

St Richard's Catholic College

MANAGING BEREAVEMENT AND LOSS



The Policy was approved by the Governing Body: June 2015

Chair of Governors: _____

The Governing Body will review the policy in June 2020

Managing Bereavement and Loss

As a Catholic community guided by Gospel values our response to bereavement and loss must be to provide an environment which is sensitive and compassionate to the needs of those needing to grieve. We have a responsibility/duty to provide a curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils, and we therefore recognise that learning to cope with the impact of bereavement and loss must be an integral part of that curriculum.

In responding to bereavement we need to consider the impact of the death of a parent, a sibling, a grandparent, a relative, a teacher, a pupil and a pet.

In responding to loss we need to consider the specific needs of the individual (eg. divorce and family breakdown, being a looked after child, being a refugee/asylum seeker).

Support in dealing with the issues of bereavement and loss will occur in subjects such as RE, English, Drama and PSE/Citizenship. The key people involved in offering support will include personal tutors, the Chaplaincy team, the Spectrum/Rainbows team, the School Nurse, the Counsellor, Connexions PA and, where needed, other external support services. Our Student listeners will also be trained to deal with issues of bereavement and loss.

In all instances, the Principal and Vice-Principal for Pastoral Care will be made aware of instances of bereavement and loss which may impact on a pupil's progress or behaviour. This information will then be passed on to all staff via our daily Briefing. Where a significant death occurs (eg. the death of a pupil or member of staff) the Principal will take the decision on when and how others should be informed. In cases of loss, the Pastoral Leader will take responsibility for monitoring the pupil concerned and referring to counselling services where needed.

The appendices to this brief policy response highlight the following:

- Managing the first day of a bereavement.
- Helping the grieving child/pointers for counselling.
- Bereavement and Loss.
- Helping children cope with death (a parent's helpsheet)
- Prayers.
- List of Resources.

College life has to continue and appear to be normal as soon as realistically possible so that it remains the safe haven it should be for all concerned. At some stage, a memorial will be set up as this will help to facilitate the grieving process.

In adopting a sensitive response to bereavement and loss it will also be borne in mind that those working with the bereaved, in particular, will need support.

APPENDIX A

Managing the First Day of a Bereavement

- The Principal will take the decision on how best to inform the college community following liaison with the family concerned.
 - If the bereavement occurs at a weekend then the Emergency Staff Cascade System will be used.
 - Inform staff through a morning briefing, noting absent staff (who may need to be informed by telephone).
- A nominated member of LMT will inform the Governing Body and will act as a spokesperson for the media.
- The Principal or a nominated member of the LMT will inform the LEA should this be necessary ie. in the case of a death occurring on a school trip.
- The Principal will give a factual explanation of how the death occurred and how this news will be communicated to pupils via the LMT.
- As far as possible, pupils will be informed in form groups giving them time afterwards to explore emotions/feelings. Begin with the friendship group/year group of the deceased. A prayer will be offered for the deceased.
- Support services will be available on site and, where requested, pupils will be allowed to go to the Chapel, take time out to grieve/articulate their thoughts/feelings.
- Experience has shown that bereaved children do not necessarily need 'therapy' to understand what has happened, but benefit from an opportunity to:
 - have their bereavement acknowledged
 - talk about the person who died
 - understand that feelings of grief are natural
 - know that adults and other young people care about them.
- Time will be given to pupils to discuss past bereavements eg. when my pet/gran died etc.
- A letter will be drawn up for parents indicating the circumstances of the death.
- The Lay Chaplain will organise a service to take place in the afternoon. Friends and the year group concerned will be allowed to attend. If the death involves a member of staff, services will be organised for all year groups.
- The Principal will establish contact with the family concerned and where appropriate, staff members will visit.
- A book of condolences will be placed in a central place allowing the pupils to contribute prayers, poems, messages and mementos.
- Key staff will be identified who will be available to talk things through with a member of staff, parent, pupils if they are finding the situation particularly hard.
- An end of day briefing for staff will be arranged so that they can recount their feelings and describe what was good and bad about the day.

Follow-up

- A book of condolences to be placed in a prominent position for a week to allow all age groups to make contributions.
- Form group directly affected to prepare a memorial book, a copy of which will be presented to the parents. Allow them to express their feelings/thoughts in the way they wish eg. a collage of memories.
- Where a pupil is experiencing the death of a family member encourage the form group to send messages in a condolence card.
- As a community the school will offer help with the funeral arrangements eg. music/readings/booklet.
- Allow for attendance at the funeral if parents wish; otherwise have own service in college.
- Get the pupils thinking about a long-term memorial eg. a bench, a tree.
- Use PSHEE/RE lessons as opportunities for pupils to express their feelings following a death. Use as well to explore issues of loss and death in a carefully planned and supportive way.
- In circumstances where a child is returning following the death of a parent or sibling, pave the way for a smooth return involving friends. The same should apply to a member of staff returning following a bereavement - allow time to settle back in.
- The personal tutor needs to monitor a child's return following bereavement long-term.
- Monitor pupils who have experienced a major loss throughout their school life.
- Where it is recognised that a pupil is finding a bereavement difficult invite parents in and, where necessary, issue with a helpsheet (see appendix D).
- Anticipate behaviour problems. Acknowledge and discuss the feelings, enforce normal boundaries and suggest alternative coping strategies and safe ways of expressing strong feelings.
- Identify key dates: birthday/anniversary - place in a memorial book so all staff are aware of sensitive times. Staff to mark the anniversary with a prayer.
- Ensure records/SIMs are updated to take account of a bereavement.
- Identify pupils entering the college who have suffered bereavement/loss and ensure this is highlighted in the personal profiles.
- Those staff involved in counselling the bereaved will need to be encouraged to take care of themselves and recognise that they cannot carry grief for others.

APPENDIX B

Helping Grieving Children in School

The best thing to offer a grieving child is a listening ear but it must be offered in the right way.

Firstly, see the child alone in a private setting and assure them that whatever they say to you, you will not tell anyone else unless they ask you to do so.

Try to make it a relaxed occasion with as much comfort in the surroundings as possible. Allow them to choose their own position - they may wish to sit on the floor, or the window sill, or perch on a table. Let them know that it's alright to move about if they want to.

Encourage them to do the talking by using 'open-ended' questions and giving yourself time to consider their answers. Limit your own talking and concentrate on what they are telling you and on their body language. Look for underlying feelings.

They may ask you many questions and some may be strange. Answer honestly and pick your vocabulary carefully - most children do not know the "language" of death. Let the child see that you care about them and that you respect them for what they are. Whatever they say, do not reveal shock, horror or make any judgemental statements. Always make sure that you have fully understood what they have said by reflecting back.

Children frequently feel guilty and believe that they have caused the death. Help them to understand that it was not their fault and it is not a punishment for them being bad.

Allow the child to cry and reassure them that it is good to cry. It is not "cissy" or weak but a healthy way of releasing tension. Let them know that it is also alright for adults to cry, men as well as women, and not to be embarrassed if their parents or other adults burst into tears. Explain that crying is part of the healing process. Never say to a child "Don't be sad" or "Don't worry". They cannot control their responses and are put under extra stress if they feel this is required of them.

Children are often angry with the person who has died because they feel abandoned. They may try to hide this emotion, thinking that it is wrong to express their anger. Reassure them that this is a normal reaction and that when they feel anger they need to express it. Tell them to take some violent exercise like running or swimming until they are exhausted and pretend they are hitting out at whoever they are angry with. Warn them to avoid actually taking out their anger on their friends and family. Anger management sessions may be arranged for pupils if staff and parents feel it is appropriate.

Some children are unable to put their feelings into words. They may find that drawing pictures of what has happened will release feelings and give you a basis for helping them to talk.

You need to make yourself available to the child when they feel the need to talk but it has to be clear that this is only a temporary situation and cannot go on for the rest of their school life. Perhaps you can both agree to see each other at a regular time weekly for half a term and then once or twice during the next term.

It is quite likely that the child will reveal things that you believe they should share with others. Discuss this with them but never betray their confidences, (with the exception of a safeguarding issue), unless they give you express permission to do so. If you betray their

trust, not only do you end their relationship with you but you may permanently damage their trust in all adults.

Finally, you should share some of your concerns with a colleague/friend/relative whom you trust entirely. The child's distress will touch your feelings and you need a safety valve for these. Concentrate on your own reactions and safeguard, as far as possible, the confidentiality of the child's disclosures.

Key Points for Supporting the Bereaved

- Offer to support, but don't be obtrusive.
- Share grief.
- Allow discussion.
- Allow expression.
- Talk openly but honestly about the person who has died.
- Be aware of other people's beliefs and values.
- Reassure those who feel that they are in some way to blame.
- Be honest with explanations.
- Be compassionate but firm.
- Be prepared to ask for additional help if required.
- Expect regression.
- Never avoid the bereaved.
- Never pretend life will be the same.
- Never put a time limit on how long you expect the grieving period to last.
- Be honest at all times.

Could you Just Listen

When I ask you to listen to me and you start giving me advice,
You have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way
You are trampling on my feelings.

When I ask you to listen to me and you feel that you have to do something to solve my
problem,
You have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk, or do - just hear me.

I can do for myself; I am not helpless - maybe discouraged and faltering,
But not helpless.

When you do something for me that I can and need to do for myself,
you contribute to my fear and inadequacy.

But when you accept as a simple fact that I **do** feel what I feel,
No matter how irrational, then I can quit trying to convince you and get
about this business of understanding what is behind this irrational feeling.
When that is clear, the answers are obvious and I do not need advice.

Irrational feelings make more sense when we understand what is behind them.

So please listen and just hear me.

Anon

APPENDIX C

Bereavement and Loss

Some Thoughts

- 2% of children will experience the death of a parent by the age of 16. This is potentially 16 children in a school of our size.
- Many more experience the death of close family members - grandparents, siblings, friends.
- More than 3,000 young people between the ages of one and 19 die each year.
- Around 53 children under 18 are bereaved of a mother or father every day.
- Approximately 40% of children who lose a parent are at risk of long-term associated psychological problems - high correlation of maladapted behaviours - crime, drugs, alcohol, bullying.
- 30% of bereaved children consider suicide.
- Estimates suggest that divorce will result in marked change in school performance for 66% of children affected.
- One in three marriages fail.
- 11 million children are in one parent families.
- High correlation of maladapted behaviour linked with bereavement.
- The second year following the loss is often more difficult than the first.
- Bereaved children are often bullied.
- Children need honest explanations about family breakdown or death, and the circumstances in which it occurred; in language that they understand, and which is appropriate for their age and developmental stage.
- Common stages of bereavement: disbelief/shock/denial, anger, guilt, bargaining/searching, depression, acceptance.
- Grieving can cause marked behaviour changes in young people. These can sometimes be challenging.
- Adolescents tend to grieve in private - they need emotional space to deal with their grief.
- One dictionary definition of grief is a 'deep and violent sorrow'.
- It is important to acknowledge a child's loss once he/she returns to school.
- Remember school is potentially a safe haven if the home is in emotional turmoil.
- Be aware of the continuum of response, not all young people having experienced a loss need counselling.

Supporting Young People dealing with Bereavement and Loss

Although there are significant differences between bereavement and family breakdown, both involve major losses. Our use of language may appear to highlight the differences - sadness about separation and family breakdown, grief in bereavement. However, the impact of loss, the feelings that loss evokes, our responses to it, and the means by which we manage it, reflect a process which is common to both.

Loss

Grief (sadness) is a **normal** emotional response to loss.

Each loss is **unique**.

There is **no right or wrong way** to grieve/express sadness.

Grief is **ongoing**.

Fear accompanies grief.

Grief comes in **waves**.

It is **hard work**, physically and emotionally.

There can be many **different** reactions.

Children and young people are as **deeply** affected by bereavement and loss as adults. We cannot know what the child or young person is **feeling** without asking them. Small losses can **trigger** memories of bigger losses from the past, evoking a corresponding **intensity** of emotion.

Tasks associated with managing Loss

To **accept** the reality - children and young people need the facts to accomplish this

To **experience** the pain - the adult's natural response is to try to protect

To **adapt** to the loss - further change and loss can impede this process

To **integrate** the loss into the present

Common responses to loss and ways children and young people might express them

Shock Shock may be accompanied by disbelief, dismay and protest, by withdrawal, numbness, or carrying on as if nothing had happened.

In a **child**, shock may be expressed in a variety of ways: crying, screaming, bewilderment, withdrawal, laughing, apparently unaffected, or they may carry on as normal.

For a **young person**, the numbness and inability to feel, which often accompanies shock, can be scary and confusing. The difficulty of not being able to take in what has happened, and the apparent failure to function rationally is similarly upsetting. It engenders feelings of helplessness associated with being a child, rather than of coping, which the teenager expects in the adult role they are preparing to take on. The feeling of nothing tends to be followed by very strong feelings.

Denial A **child** may continue to expect/ask when a dead person will return, or, may not appear to show signs of grief. A **child** or a **young person** may become hyperactive - a coping mechanism to avoid thinking about what has happened and a defence against becoming overwhelmed. A **young person** may become switched off, unable to discuss what has happened.

Searching A preoccupation with thoughts of the dead person, vivid memories and wanting to be in places associated with them, are common to all ages. Restlessness and aimlessness. A **child** may say, 'I want to go to the cemetery and find...' 'I want to go and dig up...'. **Young people** may wish to be on their own.

*Despair/
Depression* Intense sadness, rejection of others, pessimism about future. May be accompanied by school refusal. **Young people** may feel that nothing is

<i>Anger</i>	worth doing because life is too precarious. Common responses for all age groups: angry outbursts, hitting out, getting into fights, aggressive behaviour, acting out, difficult at home often with one parent/surviving parent.
<i>Anxiety/ Guilt</i>	Anxieties about self & others, fears and frightening thoughts, feelings of guilt and blame. In younger children separation problems, school refusal, sleep problems, bad dreams. Somatisation of worries - stomach aches. Being overly good and trying too hard to please. Obsessional behaviours. Blaming others. Loss of confidence and self-esteem. Young people have the intellectual capacity to understand the consequences of events, and their anxiety may focus on practical and financial worries.
<i>Confusion</i>	For the young child, explanations about death may be comprehended in terms of factual explanations eg. 'the heart stopped working', 'the doctors tried their hardest but could not make it work again' (heart attack). Understand relationship breakdown is dependent on explanations about human relationships and their complexity. The young child lacks the necessary abstract thinking processes to make sense of such explanations and is particularly vulnerable to feelings of confusion around family breakdown, rejection, placement in care etc. Confusion in the child may be expressed through social withdrawal, lack of fluency and logicity in speech and learning, difficulties with concentration and memorising, inconsistency and day dreaming, low levels of achievement.

Some factors affecting responses to loss

Nature of relationship - closer the relationship, greater the loss.

Quality of relationship - a difficult relationship is likely to be more difficult to deal with.

History and experience of previous losses.

Whether the death was anticipated, sudden or even violent, whether it was witnessed.

In family breakdown, level of parental discord/acrimony, domestic violence, prior and post separation.

Family support and availability of appropriate emotional support.

The extent to which their life is disrupted/changed.

Knowledge/understanding of what happened.

Gender Issues

Boys may hide their feelings or be reluctant to talk in general about loss. Physical activity is often used as an important emotional outlet for strong feelings.

Girls may be more inclined to cry, have difficulty in concentrating, be anxious. They tend to use verbal means to process feelings and reactions. They may conceal or deal with sadness by becoming excessive care givers.

APPENDIX D

Helping Children Cope with Death

These guidelines are intended to give parents and carers some practical ways of helping their child(ren) cope with death.

Talking

- As soon as possible after the death, set time aside to talk to the child and establish their feelings, worries or concerns.
- Use of the correct language - say the words 'dead', 'died' etc. Avoid using phrases such as: 'He's sleeping', or 'God took her away', or 'He went away' etc. Accurate terminology helps the child to understand that the death is permanent.
- Use the given name of the deceased when speaking to your child.

Questions

- Ask questions. *'I wonder how you are feeling?', 'What have you heard from your friends?'. 'What do you think happened?'* etc.
- Ask your child if they have any questions.
- If you cannot answer their questions it is OK to say *'I don't know how to answer that, but perhaps we can find someone to help us'*.
- If your child asks you a question, tell them that it is a good question and invite them to think of an answer themselves (eg. Child: *'Is Mrs Smith in heaven now?'* Adult: *'That's a very good question, what do you think?'*).

Feelings

- Talk about feelings, such as: sad, angry, feeling responsible, scary, tearful, mixed up, depressed, wishing to die too. It is normal for bereaved children and their families to experience a range of feelings.
- Explain your own feelings to the child, especially if you are crying - it may be that the person who died was well known to you or you may be reminded of your own bereavements. Give them permission to cry too. We are their role models and it is good for children to see our sadness and to share our feelings with them. Experiencing the death of a parent or brother or sister is a very sad event.

The funeral and saying goodbye

- Talk about funerals. Explain what happens there and find out if your child wants to attend. Children regret not being given the opportunity to make their own informed decisions about attending the funeral.
- Think about ways children can say 'goodbye' to the person who has died. This may be an activity that is already going on in school.
- Talk to your child about their beliefs about what happens to people after they die eg. God, Heaven, Reincarnation, Memories etc.
- Talk about memories, good ones and one that are not so good. It is important for children to have honest memories of the person that died. It may be that the child has mixed feelings.

The Future

- Read a book on death to your child if you can find one in the library. There is a wide selection of fiction and non-fiction that could prove helpful to your child.
- Invite your child to come back to you if he or she has more questions or has heard rumours and that you will help him or her get the correct information.

Things to look out for

- Watch out for 'bad dreams' - are they occurring often? Talk about dreams. They are our way of discharging stress and coming to terms with feelings.
- Sudden death, violent death, death of a young person, is especially hard to understand and disruption of sleep, appetite, daily activities is a normal response to an abnormal or unusual event.
- Watch for behavioural changes in your child. It is normal for a child to experience some changes after a death, but if changes continue or they concern you talk with the teacher. Outside agency support can be made available if needed.

NB.

- CRUSE has produced a very useful booklet called 'Caring for Bereaved Children'.
- Winston's Wish Family Line offers support, information and guidance to all those caring for a young person who has been bereaved. (Tel: 0845 20 30 40 5, www.winstonwish.org.uk).
- www.crusebereavementcare.org.uk (Information for Schools link)
- www.ncb.org.uk/cbn

APPENDIX E

Death is nothing at all

Death is nothing at all. I have only slipped away into the next room.
I am I, and you are you. Whatever we were to each other that we still are.
Call me by my old familiar name, speak to me in the easy way which you always used.
Put no difference in your tone, wear no forced air of solemnity or sorrow.
Laugh as we always laughed at the little jokes we enjoyed together.
Play, smile, think of me, pray for me.
Let my name be ever the household word that it always was,
let it be spoken without effect, without the trace of shadow on it.
Life means all that it ever meant. It is the same as it ever was; there is unbroken continuity.
[There is absolute and unbroken continuity. What is this death but a negligible accident?]
Why should I be out of mind because I am out of sight?
I am waiting for you, for an interval, somewhere very near, just around the corner.
All is well.

Henry Scott Holland

She is Gone

You can shed tears that she is gone, or
you can smile because she has lived.

You can close your eyes and pray that
she'll come back, or you can open your
eyes and see all she's left.

Your heart can be empty because you
can't see her, or you can be full of the
love you shared.

You can turn your back on tomorrow and
live yesterday, or you can be happy for
tomorrow because of yesterday.

You can remember her and only that
she's gone, or you can cherish her
memory and let it live on.

You can cry and close your mind, be
empty and turn your back, or you can do
what she'd want: smile, open your eyes,
love and go on.

David Harkins

Do Not Stand At My Grave And Weep

I am not there, I do not sleep.
I am a thousand winds that blow;
I am the diamond glints on snow;
I am the sunlight on ripened grain;
I am the gentle Autumn's rain.
When you waken in the morning's hush;

I am the swift uplifting rush of quiet birds in circled flight;
I am the soft star that shines at night.
Do not stand at my grave and cry;
I am not there, I did not die
Mary Elizabeth Frye

Variation

In those quiet moments in the still of the night
Remember to rejoice and celebrate life
Do not think of me gone and weep
I am not there, I do not sleep
I am a thousand winds that blow
I am the diamond glints on snow
I am the sunlight on the grain
I am the gentle autumn's rain
When you awaken in the morning hush
I am the swift uplifting rush
of quiet birds in flight
I am the soft stars that shine
You will hear my gentle voice
and remember to rejoice
Never give up your fight
and remember always
to Celebrate Life....
Author unknown

I'm Free

Don't grieve for me for now I'm free,
I'm following the path God laid for me.
I took his hand when I heard him call,
I turned my back and left it all.
I could not stay another day
To laugh, to love, to work or play.
Tasks left undone will stay that way,
I found that peace at close of day.
If my parting has left a void
Then fill it with remembered joy
A friendship shared, a laugh a kiss,
Ah yes, these things I, too, will miss.
But not burdened with times of sorrow,
I wish you the sunshine of tomorrow.
My life has been full, I've savored much.
Good friends, good times, a loved ones touch.
Perhaps my time seemed all to brief
Don't lengthen it now with undue grief,
Lift up you hearts and share with me,
God wanted me now,
He set me free
Author unknown

Farewell My Friend

It was beautiful as long as it lasted
The journey of my life.
I have no regrets whatsoever
save the pain I'll leave behind.
Those dear hearts who love and care...
And the strings pulling at the heart and soul...
The strong arms that held me up
When my own strength let me down.
At every turning of my life I came across good friends,
Friends who stood by me,
Even when the time raced me by.
Farewell, farewell my friends
I smile and bid you goodbye.
No, shed no tears for I need them not
All I need is your smile.
If you feel sad do think of me
for that's what I'll like when you live in the hearts
of those you love, remember then
you never die.

Rabindranath Tagore

"I'm Not Gone"

Don't cry for me ,
now that I am free.

Just look around anywhere,
and that is where I'll be.

For I am the daylight ,
when the sun starts to rise.

I'm the bright rainbow,
you see with your eyes.

I'm the tiny raindrops,
that sprinkle in the wind.

I'll always be here with you,
for there really is no end.

I'm the dew that's on the ground,
and the quietness all around.
Yes, I am so very happy,
with this new life I have found.

I'm the peaceful summer breeze,
that flows softly through the trees.

I'm the bluebird in the sky,
that sings with such ease.

Yes, I am so very happy,

so happy to be free.

Understand my family and friends
and don't you cry for me.

Sheila Pearce

Miss Me But Let Me Go

When I come to the end of the road
and the sun has set on me,
I want no rites in a gloom filled room,
Why cry for a soul set free.

Miss me a little--but not too long,
and not with your head bowed low,
Remember the love that we once shared,
Miss me--but let me go.

For this is a journey that we all must take,
And each must go alone.

It's all a part of the Master's plan,
A step on the road to home.

When you are lonely and sick of heart,
Go to the friends we know.

And bury your sorrows in doing good deeds,
Miss me--but let me go.

Anu Shraddha

Remember Me When I Am Gone Away

Remember me when I am gone away.

Gone far away into the silent land;

When you can no more hold me by the hand.

Nor I half turn to go yet turning stay.

Remember me when no more day by day

You tell me of our future that you planned:

Only remember me: you understand

It will be late to counsel then or pray.

Yet if you should forget me for a while

And afterwards remember, do not grieve:

For if the darkness and corruption leave

A vestige of the thoughts that once I had.

Better by far you should forget and smile

Than you should remember and be sad.

Christina Rossetti

God's Lent Child

I'll lend you for a little while, a child of mine, God said

For you to love the while he lives and mourn for when he's dead.

It may be six or seven years, or forty-two or three

But will you, till I call him back, take care of him for me?

He'll bring his charms to gladden you and should his stay be brief

You'll always have his memories as a solace in your grief.

I cannot promise he will stay, since all from earth return,

But there are lessons taught below I want this child to learn.
I've looked this whole world over in my search for teachers true
And from the folk that crowd Life's lane I have chosen you.
Now will you give him all your love and not think the labour vain,
Nor hate me when I come to take this lent child back again?
I fancy that I heard them say "Dear God, thy will be done.
For all the joys this child will bring the risk of grief we'll run.
We will shelter him with tenderness, we'll love him while we may
And for all the happiness we've ever known, we'll ever grateful stay.
But should the angels call him much sooner than we'd planned
We will brave the bitter grief that comes and try to understand."

Edgar Guest

To Those I Love And Those Who Love Me

When I am gone, release me let me go
I have so many things to see and do
You mustn't tie yourself to me with tears
Be happy that we had so many years
I gave you my love, you can only guess
How much you gave to me in happiness
I thank you for the love you have shown
But now it's time I traveled alone
So grieve a while for me if grieve you must
Then let your grief be comforted by trust
It's only for a while that we must part
So bless the memories within your heart
I won't be far away. For life goes on
So if you need me call and I will come
Though you can't see or touch me I'll be there
And if you listen with your heart you'll hear
All of my love around you soft and clear
And then when you must come this way alone
I'll greet you with a smile and welcome you home

Author unknown

When You Feel Lonely

When you feel Lonely
When a person you love passes away
Look to the night sky on a clear day.
The star that to you, appears to be bright,
Will be your loved one,
Looking upon you during the night.
The lights of heaven are what shows through
As your loved one watches all that you do.
When you feel lonely for the one that you love,
Look to the Heavens in the night sky above.

Author unknown

Remembrance

Remembrance is a golden chain
Death tries to break,

but all in vain.
To have, to love, and then to part
Is the greatest sorrow of one's heart.
The years may wipe out many things
But some they wipe out never.
Like memories of those happy times
When we were all together.

Author unknown

If Tomorrow Starts Without Me

When tomorrow starts without me,
And I'm not there to see,
If the sun should rise and find your eyes
all filled with tears for me,
I wish so much you wouldn't cry
The way you did today,
While thinking of the many things,
We didn't get to say.
I know how much you love me,
As much as I love you,
and each time that you think of me,
I know you'll miss me too.
But when tomorrow starts without me,
Please try to understand,
That an angel came and called my name,
And took me by the hand,
and said my place was ready,
In heaven far above,
And that I'd have to leave behind
All those I dearly love.
But as I turned to walk away,
A tear fell from my eye
For all my life, I'd always thought,
I didn't want to die.
I had so much to live for,
So much left yet to do,
It seemed almost impossible,
That I was leaving you.
I thought of all the yesterdays
The good ones and the bad,
I thought of all the love we shared,
and all the fun we had
If I could re-live yesterday
Just even for a while,
I'd say good-bye and kiss you
And maybe see you smile.
But then I fully realized,
That this could never be,
For emptiness and memories,
would take the place of me.
And when I thought of worldly things,
I might miss come tomorrow,
I thought of you, and when I did,
My heart was filled with sorrow.

But when I walked through heaven's gates,
I felt so much at home
When God looked down and smiled at me,
From His great golden throne.
He said, "This is eternity,
And all I've promised you."
Today your life on earth is past,
But here life starts anew
I promise no tomorrow,
But today will always last,
And since each day's the same way
There's no longing for the past.
You have been so faithful,
So trusting and so true.
Though there were times
You did some things
You knew you shouldn't do.
But you have been forgiven
And now at last you're free.
So won't you come and take my hand
And share my life with me?
So when tomorrow starts without me,
Don't think we're far apart,
For every time you think of me,
I'm right here, in your heart.

David Romano

A Gift From God

An angel was sent from heaven above
A special one that would bring much love.
God knew that this precious life would be short
So he looked around for a tender heart.

He made his choice and the gift was sent
In what seemed like a moment, the angel went,
Leaving treasured memories, and a heart full of pain,
A void, an abyss, tears flowed like rain.
But...

Wait just a moment, I wish you could see
The wonderful thing that's happened to me.
Jesus was waiting, His arms opened wide,
And He and His angels brought me inside
Such a beautiful place that I cannot describe,
A new home for me from the moment I died.

I'll wait here for you, so dry up your tears,
And go bravely on with your life free from fears.
Know that God's near you to help and to guide,
He'll never desert you, He's there by your side.
So speak to him daily from inside your heart,
And let him assure you, we're not really apart.

Author unknown

APPENDIX F

Resources

Books for Staff

- 'The Forgotten Mourners' - Pennells, Sister Margaret and Smith, Susan C (1996), Jessica Kingsley Publishers ISBN (185 302 7588)
- 'Good Grief' Ward, Barbara & Houghton, Jamie in association with Cruse (1998) Kingsley Press Book Two.
- 'Children & Divorce - A Guide for Adults' Cox, Kathleen & Desforges, Martin.
- 'Caught in the Middle' - Helping teenagers cope with divorce and separation. Swan-Jackson, Alys - Picadilly.
- 'Children and Bereavement' - Duffy W (1997) Church House Publishing.
- 'Coping with Bereavement: A Handbook for Teachers' Holland, J (1996). Cardiff Academic Press.
- 'Trauma, Bereavement and Loss - Guidance for Schools in dealing with Critical Incidents and Tragic events', East Sussex County Council.
- 'Wise Before the Event: Coping with Crises in schools', Yule, W and Gold, A (1993). Calouste Gulbenkian Foundation.
- 'What If?' - video pack based on a young teenager killed in a tragic accident. Useful worksheets to accompany the programme (available from DC).
- 'Bereaved Children and Teens: A support guide for parents and professionals' Grollman A (ed) 1995 Beacon Press
- 'Caring for Bereaved Children' Bending, Mary 1993 Cruse.
- 'It Hurts: A Resource Book on Loss and Grief' 1999 Youth Clubs UK.
- 'Loss, Change and Grief: An Educational Perspective' Brown, Erica 1999 David Fulton Publishers.

Books for Pupils

- 'Are You Listening, Karen?' Day, David. (1983) Puffin Plus.
- 'Straight Talk About Death for Teenagers' Grillman, Earl A (1993) Beacon Press Books ISBN 0-8070-2501-1
- 'Two Weeks with the Queen' - Gleitzman, Morris Puffin 1999.
- 'A Summer to die' - Lowry, L.S. Level Leaf Library.
- 'I never told her I loved her' - Click, Sandra. Livewire Books for Teenagers.
- 'The Charlie Barber treatment' - Lloyd, Carole. Walker Books.
- 'Tiger's Eyes' Blume, Judy. Macmillan.
- 'The Spying Game' Moon, Pat. Orchard Books.
- 'A Daughter Like Me', Roy, J (1996).
- 'Chasing Redbird' Creech, S (1997) Macmillan.
- 'Walk Two Moons' Creech, S (1994).
- 'Becky Bananas - This is your Life' Ure, J. Harpercollins.
- 'Vicky Angel' - Wilson, J.
- 'Pizza on Saturday' - Anderson, R.
- 'Wheels' - MacPhail, C.
- 'The Great Blue Yonder', Shearer, A.
- 'Killing the Demons' Ashton, J (1995) Puffin.
- 'Alex' Duder, T. (1990) Penguin.
- 'Words of Stone' Henkes, K. (1995) Red Fox.
- 'See you Simon' Hill, D. (1995) Puffin.
- 'Then and Now' Hughes, B. (1992) Women's Press.
- 'Emma says Goodbye' Nystrom, C. (1996) Lion.