

Plymouth Educational  
Psychology Service



# Critical Incident Response Pack

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# Critical Incidents

**The Local Authority (LA) Educational Psychology Service in Plymouth define a critical incident as:**

**“...a sudden and unexpected event that has the potential to overwhelm the coping mechanisms of a whole school or members of the school community. A serious and significant event, it is likely to be outside the range of normal human experience and would be markedly distressing to anyone in or directly involved with the school community...” (Beeke, 2013, p. 3)**

## **Critical Incidents you may face may include:**

- Death of a pupil or a member of staff.
- Sudden death of a primary carer which could be a parent or grandparent.
- Deaths of friends, family and other loved ones affecting pupils and members of staff.
- Closely occurring deaths and/ or serious illnesses leading to the experience of trauma across the local community.

# Contingency Planning

- Work with your staff to identify some of the possibilities that may occur in your setting. There is an increased risk of critical incidents both within schools and in wider communities as a result of COVID -19.
- Maintain a list of contacts and phone numbers and keep this up to date and easily accessible to a range of key people. This should include contact details for public health as it is possible that there will be additional practical measures relating to health and safety for critical incidents involving the covid-19 virus.
- Ensure that the school's list of addresses and telephone numbers of next of kin is up to date.
- Ask staff to leave contact numbers and addresses in vacation times.
- Ensure that all of this information is accessible whatever the situation.
- Share the “guide to support the conversation when someone shares tragic news” including with staff who will be working in school during holiday periods.

# Need to Know' Process; Guidance and Proforma

- In the course of the work of the Children, Young People and Families Service there will at times be incidents of such seriousness that senior leaders must be made aware with immediacy and clarity. This 'Need to Know' process enables us to share accountability and the delivery of our statutory responsibilities. These can include incidents affecting individual or groups of children, staff, building security or issues affecting the Council more widely.
- The process must be applied to all incidents including those that occur out of office hours.
- **Immediately upon receiving information a relevant incident, the information holder must alert their team manager or service manager who must ensure IMMEDIATE NOTIFICATION OF THE HEAD OF SERVICE AND CONFIRMATION that the notification has been received. Full Need to Know briefings must then be produced and circulated (via email) where they meet one of the listed criteria in the table below.**
- Need to Know Briefings should be prepared by Team Managers or Service Managers and forwarded to the relevant Head of Service.
- Head of Service will review and determine the need for upward escalation to Service Director, notification to the QAS Head of Service for tracking and date for review.
- Service Director will determine whether to inform the Director of Children's Services, Chief Exec, Leader of the Council, Portfolio Holder and/or Press Office, as appropriate.

| Type of concern |   |
|-----------------|---|
| 1               | Death or serious injury to a child, whether or not open to Children's Services. This includes the hospitalisation of a child in care or care leaver as part of corporate parenting oversight. |
| 2               | Death or serious injury of a parent with whom we are working.   |
| 3               | Serious offence committed by a child- e.g. serious sexual offence, significant arson  |
| 4               | Serious issue involving local authority designated officer (LADO) function e.g. referral of a prominent person, allegations of offences by a staff member                                     |
| 5               | Serious incident concerning staff member- e.g. significant assault, serious accident, death   |
| 6               | Issue likely to attract media attention, or announced in the press without prior warning  |
| 7               | Building Issue requiring business continuity planning   |
| 8               | Significant team issue that represents a risk to staff wellbeing, service continuity or delivery.   |
| 9               | Incident triggering citywide emergency response- e.g. major incident  |
| 10              | Emerging concern likely to require a co-ordinated response- e.g. Child Criminal Exploitation Operation. Modern Slavery or Trafficking   |
| 11              | Any child open to CYPFS that is removed, without permission by a parent or other unauthorised person  |
| 12              | Threat of Judicial Review   |
| 13              | High profile or significant police action or operation  |
| 14              | Missing episode of any child open to CYPFS that is more than 24 hours.  |
| 16              | A school inspection grade that we are told is on track to be "Inadequate" before it is published.   |
| 17              | An inspection grade that we are advised is on track to be 'Inadequate' or 'Requires Improvement' for any provision that we register, commission or use.                                       |
| 18              | Where there are ongoing problems securing an education placement for a child in care  |

### **Need to Know briefing**

|  |  |
|--|--|
|  |  |
| <b>Type of incident</b>                                      | <i>select number from above – or OTHER</i> |
| <b>Date of incident</b>                                      |  |
| <b>Child/ Young Person's Name:</b>                           |  |
| <b>Care first ID Number:</b>                                 |  |
| <b>Age / Dob:</b>  |  |
| <b>Legal status:</b>   |  |
| <b>What care arrangement is the child in and since when?</b> |  |
|  |  |
| <b>Allocated Social Worker:</b>                              |  |
| <b>Team Manager:</b>   |  |
| <b>Service Manager:</b>                                      |  |
| <b>Independent Chair:</b>                                    |  |
| <b>Headteacher/ DSL or other education officer:</b>          |  |
|  |  |

|  |  |             |                |
|--|--|-------------|----------------|
| Brief Pen picture of the child / yp:   |  |             |                |
| Reason for Briefing Including Summary of key dates and issues  |  |             |                |
| Daily Update (if needed)   |  |             |                |
| Identified risks   |  |             |                |
| Protective Factors   |  |             |                |
| Date of the last risk management meeting:<br>Who was invited and attended:<br>Date minutes were sent out and to who: |  |             |                |
| Actions undertaken to date   | <b>WHAT</b>  | <b>WHEN</b> | <b>BY WHOM</b> |
|  |  |             |                |
| Actions to be undertaken   | <b>WHAT</b>  | <b>WHEN</b> | <b>BY WHOM</b> |
|  |  |             |                |
| Who else needs to be notified?   | <i>Service Director / DCS/ Other agency or organisation – please state names</i> |             |                |

Completed by:

Date:

Reviewed by (Head of Service):

Date:

|  |   |
|--|---|
| Does the Service Director need to be notified? | <i>HOS complete – and confirm notification date</i> |
| Date HOS QAS notified for tracking             |   |
| Required review date                           |   |

Reviewed by Service Director:

Date:

|                                   |  |
|-----------------------------------|--|
| Does the DCS need to be notified? | <i>Service Director complete - and confirm notification date</i> |
|-----------------------------------|--|

# Support from the Educational Psychology Service

The Educational Psychology Service is available to support schools and settings to manage critical events. We use approaches based on evidence based good practice founded on helping schools to manage, and can offer advice and support on communication, practical arrangements and managing emotions.

No two incidents are the same. However, there is a recognised pattern, and, over time, most adults and children will be able to move on with their lives without needing professional counselling.

We believe that help and support to children and young people is best delivered by trusted familiar adults as and when it is needed. There is guidance on talking to children and people in later sections of this pack. We believe that help and support to children and young people is best delivered by trusted familiar adults as and when it is needed. There is guidance on talking to children and people in later sections of this pack, with specific guidance on talking to children and to teenagers about the COVID-19 pandemic.

## We offer:

- Help with communicating information to members of staff, children and families: Forms of words to express regret whilst mitigating against additional anxiety.
- Support to staff: How to talk about the range of responses to grief and loss and how to manage them.
- Advice on group support for students to share feelings.
- Identification of and planning for vulnerable children.
- Ideas about practical issues such as memorials / books of condolences.
- Follow up during the days following the incident to discuss any further issues that arise.
- The EP will discuss and signpost to further sources of appropriate support for members of the school community who show signs of continued distress.

# Psychological First Aid (PFA)

In working with those affected by a critical incident immediately after their potentially traumatic experiences, EPs will flexibly adapt the principles of PFA to the specific situation. These are:

## 1. Contact and Engagement

Respond to contacts initiated by affected persons, or initiate contacts in a non-intrusive, compassionate, and helpful manner.

## 2. Safety and Comfort

Enhance immediate and ongoing safety, and provide physical and emotional comfort

## 3. Stabilisation

To calm and orient emotionally, overwhelmed/distraught survivors

## 4. Information Gathering: Current needs and concerns

Identify immediate needs and concerns, gather additional information and tailor PFA intervention

## 5. Practical Assistance

To offer practical help to those affected, in addressing immediate needs and concerns.

## 6. Connection with Social Supports

To reduce distress by structuring opportunities for brief and ongoing contacts with primary support persons or other sources of support, including family members, friends, school staff or community helpers.

## 7. Information on Coping Support

To provide the individual information (including information about stress reactions and coping) that may help them deal with the event and its aftermath.

## 8. Linkage with Collaborative Services

To Link survivors/those affected with needed services, and inform them about services that may be needed in the future

# First Communication of Tragic News Guidance

This conversation requires a calm, steady, quiet, and sensitive approach. It will be important to allow the person to tell their story, and to listen. You might want time to take a breath and steady yourself..

## During the call

- Demonstrate that you are listening through occasional gentle responses. These could be empathetic sounds or phrases like “Oh I’m so sorry”, “Take your time”.
- Leave pauses so that the caller does not feel hurried and has time to gather their thoughts. It is okay to ask for a pause to note down contact details and information
- Allow the caller to tell their story in their words and in their own time and avoid asking questions.
- You can check that you have heard and understood by paraphrasing back, for example “You said that he died at home last night, Is that right?” and again leave pauses so that the caller can correct you.
- When the conversation reaches a natural break, explain that you need to take very clear notes of the important information.
- Obtain as much accurate, factual information about the critical incident as possible. Bear in mind that it is very easy for rumours to spread uncertainty or misinformation can greatly add to distress levels, create confusion and will take time and effort to correct.
- Before ending the call, check that you have collected sufficient factual information and the personal and contact details of the person you are talking to. (see critical incidence planning checklist)

## After the call

- As soon as the call ends inform the senior management team, who are advised to take actions in line with the planning checklist.
- After alerting others it is important that you give yourself time to process the information and your own thoughts and feelings before getting back to work. It may be helpful to share your reaction with a colleague.



# Critical Incident Planning Checklist

| Task   | Who?                 | When?                           | Key contact and details | Completed (date) |
|--|----------------------|---------------------------------|-------------------------|------------------|
| Obtain the facts   | HT/<br>senior leader | Immediately                     |                         |                  |
| Contact management team  |                      | First hours                     |                         |                  |
| Contact MAT Lead if appropriate  |                      | Within hours                    |                         |                  |
| Notify governors   |                      | As above                        |                         |                  |
| Seek additional health guidance where needed and follow public health guidance   |                      | As above                        |                         |                  |
| Reconsider RAG rating of risk to children attending the school/ setting  |                      | As above                        |                         |                  |
| Contact immediate family to discuss the information they consent to share  |                      | First day                       |                         |                  |
| Seek advice on any media interest  |                      | As soon as possible             |                         |                  |
| Alert Educational Psychology Service   |                      | First day                       |                         |                  |
| Consider whether involvement with Early Help is appropriate  |                      |                                 |                         |                  |
| Identify those individuals in greatest need of support   |                      | First/ second day               |                         |                  |
| Agree on factual communications<br>To all staff<br>To families<br>To pupils  |                      | First day if possible           |                         |                  |
| Seek consent for support for pupils  |                      | Before support can be delivered |                         |                  |
| Arrange debriefing for all staff affected  |                      | First / second day              |                         |                  |
| Be alert to those whose memory of past trauma and loss might be triggered and seek support as the need arises  |                      |                                 |                         |                  |
| Discuss acts of remembrance with family and those most affected<br>Implement any which are immediate e.g. web page for condolence messages.<br>Commit to plans which are for the longer term |                      | First week                      |                         |                  |

# Supporting Children who are Bereaved

## Suggestions to support children with bereavement:

- Use words that children understand and are age appropriate
- Give the information a bit at a time, allowing them the opportunity for them to ask questions. Older children will want and be able to handle more information.
- Tell them that you are sorry such an event has occurred, and you want to understand and help them
- Use pictures and storybooks. These are particularly helpful for younger children or children with additional needs. Social Stories can be used for children with communication difficulties
- Encourage children to ask questions and answer their questions honestly and simply.
- Accept that some things can't be 'made better'
- Remember that 'super parents' or 'super teachers' don't exist. Just do and say what you can
- Don't be afraid to show children how you are feeling
- Tell them that the reactions they are having are normal
- Pay extra attention, spend extra time with them, be more nurturing and comforting. Reassure them that they are safe
- Don't take their anger or other feelings personally. Help them to understand the relationship between anger and trauma. Help them find safe ways to express their feelings e.g. by drawing, taking exercise or talking
- Do not be surprised by changes in behaviour or personality. They will return to their usual selves in time
- If they are feeling guilt or shame, emphasise that they did not choose for this to happen and that they are not to blame. Even if they were angry with the person who died, or had been mean to them, this did not make it happen
- As well as advising the child about appropriate use of social media, monitor their use, particularly during this vulnerable time.

## Activities to support children experiencing bereavement

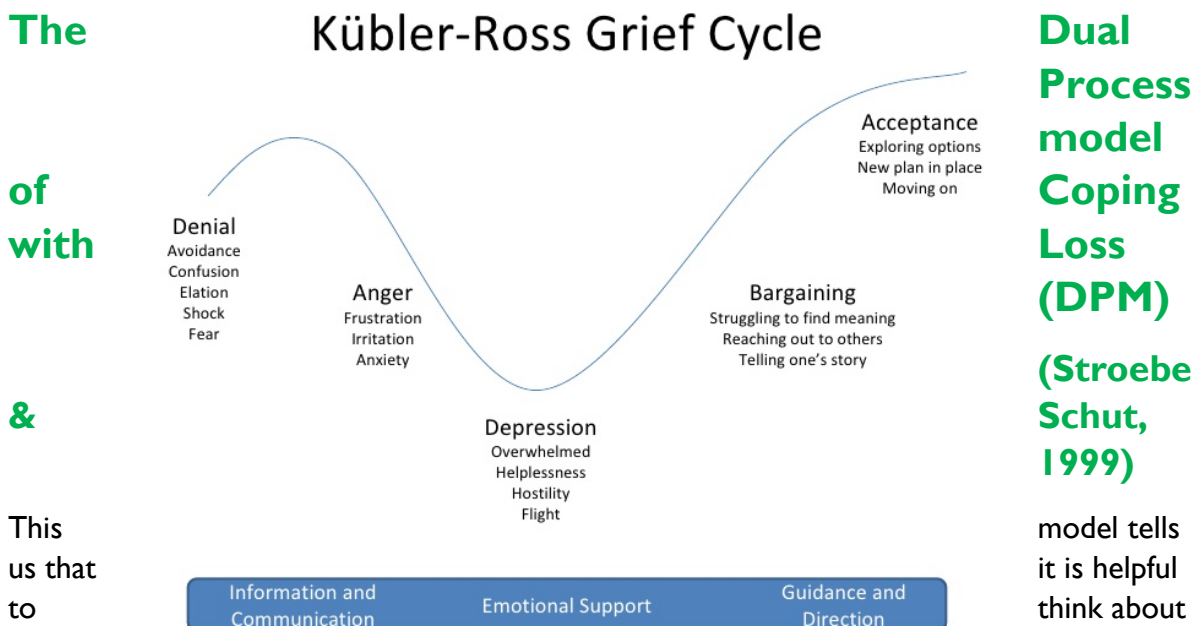
- Looking at photos
- A memory display using photos and paper flowers
- A balloon release
- Stories about loss
- DVDs and videos
- Lighting a candle

# Supporting People who are Bereaved

Generally, people deal with adversity in a sensible way. People don't usually panic. People cope. People are tougher than we sometimes give them credit for. People show great courage, resourcefulness, adaptability, resiliency, hopefulness, and humanitarianism (Wessely, 2005).

Bereavement can cause people to react in a variety of ways and evoke feelings of guilt, grief, anxiety, depression, and anger. Being bereaved can be an extremely lonely time. Talking with friends and family can be one of the most helpful ways to cope after someone close to us dies..

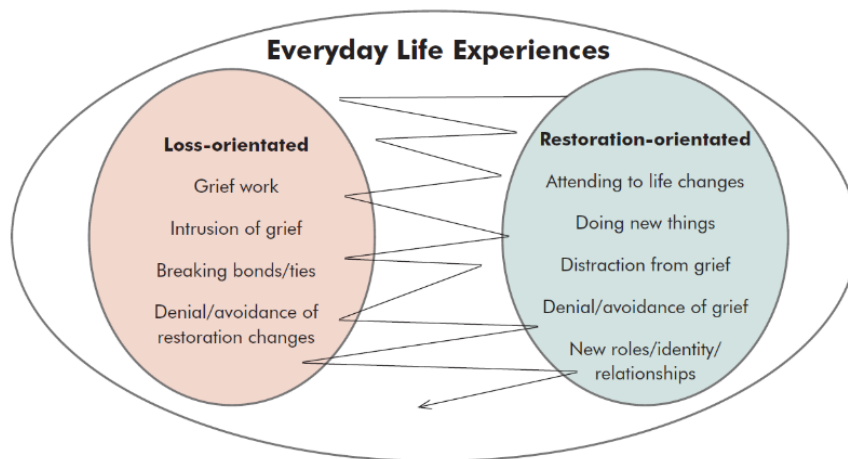
Whilst it can be useful to think about the grief cycle as a neat process with clear stages, (for example the Kübler-Ross Grief Cycle), it is important to acknowledge that grief is a personal journey.



how a person is always looking back, processing the loss and also moving towards the future. People will frequently move between the two. This may continue for many years, as remembering is a part of processing and understanding the feelings of loss.

## Guidance Notes

### Information Related Issues



(Stroebe & Schut, 1999)

- Other agencies able to provide support or access to resources include Educational Psychology, CAMHS, Early Help, the school nurse, local churches etc. It would be helpful to maintain an up to date list of local agencies and their contact details on the template provided.
- It is highly likely that the media will be in contact with the school. It is vital to consider how this will be dealt with and it is highly recommended that contact is made with the LA press officer. This officer will be able to act on the school's behalf (if requested to do so) and provide appropriate support regarding press releases etc. Where schools wish to deal directly with the media this should be channelled through a member of staff who acts as the nominated media liaison representative. Other staff members should pass on requests for information to this nominated person.
- Prepare a brief, written statement (using that prepared for the press for guidance) which can be used by the school secretarial staff to respond to phone calls from parents etc. Such a statement should be updated as appropriate when new information becomes available. This is to ensure the consistency of the information being disseminated.
- It may be advisable to ensure that school-based records or information about the children who have been involved are collated and removed to a secure place for a time in case there is a need for further investigation.

## Informing Parents

- Prepare an email informing parents / carers of the facts of the incident as soon as you are able. Depending on the circumstances, it may also be necessary to provide additional health information or contact numbers where such information can be obtained. This is particularly important where parents/ carers may have concerns for their own child's health or well-being.
- The families of close friends or class members of the pupil(s) / staff who have died may also be reassured to be provided with information about how to support each other regarding loss and bereavement.
- Remember that churches or other religious or community based groups may be able to provide support at this time, but be sensitive and alert to religious and/or cultural sensitivities for individual families.
- Consider the possible involvement of Early Help.

## Supporting Pupils and Staff

- It is generally felt that keeping as much 'normal structure' as possible is beneficial – this is to ensure some stability in the lives of pupils at a time of crisis.
- Remember that Feelings and expressions of grief are normal, appropriate and healthy.
- As with any 'emotionally charged' experience, it is important for staff to remain aware of confidentiality issues, and respond appropriately to information or concerns shared with them by their pupils.
- Identify and make available designated places on line/school web link for children to go for reflection time or for expressions of emotion.
- Consider contributions to a book or a blank display board to share memories and thoughts.
- Offer appropriate reassurance and have plenty of tissues available.
- Keep staff regularly updated and supported.
- Providing comfort for distressed pupils is a difficult and draining task; all staff – including the senior management team, need the opportunity to express their own feelings. Having the time and space for this to happen is essential. The Educational Psychology Service will be available as a point of contact for members of staff throughout the COVID-19 outbreak.
- Be alert for individual staff or pupils who may be particularly vulnerable to such events due to their own particular circumstances.

## During the Days Following the Event

- Contact families directly affected to express sympathy.
- Ensure that a member of staff makes contact with any pupils who may have been affected.
- Establish procedures for identifying and monitoring the wellbeing of vulnerable pupils.
- Encourage pupils and staff to be open with their feelings and memories e.g. collections of photographs. Some children may not know that they are 'allowed' to talk about the person who died. They should be.

- Ascertain details of the funeral arrangements. Many are being streamed on line for people to observe when they cannot be there in person. Allowing children and young people to observe the funeral may help in their grieving process. Permission of their parents needs to be obtained.
- Activities that promote community solidarity can be helpful during stressful times.
- Continue to ensure that staff members have the opportunity (perhaps with the help of outside support) to deal with their own feelings, both about the incidents and the distress of the pupils.

## Subsequent Weeks and Months

The impact of the 'critical incident' is likely to continue to be felt for a considerable time.

- It will be important to be vigilant and to monitor pupils and staff so that any signs or symptoms of delayed grieving can be identified and appropriate action taken. Pupils should be clear about who they can talk to, and those providing the listening service need to be clear about their role, boundaries and confidentiality issues.
- Good home-school links will encourage the early reporting of difficulties being experienced in the home.
- Be aware of the potential power of anniversaries of the incident, or of the deceased person's birthday etc. in reawakening feelings of distress.

Consider whether a **school-based memorial** would be helpful and appropriate. Always check this out with the family first. This could take the form of a service or ceremony, dedicated piece of equipment or furniture, an award, an area of the school grounds etc. Planning a memorial can in itself be a therapeutic act, even where a period of time must elapse before the event can happen. Such an event can acknowledge that an incident is over. Learning Communities are advised to consider ways to offer support remotely and provide opportunities for the community to come together virtually or online. The Learning Community should consider what support local community groups can offer.

Further suggestions for remote support include – setting a time and date to have a minute of reflection and **remembrance**/ lighting a candle for the person, memories and drawings of remembrance being uploaded to the school website and a message from the head teacher on the school's website.

## The Best Support

There is no 'best way'. The most useful guideline is to try and communicate that you care. It is probably better that you don't have preconceived ideas about what is the best way to help as different people will appreciate different approaches and acts.

### Here are a few guidelines to consider:

- What to say? In the initial stages you may need to say very little. Take your cues from the mourner. You can be very supportive by providing quiet company, and listening.
- Religious messages. For people who are not religious comments about God or Allah may be hurtful or annoying.
- Take care with the use of humour. Whilst it is a good idea to 'lighten' the atmosphere, what is humorous for one person will not seem funny to another and may be seen as an attempt to minimise the loss.
- Be yourself.
- Be realistic. Avoid offering to do or give what you are not able to follow through.
- Avoid clichés – 'Life just has to go on' or 'Time is a great healer' etc.
- Don't probe for details about the effect of the situation or trauma but be a good willing listener if the person wants to talk about it.
- Be available and sympathetic.
- Learn to accept silence. Don't feel that you have to force a conversation, chatter on aimlessly, or force socialisation.
- Avoid talking to people about disclosures of another person.
- Avoid making assumptions. Do not attempt to tell the mourner how he or she feels, e.g. "you must feel really angry...". Ask naive questions such as, "I was wondering if you felt a bit sad this morning in the playground, or whether you were just cold?"
- You may, particularly at first, feel awkward or uncomfortable trying to help or express your concern to people who have had a devastating personal experience. Possibly the best way over this is to concentrate on the other person (rather than yourself) at the time.
- Responding to traumas and other major disasters can be extremely exhausting, traumatic and overwhelming at times, for the community as well as those directly affected. If you are in a 'helping role' or in a position of responsibility you will have particular demands made upon you and you are likely to make heavy demands on yourself. Try to take care of yourself, so that you are better able to, in turn, help others.

## Self-Care Checklist

This is for anyone who is touched by the Critical Incident, whether directly or indirectly, e.g., office staff, family, friends - all should consider their own needs.

## Immediate:

Many people will find it helpful (colleague, friend, partner) within the first 12 hours. If there is no one, sit quietly and go over the events in as much detail as possible. Carry out your own debrief in drawn/written form. In addition:

Ask yourself/a colleague 'is my continued involvement appropriate?'

Ask 'do I need immediate back-support for other work?'

Tell a partner/family about your involvement because you may not feel sociable or you may feel angry etc. (NB - they may not be willing listeners).

## Short Term:

Share your experience with colleagues. Participate in personal/team discussion both for support and sharing of experiences.

Be aware that you may experience physical and emotional effects such as fatigue, anxiety, depression, irritability, aggression, anger, etc. which are normal reactions.

Consider setting up a 'buddy' system so that everyone is able to support each other.

## Long Term:

Be gentle with yourself! Remember that we can't 'fix' everything and we are bound to feel helpless at times. Caring and being there are sometimes more important than doing.

Give support, encouragement and praise to peers and to management. Learn to accept it in return.

At the end of each day, focus on a positive thing that occurred during the day.

Take time to care for yourself, and engage in hobbies or relaxing activities.

If you feel you are continuing to have intrusive thoughts about the event and these feelings are not lessening after a few weeks, you may need some more support. Your GP may be able to signpost you to relevant help.

# Sample Letter

Address line 1



Address line 2

Address line 3

Post Code

Date

Dear Parent/Carer

It is with great sadness and regret that I am writing to inform you about the death of (name and details of deceased, include outline details of what happened).

I want to reassure that you that telephone support and guidance is available to help the staff and pupils who are attending school. For children who are not currently attending, parents and carers should contact the school to access support.

There is guidance attached to this letter for ways of talking to your child and maintaining a routine as far as possible.

The Educational Psychologist will be available to provide additional support.

If you have any concerns then you are most welcome to make contact with the school.

Yours sincerely

Your Name

Headteacher

## In the Event of a Suicide

Procedure for alerts when there is a suicide:

- The EP service will alert the Single Point of Access via Gateway
- Where possible and appropriate, a joined-up approach with CAMHS should be offered to the school starting with an initial joint meeting with the school's senior leaders. The role of EPs and CAMHS should be jointly agreed.

**Onward referrals may include:**

Kooth Online Counselling Service: [www.kooth.com](http://www.kooth.com)

Pete's Dragon [www.petesdragons.org.uk](http://www.petesdragons.org.uk)

## Resources

Papyrus conversation starters – suicide

[https://papyrus-uk.org/wp-content/uploads/2018/09/papyrus\\_conversation\\_starters.pdf](https://papyrus-uk.org/wp-content/uploads/2018/09/papyrus_conversation_starters.pdf)

Papyrus – Building Suicide Safer schools and colleges; a guide for teachers and staff

<https://papyrus-uk.org/wp-content/uploads/2018/08/toolkitfinal.pdf>

**Samaritans** – Support for schools

<https://media.samaritans.org/documents/samaritans-help-when-we-needed-it-most.pdf>

## Bereavement Charities

### **Winston's Wish**

Charity for bereaved children.

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

### **Jeremiah's Journey**

Plymouth based charity for bereaved children.

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

### **CRUSE**

Bereavement Care

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

### **Hope Again**

Website designed for young people by young people. Youth website of CRUSE.

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

### **The Compassionate Friends UK**

Support for siblings.

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

### **Barnardo's**

Counselling support for children.

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

### **Childline**

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

**National Child Traumatic Stress Network**

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

**National Centre for PTSD**

[www.ncptsd.va.gov](http://www.ncptsd.va.gov)

**NSPCC Counselling support for children**

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

**Samaritans**

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

**Resources supporting bereaved children and young people**

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

**Headspace**

<https://headspace.org.au/schools/headspace-in-schools/>

**Candle Project**

<https://www.stchristophers.org.uk>

**Grief Encounter**

<https://www.griefencounter.org.uk/>

**Support for bereaved children and their families**

**Mind – Mental Health Charity** <https://www.mind.org.uk>

**NCSCB Guidelines for responding to the death of a student of school staff**

<https://www.schoolcrisiscenter.org/wp-content/uploads/2017/04/ncscb>

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

**Support after Murder and Manslaughter (SAMM)**

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

**Child Bereavement UK**

Supports families and educates professionals when a baby, child or young person of any age dies or is dying, or when a child is facing **bereavement**.

<https://childbereavementuk.org>

## Reading Resources

This is a suggested Reading List to use with Pupils

(a more comprehensive list is available on the Winston's Wish website).

### Books for Children under 5 Years:

- **I Miss You - A First Look at Death**  
P. Thomas ISBN 0764117645
- **Goodbye Mousie**  
R.H. Harris ISBN 978-0689871344
- **Goodbye Grandma**  
D. Brauna ISBN 1405219017
- **Muddles, Puddles and Sunshine: Your Activity Book to Help When Someone Has Died**  
D.Crossley and K.Sheppard ISBN-10: 1869890582
- **The Day the Sea Went Out and Never Came Back: A Story for Children Who Have Lost Someone They Love: 2 (Helping Children with Feelings)**  
M. Sunderland ISBN-13: 978-0863884634

### Books for Children Aged 5-8 Years:

- **Badgers Parting Gifts**  
S. Varley ISBN 978-0006643173
- **Always and Forever**  
A. Durant ISBN 978-0552548779
- **Flamingo Dream**  
D.J. Napoli ISBN 978-0688167967  
(About a father who is ill then dies)
- **The Sunshine Cat**  
M. Moss ISBN 978-1841215679  
(A child's cat gets killed in a road accident)
- **When Dinosaurs Die**  
L.K. Brown and M. Brown ISBN 031611955  
(A factual book exploring issues about why someone dies and feelings about death)

### Books for Children Aged 9-12 Years:

- **Michael Rosen's SAD BOOK**  
M. Rosen ISBN 978-1406313161  
(Refers to Michael Rosen's son dying and how it affects him)

- **Milly's Bug Nut**  
J. Janey ISBN 978-0-9539123-4-6  
(About a girl whose father dies)
- **Water Bugs and Dragonflies**  
D. Stickney ISBN 978-0264674414  
(A pocketbook explaining death)
- **What on Earth to do when someone dies**  
T. Romain ISBN 978-1575420554

### Books for Young People Aged 13-16:

- **Help for the Hard Times**  
E. Hipp ISBN 1-56838-085-5  
(Refers to different types of loss and grief and skills to help teenagers)
- **The Spying Game**  
P. Moon ISBN 978-1842750049  
(About a boy whose father dies and reveals the boy's response)
- **Vicky Angel**  
J. Wilson ISBN 978-0440865896  
(A girl's friend is run over and killed)
- **Straight Talk about Death for Teenagers: How to Cope with Losing Someone you Love**  
E.A. Grollman ISBN 978-0807025017

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