.

**Consider the following:**

- Office staff need to be clear about the facts - who they should tell and what they should tell - always maintain appropriate standards of confidentiality.
- Keep records of telephone calls made and received/people contacted, etc. Consider preparing a proforma for this.
- Consider training for staff in how to deal with difficult/distressed people both in person and on the telephone. Is there a procedure for summoning help to the office in the event of any angry/violent visitor? Panic button?

This work will be very stressful for office staff, ensure that:-

- time on task is carefully monitored
- staff take regular breaks
- they have reserve staff on call to lend a hand.



**e. School Trips Offsite**

- Keep an accurate list of all staff and pupils involved
- Teacher in charge should also have a copy of this list
- Keep list of contact telephone numbers
- Teacher in charge should have up-to-date medical information about pupils (re allergies, epilepsy, etc).

**f. Planning for a School Evacuation**

- How will staff and pupils know where to go?
- What should you /could you take with you?
- Can you set up an incident room elsewhere?
- How will people be able to contact you?
- An up-to-date plan of the school site, showing access points, would be helpful for the emergency services.

**g. Information Management**

**Dealing with the media including social media:**

- have a clear and agreed response for the media
- office staff should not be expected to deal with the media
- this is a role for senior staff or the LA Press Officer

- Have a clear and agreed response for posting information electronically where appropriate. When dealing with a Critical Incident and Social Media it is important that the school acts quickly because others may post information. Be explicit about how the CI Contingency Plan links to the school's e-safety policy for staff and pupils.

### **Parents and students:**

- Prepare proforma letter to parents - to give some brief facts and information about the incident and availability of support, etc. (see Appendix 1).
- Handouts for staff/pupils/parents about "normal" reactions to trauma/shock - these can be collated in advance but make sure everyone knows where to find them. Make these handouts available electronically e.g. via school website and/or SLP, so these can be accessed at all times.



### **h. Suicide**

Although a school can be affected by many challenging incidents and accidents, suicide presents the unique risk of potentially being the trigger for another suicide. Schools with crisis plans in place are best equipped to deal with a suicide when it happens. Good planning for the aftermath of suicide makes it easier for people to respond effectively at a time when resilience may be low.

A postvention protocol is an agreed approach to responding to a suicide. In a school setting, this protocol should ideally:

- be a written protocol, developed in advance of a suicide;
- include working with the local community;
- involve the formation and training of a postvention team – be clear about who will do what;
- include procedures for notifying staff, parents and young people about a suicide;
- include guidelines on how to inform the school community and handle the media;
- identify appropriate postvention services and facilities;
- include procedures for recognising 'at risk' individuals (including staff) and
- identifying where people would be referred;
- include an evaluation of the effectiveness of the postvention and any follow-up protocol.

It is good practice that the whole school community would be aware of essential information included in such planning, including who to tell, what to say and what not to say, and who is vulnerable.

The national guidance produced by the Samaritans – **Help When We Needed it Most** (How to prepare and respond to suicide in schools and colleges) is available online here: [Help When We Needed It Most](#)



**Finally:** In the event of a major incident or disaster the emergency services (police, fire, ambulance) will take the Lead role and the Social Care Department have a statutory duty to manage and co-ordinate the situation in line with Somerset County Council's Emergency Planning Procedures.

## SECTION 2

### MANAGING A CRITICAL INCIDENT (“CPR”)

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## **2.1 Communication**

### **Critical Incident Management Team and the Contingency Plan**

In the event of a Critical Incident the school's Critical Incident Management Team (or identified key personnel) will need to act promptly and be responsible for dealing with the following issues:

- Implementing the School's Critical Incident Contingency Plan
- Emergency Services (check these have been contacted as necessary)

### **Gathering Information**

A vital first task is to obtain accurate information about the incident. Rumours spread quickly and can add to the distress of those involved.

Find out:-

- What has happened
- Where and when
- Extent of injuries, numbers and names
- Location of injured and uninjured

### **Accessing Support**

The school should contact the Senior Educational Psychologist at the Area Base who will initiate the Critical Incident Response Procedure.

### **Contact Telephone Numbers:**

West Somerset, Sedgemoor, Taunton  
and North Somerset :  
Mendip and South Somerset:

Tel: 01823 357000

Tel: 01823 357000

### **Informing Staff**

- Ensure all staff are informed promptly of the incident - it may be necessary to convene a short staff meeting.
- Establish procedures for keeping staff up to date with incoming information.
- Agree how and when pupils will be informed (see page 12).
- Be sensitive to the feelings of staff, particularly those who are closest to the pupils and adults involved in the incident and to those who have had recent personal traumas.



### **Informing Governors/Local Authority**

The Chair of Governors and the Principal Educational Psychologist should be informed as soon as possible after a major incident.

### **Informing Parents - of Children Directly Involved**

- Parents of children directly involved should be contacted quickly and with sensitivity.
- Consistency and reliability of information is essential. Avoid relying on a chain of communication.
- The school may need to set a room aside in school for meetings with parents.
- Schools should always have an up to date list of pupils' next of kin and where to make contact with them. Ensure all adults with parental responsibility are informed.
- In the event of an incident involving death or serious injury, particularly off site, the police will often make the first contact with families.

#### **If using the telephone:**

- Fully brief the member of staff making the contact, recognising that this can be a very stressful task.
- Take careful note of those parents who have been contacted and those who still need to be informed so that duplicate messages are not given.
- Where appropriate offer help with transport arrangements.
- Check that the parents are not on their own. Make suggestions for contacting relatives or neighbours as appropriate.
- Inform parents of the telephone number in school that has been dedicated to receiving enquiries.
- Inform parents how to obtain more information and when they can expect this to be available.
- Where appropriate and with permission, give the contact numbers of other families involved in the crisis.

### **Informing Parents - of Children not Directly Involved**

Wherever possible, parents of all other children in the school should be informed that the school has experienced an incident and that their child may be upset.

Prepare a letter to parents for distribution as soon as possible which gives:

- brief details of the incident without names;



- an explanation about the involvement of the Educational Psychology Service or other services supporting staff and pupils at the school;
- how parents can get more information.  
(See Appendix 1 for example letter).



### **Informing Pupils**

- Some staff may find it difficult to be involved in the dissemination of information to pupils and the Critical Incident Management Team should be sensitive to this.
- Pupils should be told simply and honestly what has happened. This is probably best done in the smallest groups possible - classes, tutor groups or year groups.
- Questions should be answered in a straightforward way, passing on only facts and avoiding speculation.
- Some classes, tutor groups or year groups may be more directly affected by the incident and will benefit from extra consideration, support and sensitive handling of information.
- Siblings and other close relatives of victims should be informed separately and, where possible, in liaison with parents.

### **Dealing with the Enquiries**

The school may be inundated with telephone calls. People will need to staff the telephone which can be a stressful task.

- The confidential nature of the task should be emphasised to all telephone operators and clear guidance given on what it is appropriate to say.
- An agreed factual statement should be available for the telephone operators, which includes reassurance about the action being taken at the school/incident site.
- Those answering the telephones should keep notes and have them checked against school records so that there is certainty about who has telephoned in and who should still be contacted. This should include media, governors, etc.

### **Dealing with the Media**

- Identify a senior member of staff to liaise with the media.
- Prepare a brief written statement which can be read out or handed to reporters. Stick to the facts - do not be tempted into speculative comments.

- Liaise with LA Communications Team (Press Office) - who will advise on the content and presentation of the statement. This will be provided at point of request to academies at no charge. Any additional support will be invoiced.
- Tell reporters when they can expect further information and aim to work co-operatively with the press.
- In the event of a death prepare some positive comments about the pupils/staff who have died and expressions of sympathy for the bereaved family.



### **Dealing with Social Media**

**The Communications Team (Press Office)** can advise and give practical help to Headteachers on dealing with the media – tel: **01823 355020**.

Social media can be defined as being web-based platforms such as Facebook, Twitter, Google+, blogs etc. They are distinct from web pages as they encourage a high level of user generated content and interaction. One feature of this media is the speed at which messages can be transmitted.

**\*When dealing with a critical incident and social media it is important that the school acts quickly because others may post information\***

- Identify a member of staff to take responsibility for dealing with social media
- Staff should be informed that in accordance with the Teaching Standards and the school e-safety policy they should not make any comment on any social media without the permission of the Senior Management Team.
- A message should be placed on the school website and within any school social media accounts. The message could follow these lines:

*'You may be aware of a recent event within the school community. We ask you to respect the relevant family's privacy and sensitivities by considering if you should post any comments, especially on Social Media. We will inform you through the normal channels of any relevant developments.'*

If in the rare circumstance schools are made aware of posts that are against the rules of the relevant Social Media service then they should get in contact with that service to ask them to remove the comments. Schools might like to consider getting in contact with **The UK Safer Internet Centre's Professional Online Safety helpline** by phoning **0344 381 4772** or emailing [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) who will offer advice in these circumstances.

If further advice or guidance is needed then schools should contact the **eLearnin~ and Information Management Team** at [elimAdmin@somerset.gov.uk](mailto:elimAdmin@somerset.gov.uk) or visit [www.somersetelim.org](http://www.somersetelim.org)



## 2.2 Provide Support



### **Support from the Educational Psychology Service**

The Educational Psychologists who respond to the school's request for help in dealing with a Critical Incident work alongside the Headteacher and Senior Management. This support is aimed at helping school staff manage and cope, both professionally and personally, with the impact of the incident on their school and local community. It is designed to be flexible and responsive to the school's needs at all times.

The team will be able to offer a range of support including:

- Advice and help for staff in dealing with distressed pupils, parents and colleagues.
- Psychological support for those pupils and adults most closely affected by the incident.
- Advice on dealing with the media and other demands made on school staff at this time
- Advice on dealing appropriately with social media such as Facebook and Twitter. This will include strategies for dealing with the spread of information.
- Advice on issues such as "marking the event" and "getting back to normal".
- Advice on ways to manage the likely short term and long term effects of the incident on individuals, the school and the local community.

### **Supporting Staff in the Event of a Critical Incident**

- It is expected that schools will have already given careful thought about which members of staff may be best suited to particular jobs and responsibilities.
- There should be recognition of the differing needs of each affected individual.
- All staff need to be familiar with the school's Critical Incident Contingency Plan.
- Teachers need to consider their own feelings related to either the present incident or past experiences, so they can feel comfortable in dealing with children's distress.
- Some teachers may wish to take a less active role in supporting others.
- School staff need to be supportive of each other at this time, e.g. staff may wish to schedule staff meetings in order to receive further advice on how to support bereaved children.
- All staff need to be aware of possible delayed reactions, particularly of those actively involved.

- Staff who are co-ordinating the school's response should be supported and scheduled for relief periods.
- Arrangements may need to be made for staff to see a counsellor or talk with an outside agency/support worker, either singly or as a group.
- Some staff may find it helpful to make a personal gesture, such as by sending cards/flowers, letter of condolence, attending the funeral.



### **Supporting Pupils in the Event of a Critical Incident**

#### **\*Pupils need access to clear and concise information\***

- Teachers should stick to the facts and not be tempted to give speculative comments.
- Act promptly to dispel rumours and mis-information which can cause unnecessary distress
- Be explicit in acknowledgement of the event.
- Give opportunities for pupils to talk through personal reactions whilst wherever possible maintaining school routines and timetables.
- It is helpful to provide a quiet, private place for pupils to go to during unstructured times of the school day which should be appropriately staffed.
- Allow pupils to express feelings.
- Anticipate and understand pupils' reactions.
- It is important to help pupils realise that grief is a *natural* and *normal* reaction to loss.
- Children with previous bereavement/loss/separation experiences and those with special educational needs may need extra support.
- Be alert to the possible occurrence of unhelpful grief responses such as anger, bullying and scapegoating - act promptly and positively to defuse and deflect such behaviours.

### **Formal grieving**

- Give opportunities for pupils to write and draw, send cards or flowers, letters of condolence, attend funerals, plant a tree, etc. A special assembly or memorial service may be appropriate.
- ensure that you are prepared for flowers being brought into the school. Identify a safe area where these can be left and inform pupils when they will be removed.
- Be aware of differences in cultural, spiritual, religious values.

### **Establish normal routines**

- School is the normal place for a child to be and offers security at a time of insecurity.
- Children will look to teachers for role models of how to deal with death and crisis.
- Trauma reactions are normal reactions and are best helped in a normal and familiar environment.
- Returning to the normal routine of school also reinforces a feeling of security.
- Encourage and support the return of school of pupils and staff most affected.
- Recognise that emotions and feelings may differ from pupil to pupil.
- Strong feelings and emotions are perfectly normal reactions in the immediate aftermath.



### **Supporting Parents in the Event of a Critical Incident**

- Whether the incident has occurred at the school or off site, parents are likely to look to the school for information, advice and support.
- Prepare a room with tea/coffee-making facilities where parents can congregate.
- Allocate a member of staff to be available to talk parents and keep them up-to-date with information as it becomes available.
- Provide information leaflets about the impact of trauma and sudden death and likely reactions - these can be prepared and collected in advance by the school as part of the Contingency planning process. In the event of a Critical Incident these leaflets can be made available electronically.
- Provide information about the types of support that are available to them and their children both in school and within their local community (this information can also form part of the Contingency planning process).

### **Responding to Suicide**

**It is particularly important that the school responds to a suicide within 48 hours.** This is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative suicide (although this is extremely rare). It is also important within the immediate aftermath that people develop helpful narratives about the suicide.

### **Sources of support for schools following suicide through:**

- The Educational Psychology Service will be able provide a first response to support Senior Leadership Teams. Advice and support can also be provided on the development of a post-vention protocol.
- The Suicide Prevention Strategy (Public Health) currently offers support direct to schools following a suicide. Contact Louise Finnis by email at [lfinnis@somerset.gov.uk](mailto:lfinnis@somerset.gov.uk)
- The Samaritans currently offer practical advice and support service for a school community following a suicide (is available online here: [Help When We Needed It Most](#)). In the time immediately following an incident the local Samaritans branch can offer emotional support for staff and parents on the phone on Freephone **116 123**, by email at [jo@samaritans.org](mailto:jo@samaritans.org) or by arrangement, face to face on school premises.
- Somerset Suicide Bereavement Service for anyone bereaved by Suicide. Tel 0300 330 5463 [bereaved@mindtws.org.uk](mailto:bereaved@mindtws.org.uk)
- PAPYRUS – Prevention of Young Suicide. Tel 0800 068 4141 Text Service 07786 209697 Email [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org) [www.papyrus-uk.org](http://www.papyrus-uk.org)



### **Responding to Terrorism**

#### **Talking To Children About Terrorism And War**

Although difficult, these conversations are extremely important. They give adults an opportunity to help children feel more secure and understand the world in which they live.

#### **Listen to Children:**

- Create a time and place for children to ask their questions. Don't force children to talk about things until they're ready.
- Remember that children tend to personalise situations. For example, they may worry about friends or relatives who live in a city or country associated with incidents or events.
- Help children find ways to express themselves. Some children may not be able to talk about their thoughts, feelings, or fears. They may be more comfortable drawing pictures, playing with toys, or writing stories or poems directly or indirectly related to current events.

#### **Answer Children's Questions:**

- Use words and concepts the child can understand. Make your explanation appropriate to the child's age and level of understanding. Don't overload a child with too much information.

- Give children honest answers and information. Children will usually know if you're not being honest.
- Be prepared to repeat explanations or have several conversations. Some information may be hard to accept or understand. Asking the same question over and over may be the child's way of asking for reassurance.
- Acknowledge and support the child's thoughts, feelings, and reactions. Let the child know that you think their questions and concerns are important.
- Be consistent and reassuring, but don't make unrealistic promises.
- Avoid stereotyping groups of people by race, nationality, or religion. Use the opportunity to teach tolerance and explain prejudice.
- Remember that children learn from watching their parents and teachers. They are very interested in how you respond to events. They learn from listening to your conversations with other adults.
- Let children know how you are feeling. It's OK for them to know if you are anxious or worried about events. However, don't burden them with your concerns.
- Don't confront the child's way of handling events. If a child feels reassured by saying that things are happening very far away, it's usually best not to disagree. The child may need to think about events this way to feel safe.

**Provide Support:**

- Don't let children watch lots of violent or upsetting images on TV. Repetitive frightening images or scenes can be very disturbing, especially to young children.
- Help children establish a predictable routine and schedule. Children are reassured by structure and familiarity. School, sports, birthdays, holidays, and group activities take on added importance during stressful times.
- Coordinate information between home and school. Parents should know about activities and discussions at school. Teachers should know about the child's specific fears or concerns.
- Children who have experienced trauma or losses may show more intense reactions to tragedies or news of war or terrorist incidents. These children may need extra support and attention.
- Watch for physical symptoms related to stress. Many children show anxiety and stress through complaints of physical aches and pains.
- Watch for possible preoccupation with violent movies or war theme video/computer games.
- Children who seem preoccupied or very stressed about war, fighting, or terrorism should be evaluated by a qualified mental health professional. Other signs that a child may need professional help include: on-going trouble sleeping, persistent upsetting thoughts, fearful images, intense fears about



death, and trouble leaving their parents or going to school. The child's physician can assist with appropriate referrals.

- Help children communicate with others and express themselves at home. Some children may want to write letters to the Prime Minister, Mayor, local newspaper, or to grieving families.
- Let children be children. They may not want to think or talk a lot about these events. It is OK if they'd rather play ball, climb trees, or ride their bike, etc.
- War and terrorism are not easy for anyone to comprehend or accept. Understandably, many young children feel confused, upset, and anxious. Parents, teachers, and caring adults can help by listening and responding in an honest, consistent, and supportive manner. Most children, even those exposed to trauma, are quite resilient. Like most adults, they can and do get through difficult times and go on with their lives. By creating an open environment where they feel free to ask questions, adults can help them cope and reduce the possibility of emotional difficulties.

### **Talking To Teenagers About Terrorism And War**

Terrorism is a violent act committed by people who want to get attention for their cause. When a terrorist strikes, it seems like the entire world is upside down and confusing. It's hard to believe what's happened or that someone would do something like that. Acts of terrorism have been a reality in many places for years. Terrorism scares everyone because no one knows when or where it will take place.

- Give yourself a fear reality check. It's normal to be worried about your safety and your family's safety. Even though your chances of being in an attack are very, very small, the images you see on TV or online make terrorist attacks seem close by.
- Share your feelings. Anger, sadness, fear, and numbness are some of the reactions you might have. Don't be embarrassed or afraid to express how you feel. Just talking and sharing your feelings with your parents, friends, teachers, and others can help them and help you.
- Take care of yourself. Losing sleep, not eating, and worrying too much can make you sick. As much as possible, try to get enough sleep, eat right, exercise, and keep a normal routine. It may be hard to do, but it can keep you healthy and better able to handle a tough time.
- Limit the time you spend watching the news. It's good to be informed about what's happening, but spending hours watching the news reports can make you feel more anxious and sad.
- Be respectful of others. You may have heard certain countries, religions, or political causes blamed for terrorism. But very few people believe in killing and hurting innocent people to make their point. Don't give into prejudice by blaming a whole group, or disliking people just because of the country where



they were born, the faith they practice, the way they dress, or the colour of their skin.

- Join with others. Participating in candlelight vigils, religious ceremonies, memorial services, or other events can be helpful. It's a way to show you care and that the community is sticking together during a sad time.
- Get additional support. A traumatic event can cause strong reactions, but if your feelings make it impossible for you to function and do normal stuff, like go to school, it's time to seek additional help. Turn to a parent, teacher, religious leader, or guidance counsellor, so you can get the help you need.

## Health Warning

- ❖ You may do no more than your best.
- ❖ Expect to feel a range of emotions, e.g. anxious, guilty, frightened, and upset.
- ❖ Mistakes may happen - we are only human.
- ❖ Do not expect instant results.
- ❖ Do not expect to please everyone.
- ❖ Learn from what has happened.

**NB: *You will be affected* - remember to ask for help if needed.**



## 2.3 Reflecting



### Considerations after the Critical Incident

- Self-care and care for staff; be aware of delayed responses and provide opportunities to reflect on resiliency of the community and individuals.
- Be mindful of significant dates and how these may take on new meaning for individuals and the community.
- Holding a memorial/setting up a special place; be careful this does not prevent the school community from moving on from the Critical Incident.
- Revisit knowledge and understanding of the nature of grief; recognise this in members of the school community and notice signs that individuals may be struggling
- Reflect on what the school has learned from the Critical Incident and what would be done differently if there was another. Update the Critical Incident Contingency Plan as necessary.
- What skills need to be developed in our staff and students?
- In what ways could we commemorate the Critical Incident that acknowledge the emotion of the event but look forward to a more hopeful future and our resiliency?
- 6 months following a suicide (through the Suicide Prevention Strategy, Somerset Public Health) places are offered to schools on the ASIST training (Applied Suicide Intervention Skills Training). This course is designed for caregivers to provide suicide first aid to persons at risk of suicide and for schools it would be part of their longer-term planning to support students at risk.
- In the months following an incident the local Samaritans branch offers school talks for groups of students. These focus on emotional health, strategies for coping and seeking help when it is needed.



## SECTION 3

### SOURCES OF INFORMATION AND ADVICE

#### 3.1 Book Lists for Children and Young People

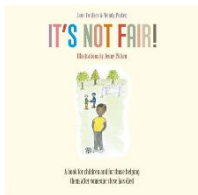
Children under 7 years	23 - 27
Children 7-11 years	27 - 32
Young people 11 years +	33 - 38
Books for adults dealing with children's grief	39 - 41


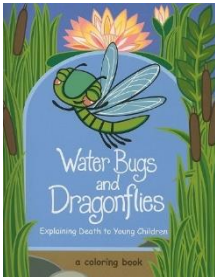
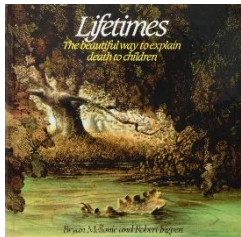
#### 3.2 Sources of Further Information 45 - 48

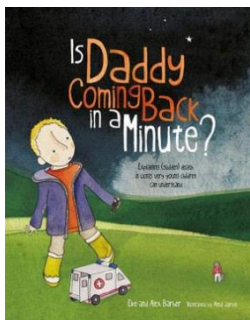

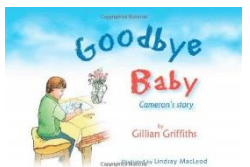
#### 3.3 Useful Telephone Numbers 49

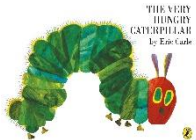


### 3.1 Book lists for Children and Young People

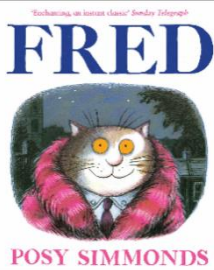

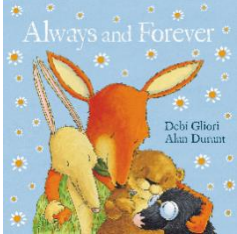
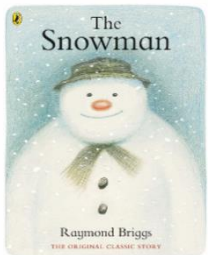
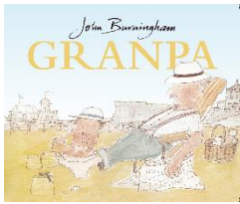
<b>Children under 7 years: Non-Fiction</b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p><b><u>Death of a Pet</u></b></p> <p>"The Tenth Good Thing About Barney"</p> <p>By Judith Voirst</p> <p>Prentice Hall &amp; IBD, 1987</p>		<p>A lovely short story that by dealing with the death of a pet, takes a child through the rituals associated with any death. It addresses the feelings children have when faced by loss, and how we all deal with those feelings, learn from them, and grow. This book does not have religious overtones, so it can be used by families with different sets of beliefs.</p>	<p><a href="https://www.amazon.co.uk/Tenth-Good-Thing-about-Barney/dp/0689712030">https://www.amazon.co.uk/Tenth-Good-Thing-about-Barney/dp/0689712030</a></p>
<p><b><u>Pre-bereavement:</u></b></p> <p>"My Brother and Me"</p> <p>By Sarah Courtauld.</p>		<p>This pre-bereavement book is designed to help children understand how they and the rest of their family might feel when someone in that family is seriously ill. It offers opportunities to share concerns and fears and ways to manage difficult feelings such as jealousy. Age 4-10 but could be used with younger children.</p>	<p><a href="https://childbereavementuk.org/product/my-brother-and-me/">https://childbereavementuk.org/product/my-brother-and-me/</a></p>
<p><b><u>Bereavement:</u></b></p> <p>"It's Not Fair!: A book for children and for those helping them after someone close has died"</p> <p>By Jane Foulkes</p> <p>Picken Picken and Foulkes, 2018</p>		<p>A book for children who have been bereaved, but also for adults who are trying to help them. The first part of the book explores the feelings that bereaved children have and explains them in a child-friendly manner. The second part of the book contains two stories one about a little girl called Frankie who is very sad about missing her mum. The other is about a little boy called Albie who is very angry following his dad's death. Both children begin to heal with the help of a caring, supportive adult who listens to them and enables them to begin to express their feelings.</p>	<p><a href="https://www.amazon.co.uk/Its-Not-Fair-children-helping/dp/1999658507/">https://www.amazon.co.uk/Its-Not-Fair-children-helping/dp/1999658507/</a></p>
<p>"Remembering Mum"</p> <p>By G Perkins and L Morris.</p> <p>Publication A &amp; C Black, 1996</p>		<p>Adrian Grimmin's partner, Mandy, died from pneumonia aged 27 in 1988, leaving their two young sons Sam and Eddy feeling hurt and confused. Ginny Perkins, Sam's schoolteacher, worked with the family to produce a book which emphasizes the importance of talking about bereavement and of remembering. Showing the family eating dinner, looking at old family snapshots and preparing for bed, the book illustrates that the ordinary events of life carry on alongside the trauma the family feels. The book reminds the reader of the need to</p>	<p><a href="https://www.amazon.co.uk/Remembering-Mum-Ginny-Perkins/dp/071364432X">https://www.amazon.co.uk/Remembering-Mum-Ginny-Perkins/dp/071364432X</a></p>

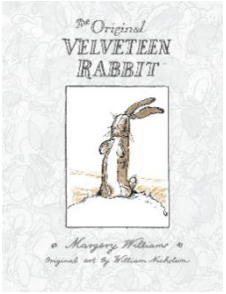
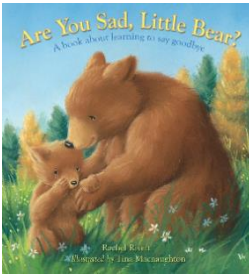
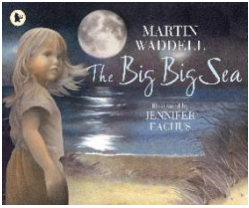
		express grief in a society which all too often sees death as a taboo subject.	
<p>"When Someone Very Special Dies: Children Can Learn to Cope with Grief (Drawing Out Feelings)"</p> <p>By Marge Heegaard</p>		<p>A practical format for allowing children to understand the concept of death and develop coping skills for life, this book is designed for young readers to illustrate.</p>	<p><a href="https://www.amazon.co.uk/WHEN-SOMEONE-VERY-SPECIAL-DIES/dp/0962050202/">https://www.amazon.co.uk/WHEN-SOMEONE-VERY-SPECIAL-DIES/dp/0962050202/</a></p>
<p>"Water Bugs and Dragonflies"</p> <p>By D Stickney.</p> <p>Pilgrim Press, 2009</p>		<p>Review:</p> <p>I work with people who are dying and their loved ones and this little book is brilliant and very helpful whether it is for a child or an adult. I first used this book over 30 years ago to try and explain to my 4 year old daughter that her grandad had died and its a really good way of explaining death in a way that a child can understand without them feeling frightened . It was a story we read over and over again whenever she was feeling low in the early days following his death</p>	<p><a href="https://www.amazon.co.uk/Water-Bugs-Dragonflies-Explaining-Children/dp/0829818308/">https://www.amazon.co.uk/Water-Bugs-Dragonflies-Explaining-Children/dp/0829818308/</a></p>
<p>"Lifetimes: The Beautiful Way to Explain Death to Children"</p> <p>By Bryan Mellonie</p> <p>Paw Prints, 2009</p>		<p>Review:</p> <p>Simple and to the point without adding stories about heaven or "gone away" etc. that can cause confusion in young children.</p> <p>The book simply explains that all life has a beginning and an ending, and highlights the different life spans of different creatures (and plants), with each page showing something different; an ant, a butterfly, a rabbit, flowers and shrubs, a crab, and so on, with beautiful illustrations showing a healthy/living version and a crumbling/dead version for comparison which is very helpful for a young child to make the distinction. Humans are last, with a young child and an old person for comparison.</p> <p>The book also includes a page or two explaining that although these are the things' lifetimes, sometimes they get hurt or ill and sometimes they don't recover from the illness/injury.</p> <p>It is all done in such a simple and beautiful way. I can't recommend this book enough, for any age. I bought it for my 3 year old who doesn't yet grasp the concept of death but we have seen many dead insects and a good few dead birds and mice (pet cat - need I say more!?), thereby setting</p>	<p><a href="https://www.amazon.co.uk/Remembering-Dianne-Leutner/dp/0952166186/">https://www.amazon.co.uk/Remembering-Dianne-Leutner/dp/0952166186/</a></p>

		the foundation for understanding the biological mechanism of life and death.	
<p><b><u>Sudden Bereavement</u></b></p> <p>"Is Daddy Coming Back in a Minute?"</p> <p>By Elke Barber &amp; Alex Barber</p> <p>Jessica Kingsley Publishers, 2016</p>		<p>Alex is only three when his father suffers a heart attack. All on his own, Alex manages to get help but his beloved Daddy dies at the scene. This is a good book to explain sudden death to preschool children using words and illustrations they will understand.</p>	<p><a href="https://www.amazon.co.uk/Daddy-Coming-Back-Minute-Explaining/dp/1785921061/">https://www.amazon.co.uk/Daddy-Coming-Back-Minute-Explaining/dp/1785921061/</a></p>
<p><b><u>Death of a Baby</u></b></p> <p>"We were gonna have a baby, But we had an angel instead"</p> <p>By Pat Schwiebert</p>		<p>For age 2 upwards. A children's book told from a young child's perspective about the excitement and dreams of a coming baby, and the disappointment and sadness of a miscarriage. Beautiful ink and watercolour illustrations.</p>	<p><a href="https://www.amazon.co.uk/Were-Gonna-Have-Angel-Instead/dp/0972424113/">https://www.amazon.co.uk/Were-Gonna-Have-Angel-Instead/dp/0972424113/</a></p>
<p>"Goodbye baby – Cameron's Story"</p> <p>By Gillian Griffiths</p> <p>St Andrew Press, 2010</p>		<p>Cameron cannot understand why his brother died and he gets angry. He creates a special scrapbook so that he will not forget his brother. Written by the author to help her 3 year old son understand what a miscarriage is.</p>	<p><a href="https://www.amazon.co.uk/Goodbye-Baby-Camerons-Gillian-Griffiths/dp/071520940X/">https://www.amazon.co.uk/Goodbye-Baby-Camerons-Gillian-Griffiths/dp/071520940X/</a></p>

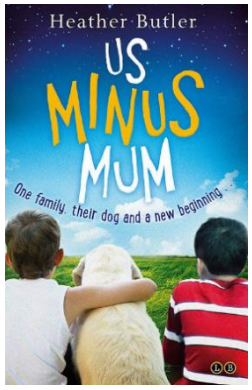

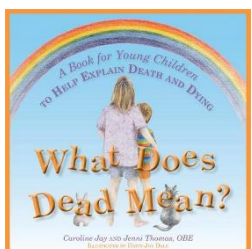
<b>Children under 7 years: Fiction</b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p>"The Very Hungry Caterpillar"</p> <p>By E Carle.</p> <p>Picture Puffin, 1974/2018</p>		<p>The Very Hungry Caterpillar is a classic children's story - the essential first book for babies.</p> <p>In this 2018 edition, Eric Carle's artwork has been restored to its original bright, bold colours.</p> <p>In this sturdy board book format, your little one is safe to play and tumble with their copy. This new edition also comes with an extra tough cover, so it can stay beautiful for longer.</p> <p>Eric Carle's iconic illustrations have inspired generations of little readers, and his books are must-haves for every nursery.</p>	<p><a href="https://www.amazon.co.uk/Very-Hungry-Caterpillar-Board-Book/dp/0241003008/">https://www.amazon.co.uk/Very-Hungry-Caterpillar-Board-Book/dp/0241003008/</a></p>

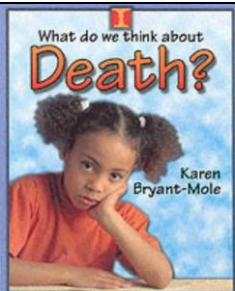

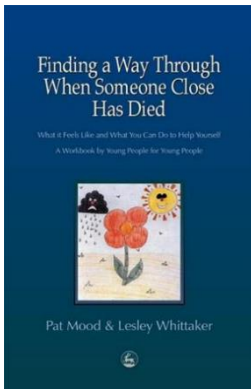


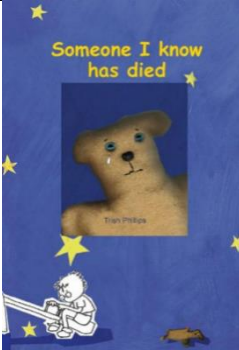
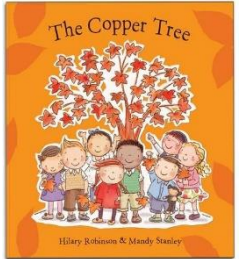
<p>"Fred"</p> <p>By Posy Simmonds</p> <p>Andersen Press, 2014</p>		<p>Fred's owners, Sophie and Nick think he is the laziest cat in the world, but who knows what goes on after dark? It's only after their beloved pet dies, that they discover he has been leading an exciting double life...</p>	<p><a href="https://www.amazon.co.uk/Fred-Posy-Simmonds/dp/1783440295">https://www.amazon.co.uk/Fred-Posy-Simmonds/dp/1783440295</a></p>
<p>"The Memory Tree"</p> <p>By Britta Teckentrup</p> <p>Orchard Books, 2014</p>		<p>A beautiful and heartfelt picture book to help children celebrate the memories left behind when a loved one dies.</p> <p>Fox has lived a long and happy life in the forest, but now he is tired. He lies down in his favourite clearing, and falls asleep for ever. Before long, Fox's friends begin to gather in the clearing. One by one, they tell stories of the special moments that they shared with Fox. And so, as they share their memories, a tree begins to grow, becoming bigger and stronger with each memory, sheltering and protecting all the animals in the forest, just as Fox did when he was alive.</p> <p>This gentle story about the loss of a loved one is perfect for sharing and will bring comfort to both children and parents.</p>	<p><a href="https://www.amazon.co.uk/Memory-Tree-Britta-Teckentrup/dp/1408326345/">https://www.amazon.co.uk/Memory-Tree-Britta-Teckentrup/dp/1408326345/</a></p>
<p>"Always and Forever"</p> <p>By Alan Durant</p> <p>Picture Corgi, 2013</p>		<p>When Fox dies the rest of his family are absolutely distraught. How will Mole, Otter and Hare go on without their beloved friend? But, months later, Squirrel reminds them all of how funny Fox used to be, and they realise that Fox is still there in their hearts and memories.</p>	<p><a href="https://www.amazon.co.uk/Always-Forever-Alan-Durant/dp/0552567655/">https://www.amazon.co.uk/Always-Forever-Alan-Durant/dp/0552567655/</a></p>
<p>"The Snowman"</p> <p>By Raymond Briggs</p> <p>Puffin, 2013 (30<sup>th</sup> Anniversary edition)</p>		<p>One winter's night, a snowman comes to life and an unforgettable adventure begins.</p> <p>Raymond Briggs' classic is a true piece of Christmas magic - narrated entirely through pictures, it captures the wonder and innocence of childhood and is recognised throughout the world.</p>	<p><a href="https://www.amazon.co.uk/Snowman-Raymond-Briggs/dp/072327553X/">https://www.amazon.co.uk/Snowman-Raymond-Briggs/dp/072327553X/</a></p>
<p>"Grandpa"</p> <p>By J Burningham</p> <p>Picture Puffin, 2003</p>		<p>Granpa nurses his granddaughter's dolls, mistakes her strawberry-flavoured pretend ice-cream for chocolate, takes her tobogganing in the snow, and falls in with her imaginary plans to captain a ship to Africa, like all good Granpa's should. It is a friendship that children who read this book will long remember.</p>	<p><a href="https://www.amazon.co.uk/Granpa-John-Burningham/dp/0099434083/">https://www.amazon.co.uk/Granpa-John-Burningham/dp/0099434083/</a></p>

<p>"The Velveteen Rabbit"</p> <p>By M Williams.</p> <p>Heinemann, 2017</p>		<p><i>He didn't mind how he looked to other people, because the nursery magic had made him Real, and when you are Real shabbiness doesn't matter.</i></p> <p>In the nursery, only the toys that are old and wise truly understand what it means to be Real. The Velveteen Rabbit, a newcomer to the nursery, asks one of the most knowledgeable toys, the Skin Horse, what being Real means. And so begins the Velveteen Rabbit's journey towards becoming real – through the love of a child . . . Margery Williams' timeless picture book classic has been read and cherished by many generations of children and their parents.</p>	<p><a href="https://www.amazon.co.uk/Velveteen-Rabbit-Margery-Williams/dp/1405285346/">https://www.amazon.co.uk/Velveteen-Rabbit-Margery-Williams/dp/1405285346/</a></p>
<p>"Are You Sad, Little Bear?: A Book About Learning To Say Goodbye"</p> <p>By Rachel Rivett (Author) and Tina Macnaughton (Illustrator)</p> <p>Lion Children's Books, 2013</p>		<p>Grandmother Bear has gone for ever, and Little Bear is feeling sad. His mother wisely suggests that perhaps asking his woodland companions what saying goodbye means to them will help him understand his loss. Little Bear's day of exploring and asking questions brings him comfort and hope. For the swallows, saying goodbye means flying to warmer lands; for the leaves of the trees it is a chance to be free, leaving the tree at her most beautiful; for the moon it is to return to be with the Sun; and for the Sun it is to rise in another sky and just because Little Bear can't see him doesn't mean he isn't there. This charmingly illustrated picture book will help young children in times of bereavement, loss or change, gently exploring the reasons for saying goodbye and giving reassurance that goodbye doesn't mean the end of things.</p>	<p><a href="https://www.amazon.co.uk/Are-You-Sad-Little-Bear/dp/0745964303/">https://www.amazon.co.uk/Are-You-Sad-Little-Bear/dp/0745964303/</a></p>
<p>"The Big Sea"</p> <p>By Martin Waddell,</p> <p>Walker Books, 2009</p>		<p>A child and her mother walk in the moonlight beside the sea. This night will become a memory as luminous and enduring as the moon itself. With unforgettable, silver-washed images and gentle, flowing words, The Big Big Sea portrays a bond between parent and child that makes even the dark sea safe and serene.</p>	<p><a href="https://www.amazon.co.uk/Big-Sea-Martin-Waddell/dp/1406323241/">https://www.amazon.co.uk/Big-Sea-Martin-Waddell/dp/1406323241/</a></p>



<b>Children 7-11 years: Non-Fiction</b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p><b><u>Pre-bereavement:</u></b></p> <p>"The Secret C"</p> <p>By Sarah Courtauld</p> <p>Winston's Wish; 2nd Revised edition, 2009</p>		<p>This illustrated guide for children provides a sensitive introduction for a child when a parent, sibling or a person close to them is diagnosed with cancer. It is aimed at children aged 7 to 10 years and will work best when an adult is present to expand on the simple messages in the text.</p>	<p><a href="https://www.amazon.co.uk/Secret-Straight-Talking-About-Cancer/dp/0955953928/">https://www.amazon.co.uk/Secret-Straight-Talking-About-Cancer/dp/0955953928/</a></p>
<p>"Us Minus Mum"</p> <p>By Heather Butler</p> <p>Little, Brown Books for Young Readers, 2014</p>		<p>Us Minus Mum has been longlisted for the Carnegie Medal 2015 and shortlisted for the UKLA Book Awards 2015. Heart-warming as well as heart-breaking, it is the story of two brothers and their lovable mongrel finding laughter in the face of loss. George and Theo's mum is brilliant. She tells great stories, can wave the fastest of anyone on the planet and, most importantly, she was the one who suggested they adopt a scruffy dog called Goffo. The boys think she's invincible. But they're wrong. Because Mum is ill. Really ill. It's up to George and Theo to keep Mum smiling. Which will almost probably definitely involve wellies, shepherd's pie and Goffo's victory at the pet talent show</p>	<p><a href="https://www.amazon.co.uk/Us-Minus-Mum-Heather-Butler/dp/0349124078/">https://www.amazon.co.uk/Us-Minus-Mum-Heather-Butler/dp/0349124078/</a></p>
<p>"The Huge Bag of Worries"</p> <p>By Virginia Ironside</p> <p>Hodder Children's Books, 2011</p>		<p>Bereaved children and those in families where someone is expected to die, often have worries that they feel unable to share. This reassuring story will encourage them to voice their fears and concerns.</p>	<p><a href="https://www.amazon.co.uk/Huge-Bag-Worries-Virginia-Ironside/dp/0340903171/">https://www.amazon.co.uk/Huge-Bag-Worries-Virginia-Ironside/dp/0340903171/</a></p>
<p><b><u>Bereavement:</u></b></p> <p>"What does dead mean?"</p> <p>By Caroline Jay and Jenni Thomas</p> <p>Jessica Kingsley, 2012</p>		<p>A beautifully illustrated book that guides children gently through 17 of the 'big' questions they often ask about death and dying. Questions such as 'Is being dead like sleeping?', 'Why do people have to die?' and 'Where do dead people go?' are answered simply, truthfully and clearly to help adults explain to children what happens when someone dies. Prompts encourage children to explore the concepts by talking about,</p>	<p><a href="https://www.amazon.co.uk/What-Does-Dead-Mean-Children/dp/1849053553/">https://www.amazon.co.uk/What-Does-Dead-Mean-Children/dp/1849053553/</a></p>

		drawing or painting what they think or feel about the questions and answers. Suitable for children aged 4+, this is an ideal book for parents and carers to read with their children, as well as teachers, therapists and counsellors working with young children.	
<p>"What do we think about Death?"</p> <p>by Karen Bryant-Mole</p> <p>Wayland, 2000</p>		<p>You breathe, eat, move and grow - this means you are alive. When people or animals die, the life goes out of their bodies. Death comes at the end of every life. People feel very sad when someone dies. They can feel cross, lonely or frightened.</p>	<p><a href="https://www.amazon.co.uk/think-about-Death-Karen-Bryant-Mole/dp/0750232188/">https://www.amazon.co.uk/think-about-Death-Karen-Bryant-Mole/dp/0750232188/</a></p>
<p>"Remembering..."</p> <p>By Dianne Leutner (Author), Daniel Postgate (Illustrator), Joan Gorman (Designer)</p> <p>Pilgrim Press, 2009</p>		<p>A workbook for children when someone important to them has died. Sensitively illustrated, it will help a child to talk about their memories and make some sense of how they are feeling.</p>	<p><a href="https://www.amazon.co.uk/Remembering-Dianne-Leutner/dp/0952166186/">https://www.amazon.co.uk/Remembering-Dianne-Leutner/dp/0952166186/</a></p>
<p>"Talking to My Gran About Dying My School Project"</p> <p>By Gina Levete</p> <p>Third Age Press, 2014</p>		<p>Teacher resource to promote class discussion. Written in a diary format in a fun and engaging tone, this illustrated book is an excellent way to talk to children about dying, to answer their questions and to help them understand what dying means. Questions to the reader throughout the book help to spark discussions and will allow the child to safely explore their thoughts and feelings. This is an ideal resource for teachers and parents to read with children aged 8-11.</p>	<p><a href="https://www.jkp.com/uk/talking-to-my-gran-about-dying-9781898576174.htm">https://www.jkp.com/uk/talking-to-my-gran-about-dying-9781898576174.htm</a></p>
<p>"Finding a Way Through When Someone Close has Died: What it Feels Like and What You Can Do to Help Yourself: A Workbook by Young People for Young People"</p> <p>By Pat Mood and Lesley Whittaker</p> <p>Jessica Kingsley, 2001</p>		<p>This workbook is written by children 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 to death.</p>	<p><a href="https://www.amazon.co.uk/Finding-Through-When-Someone-Close/dp/1853029203/">https://www.amazon.co.uk/Finding-Through-When-Someone-Close/dp/1853029203/</a></p>

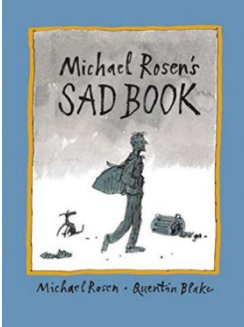
<p><b><u>Remembering Early Bereavement</u></b></p> <p>"Someone I know has died"</p> <p>By Trish Philips</p>		<p>This is an innovative activity book with many unusual and interactive features, written for bereaved children to help them understand what it means when someone dies and to explore their thoughts and feelings with an adult. Although designed with pre-school and early years age groups in minds, some older children may also enjoy this book.</p>	<p><a href="https://www.amazon.co.uk/Someone-I-Know-Has-Died/dp/0952166135/">https://www.amazon.co.uk/Someone-I-Know-Has-Died/dp/0952166135/</a></p>
<p><b><u>Death of a Teacher</u></b></p> <p>"The Copper Tree"</p> <p>By Hilary Robinson and Mandy Stanley</p> <p>Strauss House Productions, 2012</p>		<p>When Olivia's teacher, Miss Evans, dies the children at her school are encouraged to think of everything that reminds them of her. Written with great care, touching sensitivity and humour The Copper Tree is about love and legacy and will help children understand that while sadness is an inevitable part of grief, death is not the end for what we leave behind can be everlasting. **The Copper Tree** has been listed as one of the TOP TEN BOOKS for children dealing with death and grief by USA website <a href="http://www.efunerals.com">www.efunerals.com</a>.</p>	<p><a href="https://www.amazon.co.uk/Copper-Tree-Helping-Child-Death/dp/0957124503/">https://www.amazon.co.uk/Copper-Tree-Helping-Child-Death/dp/0957124503/</a></p>

<b>Children 7-11 years: Fiction</b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p>"If All the World Were..."</p> <p>By Joseph Coelho (Author), Ms. Allison Colpoys (Illustrator)</p> <p>Frances Lincoln Children's Books, 2018</p>		<p>A moving, lyrical picture book about a young girl's love for her granddad and how she copes when he dies, written by poet and playwright Joseph Coelho. This beautifully illustrated, powerful and ultimately uplifting text is the ideal way to introduce children to the concept of death and dying, particularly children who have lost a grandparent.</p>	<p><a href="https://www.amazon.co.uk/All-World-Were-Joseph-Coelho/dp/1786030594/">https://www.amazon.co.uk/All-World-Were-Joseph-Coelho/dp/1786030594/</a></p>
<p>"Charlotte's Web"</p> <p>By E. B. White</p> <p>Puffin Classics, 2014/1963</p>		<p>Wilbur the pig's life has already been saved by Fern, but when he is sold to her uncle he realises his life is in even more danger. Enter Charlotte A. Cavatica, a beautiful large grey spider. Charlotte is determined to keep Wilbur from the chopping block, and comes up with an ingenious way to do just that. Charlotte's Web is a classic tale of friendship, bravery and some animal magic</p>	<p><a href="https://www.amazon.co.uk/Charlottes-Web-Puffin-Book-White/dp/0141354828/">https://www.amazon.co.uk/Charlottes-Web-Puffin-Book-White/dp/0141354828/</a></p>



<p>"A Taste of Blackberries"</p> <p>By D Buchanan-Smith</p> <p>Penguin, 1992</p>		<p>Jamie is special, full of surprises, unpredictable. He can get into trouble, and then out of it. He courts danger, and always escapes. And he has an answer for every impossible question. But when something sudden and terrible happens to Jamie, his best friend has to face the tragedy alone. Now there are questions that not even Jamie could have answered. How could Jamie be alive one minute, and the next, gone forever? How can some things, like flowers or playing games in the sun or the taste of the blackberries Jamie loved, go on without him - and still be so full of joy and pleasure?</p>	<p><a href="https://www.amazon.co.uk/Taste-Blackberries-Doris-Buchanan-Smith/dp/006440238X/">https://www.amazon.co.uk/Taste-Blackberries-Doris-Buchanan-Smith/dp/006440238X/</a></p>
<p>"Mama's Going to Buy You a Mockingbird"</p> <p>By J Little</p> <p>Puffin, 1985</p>		<p>Jeremy is not having a good summer. His best friends have moved away, and he has to stay at the cottage with only his little sister and Aunt Margery. His parents have remained in the city so his father can have an operation. When Jeremy finally sees him again, he finds out that his father has cancer and isn't going to get better. Suddenly, everything is different. Then Jeremy finds an unlikely friend in Tess, who knows what it's like to lose someone. As his friendship with her grows, through good times and bad, Jeremy discovers that his father has left him something that will live forever...</p>	<p><a href="https://www.amazon.co.uk/Mamas-Going-Mockingbird-Puffin-Story/dp/0140317376/">https://www.amazon.co.uk/Mamas-Going-Mockingbird-Puffin-Story/dp/0140317376/</a></p>
<p>"Walkabout"</p> <p>By J Vance Marshall.</p> <p>Puffin, 1959/2015</p>		<p>Mary and her young brother Peter are the only survivors of an air crash in the middle of the Australian outback. Facing death from exhaustion and starvation, they meet an aboriginal boy who helps them to survive, and guides them along their long journey. But a terrible misunderstanding results in a tragedy that neither Mary nor Peter will ever forget...</p>	<p><a href="https://www.amazon.co.uk/Walkabout-Puffin-James-Vance-Marshall/dp/0141359420/">https://www.amazon.co.uk/Walkabout-Puffin-James-Vance-Marshall/dp/0141359420/</a></p>
<p>"Why the Whales Came"</p> <p>By M Morpurgo.</p> <p>Madarin, 1987</p>		<p>An exciting historical adventure from War Horse author and former Children's Laureate Michael Morpurgo.</p> <p>Gracie and her friend Daniel have always been warned to stay away from the Birdman and his side of the island. But then they find a message in the sand and discover the Birdman is not who they thought. They build up a lovely friendship with him, but when the children get stranded on Samson Island they don't know whether to</p>	<p><a href="https://www.amazon.co.uk/Why-Whales-Came-Michael-Morpurgo/dp/140522925X/">https://www.amazon.co.uk/Why-Whales-Came-Michael-Morpurgo/dp/140522925X/</a></p>

		<p>believe the birdman's story that the island is cursed.</p> <p>Set against the backdrop of the First World War, in the tradition of Friend or Foe and Private Peaceful Michael Morpurgo brings the emotional reality of conflict to life in a way that is accessible to younger readers. Look out for his other historical adventures including An Eagle in the Snow and Listen to the Moon.</p>	
<p>"Bridge to Terabithia"</p> <p>By K Paterson.</p> <p>Puffin, 1980/2015</p>		<p>Jess Aarons wants to be the fastest boy in the class, but when a girl named Leslie Burke moves into the neighbouring farm his life changes forever. Even though she runs faster than him, Jess begins to think Leslie might be okay - she's clever and funny and not a bit soppy. And it is Leslie who invents Terabithia, the secret country on an island across the creek where he can escape his troublesome family. The only way to reach Terabithia is by rope-swing where Jess and Leslie become King and Queen, defeating giants, sharing stories and dreams, and plotting against their enemies. They are invincible - until tragedy strikes. It is more dreadful than anything Jess had ever dreamed of, but as he struggles to cope with his grief and anger, he finds that his family value him more than he'd thought and that, still King, he could even save Terabithia for the future.</p>	<p><a href="https://www.amazon.co.uk/Bridge-Terabithia-Puffin-Katherine-Paterson/dp/0141359781">https://www.amazon.co.uk/Bridge-Terabithia-Puffin-Katherine-Paterson/dp/0141359781</a></p>
<p>"Gangsta Granny"</p> <p>By David Walliams</p> <p>Harper Collins Children's Books, 2013</p>		<p>Another hilarious and moving novel from David Walliams, number one bestseller and fastest growing children's author in the country. A story of prejudice and acceptance, funny lists and silly words, this new book has all the hallmarks of David's previous bestsellers.</p> <p>Our hero Ben is bored beyond belief after he is made to stay at his grandma's house. She's the boringest grandma ever: all she wants to do is to play Scrabble, and eat cabbage soup. But there are two things Ben doesn't know about his grandma.</p> <ol style="list-style-type: none"> <li>1) She was once an international jewel thief.</li> <li>2) All her life, she has been plotting to steal the Crown Jewels, and now she needs Ben's help...</li> </ol>	<p><a href="https://www.amazon.co.uk/Gangsta-Granny-David-Walliams/dp/0007371462/">https://www.amazon.co.uk/Gangsta-Granny-David-Walliams/dp/0007371462/</a></p>

<p>"Michael Rosen's Sad Book"</p> <p>By Michael Rosen</p> <p>Walker Books, 2011</p>		<p>Very occasionally the term non-fiction has to stretch itself to accommodate a book that fits into no category at all. Michael Rosen's Sad Book is such a book. It chronicles Michael's grief at the death of his son Eddie from meningitis at the age of 19. A moving combination of sincerity and simplicity, it acknowledges that sadness is not always avoidable or reasonable and perfects the art of making complicated feelings plain. It wasn't made like any other book either; Michael Rosen said of the text, "I wrote it at a moment of extreme feeling and it went straight down onto the page ... Quentin didn't illustrate it, he 'realized' it. He turned the text into a book and as a result showed me back to myself. No writer could ask and get more than that." And Quentin Blake says that the picture of Michael "being sad but trying to look happy" is the most difficult drawing he's ever done... "a moving experience."</p>	<p><a href="https://www.amazon.co.uk/Michael-Rosens-Sad-Book-Rosen/dp/1406317845/">https://www.amazon.co.uk/Michael-Rosens-Sad-Book-Rosen/dp/1406317845/</a></p>
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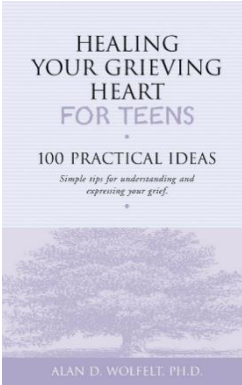



<b>Children 11+ years: Non-Fiction</b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p><b><u>Pre-bereavement:</u></b></p> <p>"The fault in our stars"</p> <p>By John green</p> <p>Penguin Books, 2013</p>		<p>Despite the tumour-shrinking medical miracle that has bought her a few years, Hazel has never been anything but terminal, her final chapter inscribed upon diagnosis.</p> <p>But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel's story is about to be completely rewritten.</p> <p>Insightful, bold, irreverent, and raw, The Fault in Our Stars brilliantly explores the funny, thrilling, and tragic business of being alive and in love.</p>	<p><a href="https://www.amazon.co.uk/Fault-Our-Stars-John-Green/dp/0141345659/">https://www.amazon.co.uk/Fault-Our-Stars-John-Green/dp/0141345659/</a></p>
<p>"Ways to live forever"</p> <p>By Sally Nicholls</p> <p>Marion Lloyd Books, 2015</p>		<p>My name is Sam. I am eleven years old. I collect stories and fantastic facts. By the time you read this, I will probably be dead. Sam loves facts. He wants to know about UFOs and horror movies and airships and ghosts and scientists, and how it feels to kiss a girl. And because he has leukaemia he wants to know the facts about dying. Sam needs answers to the questions nobody will answer. WAYS TO LIVE FOREVER is the first novel from an extraordinarily talented young writer. Funny and honest, it is one of the most powerful and uplifting books you will ever read.</p>	<p><a href="https://www.amazon.co.uk/Ways-Live-Forever-Sally-Nicholls/dp/140715933X/">https://www.amazon.co.uk/Ways-Live-Forever-Sally-Nicholls/dp/140715933X/</a></p>
<p>"If Only"</p> <p>By Carole Geithner</p> <p>Scholastic Press, 2012</p>		<p>A stunning debut about one girl's journey through loss and grief. Corinna's world is crushed after her mother dies of cancer. How does she get through the funeral, trays of ziti, a father who can't communicate, the first day of school, Mother's Day, people who don't know what to say, and the entire eighth-grade year? Despite her alienation from many of her peers, including her best friend, she succeeds in finding support. She dares to bare her innermost fears, hurts, and wishes, and even allows herself to have a flowering crush on a boy in the school band. She also finds out deep secrets about her mother which she never knew. It's a year that will change Corinna's life forever.</p>	<p><a href="https://www.amazon.co.uk/If-Only-Carole-Geithner/dp/0545234999/">https://www.amazon.co.uk/If-Only-Carole-Geithner/dp/0545234999/</a></p>



<p><b><u>Bereavement:</u></b></p> <p>"Sometimes Life Sucks - when someone you know dies"</p> <p>By Molly Carlile</p> <p>Allen &amp; Unwin, 2011</p>		<p>Teenagers experience loss in all kinds of ways. Whether it's the death of a grandparent, pet or school friend, a teen fatality, a peer with terminal illness, living without a mum or dad, or the death of a celebrity, like everyone else teenagers also struggle to come to terms with their shock and grief. Full of helpful tips, stories and gentle advice, Sometimes Life Sucks helps teens navigate the loss of those they love.</p>	<p><a href="https://www.amazon.co.uk/Sometimes-Life-Sucks-Molly-Carlisle/dp/1742371884/">https://www.amazon.co.uk/Sometimes-Life-Sucks-Molly-Carlisle/dp/1742371884/</a></p>
<p>"Still Here with Me: Teenagers and Children on Losing a Parent"</p> <p>by Suzanne Sjöqvist</p> <p>Jessica Kingsley Publishers, 2006</p>		<p>Winner of the Young Minds Book Prize 2007. This book is a moving and thoughtful anthology of the experiences of thirty-one children and teenagers who have lost a parent. In their own words, children and young people of a variety of ages talk openly and honestly about losing their mother or father. They describe feelings of pain, loss and anger, the struggle to cope with the embarrassed reactions and silence of others, and the difficulties involved in rebuilding their lives. They also share happy and loving memories of their parents, and talk about the importance of remembering while learning to accept their parent's death. The accounts cover a variety of circumstances in which a parent died, including death from cancer, heart attack and involvement in an accident.</p>	<p><a href="https://www.amazon.co.uk/Still-Here-Me-Teenagers-Children/dp/1843105012/">https://www.amazon.co.uk/Still-Here-Me-Teenagers-Children/dp/1843105012/</a></p>
<p>"The Grieving Teen"</p> <p>By Helen Fitzgerald</p> <p>Simon &amp; Schuster Ltd, 2000</p>		<p>In this unique and compassionate guide, renowned grief counsellor Helen Fitzgerald turns her attention to the special needs of adolescents struggling with loss and gives teens the tools they need to work through their pain and grief. Using the clear and accessible format that has made The Mourning Handbook and The Grieving Child enduring and helpful classics, Fitzgerald guides teens through everything from the sickbed to the funeral, from the first day back at school to the first anniversary of the death. Above all, she lets teens know that even in their darkest hour, they are not alone.</p>	<p><a href="https://www.amazon.co.uk/Grieving-Teen-Guide-Teenagers-Friends/dp/0684868040/">https://www.amazon.co.uk/Grieving-Teen-Guide-Teenagers-Friends/dp/0684868040/</a></p>

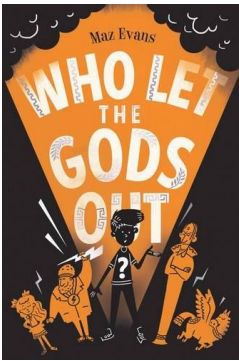


<p>"Healing Your Grieving Heart for Teens: 100 Practical Ideas - Simple Tips for Understanding and Expressing Your Grief"</p> <p>By Alan D. Wolfelt</p> <p>Companion Press, 2001</p>		<p>With sensitivity and insight, this series offers suggestions for healing activities that can help survivors learn to express their grief and mourn naturally. Acknowledging that death is a painful, ongoing part of life, they explain how people need to slow down, turn inward, embrace their feelings of loss, and seek and accept support when a loved one dies. Each book, geared for mourning adults, teens, or children, provides ideas and action-oriented tips that teach the basic principles of grief and healing. These ideas and activities are aimed at reducing the confusion, anxiety, and huge personal void so that the living can begin their lives again. Included in the books for teens and kids are age-appropriate activities that teach younger people that their thoughts are not only normal but necessary.</p>	<p><a href="https://www.amazon.co.uk/Healing-Your-Grieving-Heart-Teens/dp/1879651238/">https://www.amazon.co.uk/Healing-Your-Grieving-Heart-Teens/dp/1879651238/</a></p>
<p>"Out of the Blue"</p> <p><a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a></p>		<p>This book has been written and designed specifically for adolescents and teenagers with the aim of supporting them through their bereavement using a range of activities.</p>	<p><a href="https://shop.winstonswish.org/collections/books/products/out-of-the-blue">https://shop.winstonswish.org/collections/books/products/out-of-the-blue</a></p>
<p>"Facing Grief: Bereavement and the Young Adult"</p> <p>By S Wallbank.</p> <p>The Lutterworth Press, 1991</p>		<p>This frank, sensible and compassionate book examines in detail the particular needs and experiences of young adults, many of whom will be taking on fresh responsibilities, buying their own homes and starting families. At a time when life promises so much, a major bereavement can be devastating. The author examines the physical and emotional effects of grief, the changes it can bring about in an individual or family, and provides useful addresses of organisations and societies who can give support and advice at this crucial time.</p>	<p><a href="https://www.amazon.co.uk/Facing-Grief-Bereavement-18-28-Young/dp/0718828070/">https://www.amazon.co.uk/Facing-Grief-Bereavement-18-28-Young/dp/0718828070/</a></p>

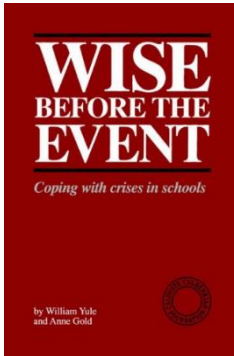

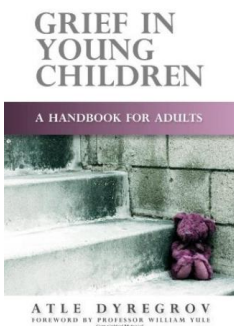
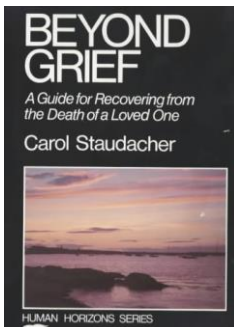


<b>Children 11+ years: Fiction</b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p>"The year of the Rat"</p> <p>By Clare Furniss</p> <p>Simon &amp; Schuster Children's UK, 2015</p>		<p>The world can tip at any moment ... a fact that fifteen-year-old Pearl is all too aware of when her mum dies after giving birth to her baby sister. Told across the year following her mother's death, Pearl's story is full of bittersweet humour and heartbreaking honesty about how you deal with grief that cuts you to the bone, as she tries not only to come to terms with losing her mum, but also the fact that her sister - The Rat - is a constant reminder of why her mum is no longer around...</p>	<p><a href="https://www.amazon.co.uk/Year-Rat-Clare-Furniss/dp/1471120287/">https://www.amazon.co.uk/Year-Rat-Clare-Furniss/dp/1471120287/</a></p>
<p>"The Lie Tree"</p> <p>By Frances Hardinge</p> <p>Macmillan, 2015</p>		<p>The Lie Tree is a wonderfully evocative and atmospheric novel by Frances Hardinge, award-winning author of Cuckoo Song and Fly By Night.</p> <p>Faith's father has been found dead under mysterious circumstances, and as she is searching through his belongings for clues she discovers a strange tree. The tree only grows healthy and bears fruit if you whisper a lie to it. The fruit of the tree, when eaten, will deliver a hidden truth to the person who consumes it. The bigger the lie, the more people who believe it, the bigger the truth that is uncovered.</p> <p>The girl realizes that she is good at lying and that the tree might hold the key to her father's murder, so she begins to spread untruths far and wide across her small island community. But as her tales spiral out of control, she discovers that where lies seduce, truths shatter . . .</p>	<p><a href="https://www.amazon.co.uk/Still-Here-Me-Teenagers-Children/dp/1843105012/">https://www.amazon.co.uk/Still-Here-Me-Teenagers-Children/dp/1843105012/</a></p>
<p>"The thing about jellyfish"</p> <p>By Ali Benjamin</p> <p>Macmillan Children's Books, 2016</p>		<p>Suzy is twelve when her best friend, Franny, drowns one summer at the beach. It takes two days for the news to reach Suzy, and it's not something that she can accept: Franny has always been a strong swimmer, from the day they met in swim class when they were just five. How can someone all of a sudden, just no longer be there?</p> <p>Suzy realizes that they must have got it wrong: Franny didn't just drown - she was stung by a poisonous jellyfish. This makes a lot more sense to Suzy's logical mind than a random drowning - cause: a jellyfish sting; effect: death.</p>	<p><a href="https://www.amazon.co.uk/Thing-about-Jellyfish-Ali-Benjamin/dp/1447291255/">https://www.amazon.co.uk/Thing-about-Jellyfish-Ali-Benjamin/dp/1447291255/</a></p>




		Suzy's journey to acceptance is quiet - she resolves to either say something important, or say nothing at all. But it's also bursting with bittersweet humour, heart-breaking honesty, big ideas and small details.	
<p>"A monster calls"</p> <p>By Patrick Ness and Siobhan Dowd</p> <p>Walker Books, 2015</p>		<p>The bestselling novel about love, loss and hope from the twice Carnegie Medal-winning Patrick Ness, soon to be a major motion picture. Conor has the same dream every night, ever since his mother first fell ill, ever since she started the treatments that don't quite seem to be working. But tonight is different. Tonight, when he wakes, there's a visitor at his window. It's ancient, elemental, a force of nature. And it wants the most dangerous thing of all from Conor. It wants the truth. Patrick Ness takes the final idea of the late, award-winning writer Siobhan Dowd and weaves an extraordinary and heart-breaking tale of mischief, healing and above all, the courage it takes to survive.</p>	<p><a href="https://www.amazon.co.uk/Healing-Your-Grieving-Heart-Teens/dp/1879651238/">https://www.amazon.co.uk/Healing-Your-Grieving-Heart-Teens/dp/1879651238/</a></p>
<p>"Comfort Herself"</p> <p>By G Kaye</p> <p>Mammoth, 1997/1984</p>		<p>When her mother dies, Comfort is faced with a tricky choice. She could stay in England with her old-fashioned grandparents, or she could travel to Africa and find her father. The problem is that she's not sure where she fits. She feels stifled in England, but she could also be an outcast in Ghana.</p>	<p><a href="https://www.amazon.co.uk/Facing-Grief-Bereavement-18-28-Young/dp/0718828070/">https://www.amazon.co.uk/Facing-Grief-Bereavement-18-28-Young/dp/0718828070/</a></p>
<p>"In the Spring-term Of The Year"</p> <p>By Susan Hill</p> <p>Vintage, 2012</p>		<p>After just a year of close, loving marriage, Ruth has been widowed. Her beloved husband, Ben, has been killed in a tragic accident and Ruth is left, suddenly and totally bereft.</p> <p>Unable to share her sorrow and grief with Ben's family, who are dealing with their pain in their own way, Ruth becomes increasingly isolated, burying herself in her cottage in the countryside as the seasons change around her. Only Ben's young brother Jo, is able to reach out beyond his own grief, to offer Ruth the compassion which might reclaim her from her own devastating unhappiness.</p> <p>The result is a moving, lyrical exploration of love and loss, of grief and mourning, from a masterful writer.</p>	<p><a href="https://www.amazon.co.uk/Springtime-Year-Susan-Hill/dp/0099570483/">https://www.amazon.co.uk/Springtime-Year-Susan-Hill/dp/0099570483/</a></p>


<p>"Who Let the Gods Out?"</p> <p>By Maz Evans</p> <p>Chicken House, 2017</p>		<p>Elliot's mum is ill and his home is under threat, but a shooting star crashes to earth and changes his life forever. The star is Virgo - a young Zodiac goddess on a mission. But the pair accidentally release Thanatos, a wicked death daemon imprisoned beneath Stonehenge, and must then turn to the old Olympian gods for help. After centuries of cushy retirement on earth, are Zeus and his crew up to the task of saving the world - and solving Elliot's problems too?</p>	<p><a href="https://www.amazon.co.uk/Who-Let-Gods-Out-Evans/dp/1910655414/">https://www.amazon.co.uk/Who-Let-Gods-Out-Evans/dp/1910655414/</a></p>
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<b><i>Books for Adults Dealing with Children's Grief</i></b>			
<b>Title and Author</b>	<b>Image</b>	<b>Description</b>	<b>Weblink</b>
<p><b><u>Key Source</u></b></p> <p>"Wise Before the Event. Coping with Crises in Schools"</p> <p>By William Yule and Anne Gold</p> <p>Calouste Gulbenkian Foundation.</p>		<p>Schools get caught up unexpectedly in disasters and crises such as major loss following a fire, injuries and deaths of pupils on a school journey, or deliberate violence. 'Wise before the Event' describes some of the ways that crises can affect schools. It suggests how schools can help to lessen the physical and emotional effects of disasters. Above all, it argues that developing a school plan to deal with a disaster will lessen the impact when a crisis does occur. Many of the strategies suggested can be built into the curriculum of every school.</p>	<p><a href="https://www.amazon.co.uk/Grief-Children-Handbook-Adults-Second/dp/1843106124/">https://www.amazon.co.uk/Grief-Children-Handbook-Adults-Second/dp/1843106124/</a></p>
<p>"Grief in Children: A Handbook for Adults Second Edition"</p> <p>By <u>Atle Dyregrov</u> (Author)</p> <p>Jessica Kingsley Publishers, 2008</p>		<p>This fully updated second edition of Grief in Children provides an accessible overview of children's understanding of death at different ages and gives a detailed outline of exactly how the adults around them can best help them cope.</p> <p>Illustrated with case studies and incorporating current research, this book is essential reading for parents, carers, counsellors, teachers and all those concerned with the welfare of bereaved children.</p>	<p><a href="https://www.amazon.co.uk/Grief-Children-Handbook-Adults-Second/dp/1843106124/">https://www.amazon.co.uk/Grief-Children-Handbook-Adults-Second/dp/1843106124/</a></p>
<p>"Grief in Young Children: A Handbook for Adults"</p> <p>By <u>Atle Dyregrov</u> (Author)</p> <p>Jessica Kingsley Publishers, 2008</p>		<p>Illustrated throughout with case examples, the author explores young children's reactions to death and loss, both immediately after the event and over time.</p>	<p><a href="https://www.amazon.co.uk/Grief-Young-Children-Handbook-Adults/dp/1843106507/">https://www.amazon.co.uk/Grief-Young-Children-Handbook-Adults/dp/1843106507/</a></p>
<p>"Beyond Grief: Guide for Recovering from the Death of a Loved One (Human horizons series)"</p> <p>By Carol Staudacher</p> <p>Souvenir Press, 1988</p>		<p>It is the most natural thing in the world to grieve for someone who has died, but people experience grief in many different ways and the symptoms are not always recognised for what they are. This book, with its warm, practical approach, can provide the help that is often needed to come through. From her own experience of grief and from her professional work as a grief consultant, Carol Staudacher reaches out to help the grieving understand and come to terms with their feelings. They may go through stages of</p>	<p><a href="https://www.amazon.co.uk/Year-Rat-Claire-Furniss/dp/1471120287/">https://www.amazon.co.uk/Year-Rat-Claire-Furniss/dp/1471120287/</a></p>



		disbelief, anger, guilt, fear, despair and confusion, and they need to realise that there is nothing shameful about any of these, that they can be rechannelled into positive, healing emotions.	
<p><b>Concerning Suicide</b></p> <p>"Beyond the Rough Rock"</p> <p><a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a></p>		<p>Explaining to a child that someone has died by suicide is possibly one of the most difficult situations that a parent or carer might ever face. This booklet offers practical advice for families in the immediate days and weeks when suicide has been the cause of death. It is a useful booklet aimed at giving parents and professionals the confidence to involve children in discussions about the nature of a death by suicide. It is hoped that children may then begin to understand some of the complexities that often surround suicide. The booklet includes child-friendly activities for you to do as a family as you begin to make sense of what has happened and start to look at ways in which your family can learn to cope.</p>	<p><a href="https://shop.winstonswish.org/collections/books/products/beyond-the-rough-rock">https://shop.winstonswish.org/collections/books/products/beyond-the-rough-rock</a></p>
<p><b>Concerning Murder or Manslaughter</b></p> <p>"Hope Beyond the Headlines"</p> <p><a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a></p>		<p>Supporting a child bereaved through murder or manslaughter. This new booklet offers practical advice for families in the immediate days, weeks and months following a murder. It is written for both parents and professionals, giving them the confidence to involve children and young people in understanding and managing the particular difficulties and complexities that so often surround a death by murder or manslaughter.</p>	<p><a href="https://shop.winstonswish.org/collections/books/products/hope-beyond-the-headlines">https://shop.winstonswish.org/collections/books/products/hope-beyond-the-headlines</a></p>
<p>"A Child's Grief"</p> <p><a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a></p>		<p>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.</p>	<p><a href="https://shop.winstonswish.org/collections/books/products/a-child-s-grief">https://shop.winstonswish.org/collections/books/products/a-child-s-grief</a></p>
<p>"As Big As It Gets"</p> <p><a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a></p>		<p>This booklet provides a range of ideas for parents and carers so that they feel able to involve their children in what is happening. The book also includes some suggestions about what parents might say to children and how to offer support.</p>	<p><a href="https://shop.winstonswish.org/collections/books/products/as-big-as-it-gets">https://shop.winstonswish.org/collections/books/products/as-big-as-it-gets</a></p>

<p><b><u>Adolescents</u></b></p> <p>]</p> <p>"You Just Don't Understand: Supporting Bereaved Teenagers"</p> <p><a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a></p>		<p>The transition from childhood to adulthood can be a challenging process at the best of times. This booklet aims to help you understand what is normal adolescent development, and to recognise the additional problems teenagers may face if someone important dies during these years.</p> <p>This booklet is based on many years' experience of working with bereaved teenagers, families and professionals who support them and the information here will help you to consider how to respond to the individual needs of a bereaved teenager.</p>	<p><a href="https://shop.winstonswish.org/collections/books/products/you-just-don-t-understand">https://shop.winstonswish.org/collections/books/products/you-just-don-t-understand</a></p>
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Further advice regarding these and other publications can be obtained from  
 Cruse - Bereavement Care  
 Tel: 0808 808 1677  
 Local Tel: 01458 898211  
 E-mail: [somerset@cruse.org.uk](mailto:somerset@cruse.org.uk)  
 Address: Leigh Road, Street, Somerset BA16 OHA



## **Sources of Further Information**

### **Child Bereavement Charity**

Tel: 0800 02 888 40 / 01494 568 900

E-mail: [support@childbereavementuk.org](mailto:support@childbereavementuk.org)

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

### **Child Death Helpline Department**

York House

37 Queen Square

London

WC1N 3BH

Helpline: 0800 282 986 / 0808 800 6019 if calling from a mobile phone

Email: [contact@childdeathhelpline.org](mailto:contact@childdeathhelpline.org)

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

### **Childline**

NSPCC

Weston House

42 Curtan Road

London

EC2A 3NH

Helpline: 0800 1111

Web: [www.childline.org.uk](http://www.childline.org.uk)

### **Compass** (Somerset Children's Community-Based Palliative Care and Bereavement Service)

Children's Unit

Old Building

Musgrove Park Hospital

Taunton

Somerset

TA1 5DA

Tel: 01823 344693

Web: [www.tsft.nhs.uk/gps-and-healthcare-professionals/departments/compass/](http://www.tsft.nhs.uk/gps-and-healthcare-professionals/departments/compass/)

Referrals and enquiries can be made to:

Lisa Wilks

Administrator

Email: [Lisa.Wilks@tst.nhs.uk](mailto:Lisa.Wilks@tst.nhs.uk) Tel: 01823 344957

### **Compassionate Friends** (Self-help organisation for bereaved parents)

14 New King Street

Deptford

London

SE8 3HS

Helpline: 0345 123 2304

E-mail: [helpline@tcf.org.uk](mailto:helpline@tcf.org.uk)



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

Online Support: <https://www.tcf.org.uk/content/online-support/>

### **Cruse Bereavement Care**

PO Box 800

Richmond

Surrey

TW9 1RG

Helpline: 0808 808 1677

E-mail: [helpline@cruse.org.uk](mailto:helpline@cruse.org.uk)

Web: [www.cruse.org.uk](http://www.cruse.org.uk)



#### Local Cruse Branches:

Bristol area -

9A St James Barton

Bristol

BS1 3LT

Tel: 0117 926 4045

Email: [bristol@cruse.org.uk](mailto:bristol@cruse.org.uk)

Somerset area -

Crispin Community Centre

Leigh Road

Street

Somerset

BA16 0HA

Tel: 01458 898211

Email: [somerset@cruse.org.uk](mailto:somerset@cruse.org.uk)

Somerset Area Cruse are part of the Somerset Area Suicide Bereavement Support Service which is run by MIND in Taunton

### **Mandala**

(Groups for bereaved children and young people in Somerset)

St Margaret's Hospice

Heron Drive

Bishops Hull

Taunton

Somerset

TA1 5HA

Tel: 01823 365621

Tel: 0845 0708910

Web: [www.barnardos.org.uk/mandala](http://www.barnardos.org.uk/mandala)

**Papyrus** – prevention of young suicide: [www.papyrus-uk.org](http://www.papyrus-uk.org)

St Margaret's Hospice

Little Tarrat Lane

Yeovil

Somerset

BA20 2HU

Tel: 01935 709480

Tel: 0800 068 4141

Email: [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)

Email: [Kacey.Leader@st-margarets-hospice.org.uk](mailto:Kacey.Leader@st-margarets-hospice.org.uk)

Bereavement Service: 01935 709497

Web: [www.st-margarets-hospice.org.uk](http://www.st-margarets-hospice.org.uk)

### **Somerset Suicide Bereavement Support Service**

Mindline Somerset – 01823 276892 – Open Tue, Wed, Fri, Sat, Sun (8pm-11pm)

[mindtwos.org.uk/somerset-suicide-bereavement-support/](http://mindtwos.org.uk/somerset-suicide-bereavement-support/)

<https://suicidebereavement.wixsite.com/somerset>

**Samaritans** provide a 24-hour service offering confidential emotional support to anyone who is in crisis.

Helpline: Freephone 116 123

E-mail: [jo@samaritans.org](mailto:jo@samaritans.org)

Web: [www.samaritans.org](http://www.samaritans.org)



### **Responding to a suicide**

E-mail [stepbystep@samaritans.org](mailto:stepbystep@samaritans.org)

Freephone 0808 168 2528

[www.samaritans.org/your-community/supporting-schools/step-step](http://www.samaritans.org/your-community/supporting-schools/step-step)

### **The Rainbow Centre for Children**

(For children affected by cancer, life threatening illness and bereavement)

27 Lilymead Avenue

Bristol

BS4 2BY

Tel: 0117 985 3343

Web: [www.rainbowcentre.org.uk](http://www.rainbowcentre.org.uk)

Email: [contact@rainbowcentre.org.uk](mailto:contact@rainbowcentre.org.uk)

### **Together for Short Lives**

(Association for Children with Terminal and Life-threatening conditions and their families)

New Bond House

Bond Street

Bristol

BS2 9AG

Helpline: 0808 8088 100

Tel: 0117 989 7820

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

**Winston's Wish** for anyone caring for a child who has been bereaved:

Winston's Wish

3<sup>rd</sup> Floor

Cheltenham House

Clarence Street  
Cheltenham  
Glos  
GL50 3JR  
Helpline: 08088 020 021  
E-mail: [info@winstonswish.org.uk](mailto:info@winstonswish.org.uk)  
Web: [www.winstonswish.org](http://www.winstonswish.org)

**The Young Minds Parent Information Service** provides information and advice on child mental health issues.

Tel: 0808 802 5544  
Web: [www.youngminds.org.uk](http://www.youngminds.org.uk)



### **Useful Telephone Numbers**

**As part of a contingency plan, this list should be regularly updated and attached to a Staff Notice Board or in a Staff Handbook.**

<b>Contact</b>	<b>Name</b>	<b>Telephone Number</b>
LA PRESS OFFICER		01823 355020 - Option 1
EDUCATIONAL PSYCHOLOGY SERVICE	<b>Sedgemoor, Taunton, West Somerset &amp; North Somerset</b> Fiona Mann, Ysanne Marville & Guy Clayton – Senior EPs  <b>Mendip &amp; South Somerset</b> Sam Hutton & Kate Lee – Senior EPs	01823 357000  01823 357000
SPECIALIST CAMHS Mendip South Somerset West (Taunton, Sedgemoor & West Somerset)		01749 836561 01935 384140 01823 368368
E LEARNING AND INFORMATION MANAGEMENT eLIM (SOCIAL MEDIA/ESAFETY)	<a href="http://www.somersetelim.org">www.somersetelim.org</a>	
CRUSE	FREEPHONE	0808 808 1677
SOMERSET DIRECT	8am to 6pm Monday and 8.30am to 5.30pm Tuesday to Friday  Out of Hours – Emergency Duty Team (includes NHS)	0300 123 2224  0300 123 2327
CHILDLINE	FREEPHONE	0800 11 11
LOCAL HOSPITALS	Musgrove Park Hospital Royal United Hospital - Bath Weston General Hospital Yeovil District Hospital	01823 333444 01225 428331  01934 636363 01935 475122 / 01935 606060
SOMERSET CHILDREN SAFEGUARDING BOARD	<u>Please note:</u> For emergencies please phone Somerset Direct	0300 123 2224

## APPENDIX 1

### Proforma Letter

#### FOR SCHOOLS TO SEND TO PARENTS IN THE EVENT OF A TRAGIC INCIDENT

Dear Parents

You may have heard that/it is with sadness and regret that I have to inform you .....  
*(brief details of the incident, perhaps some positive remembrances of the person(s) lost, and the sense of loss).*

*Explain that the pupils in the school have been told this sad news today by their teachers. And that we will/have remembered ..... in a service/assembly.*

Our thoughts are with .....’s parents at this sad time.

*[In the event of a sudden/traumatic death in the school or local community – “During the day we have been supported by the Educational Psychology Service and this help will continue as necessary during the coming days”.]*

I hope this information is helpful.

Yours faithfully

