

Ask Me: Education Bereavement Plan for Early Years and KS1



This plan is for Early Years and Key Stage 1 education staff to complete with the Parent or Carer of the child. As much as possible we would advise that children are included in this conversation, and given as much choice as possible in how their bereavement is supported. We would encourage you to use the child booklet to give the child space to contribute. This can be a creative conversation, using drawing, communication aids or anything else the child is familiar with.

You do not need to complete every section, and should be led by the child and their adult. Education professionals can use the 'Implementors Guide' to support the conversation. This plan will adapt and change throughout the child's education journey and a child (or their family) should be able to make any changes at any time.

Date created:

Date for review:

Plan for:

Created with:

Your key contact(s):

Who has died or is dying?

A space to share their name, their relationship to the child, how they died or their illness and anything else you'd like to share.



Home life: A space to talk about who is at home and how everyone is feeling, and any important beliefs the child has (culture, religion and spirituality).

Who supports me outside of school?

A space to share who the child goes to for support and help.



What helps me:

A space to share what helps to make things feel any easier for the child, are there any ideas that you'd like to share.



What isn't helpful:

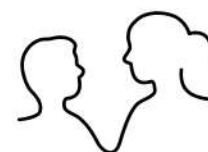
A space to share what makes things feel more difficult for the child.

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Key person:

A space to share if there is a person the child feels most comfortable with in the setting, and who could be a key person?



Sharing with others?

A space to share who already knows, who you would like to be told, how you would like them to be told and what information you would like to be shared (peers, friends, members of staff, new staff)

Significant dates and times of year:

A space to share what dates or times of year are more difficult (anniversaries, birthdays).



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Triggers:

A space to share particular topics or lessons that may be distressing. Think about how the child would like someone to support them if they are triggered by something (do you want a 'time out' card, a code word etc).

Being at school:

A space to explore anything that feels difficult for the child about being at school, particular lessons or topics.

How will you we know when things are difficult?

A space to explore what we may see, how the child could let us know and what you may need.



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Anything else you'd like to add to the child's plan:



This plan has been designed and created by a group of bereaved children and young people with the hope of opening up the conversation around grief support in education.



Support is immediately available on weekdays (excluding bank holidays) from 8am to 8pm
08088 020 021 ask@winstonswish.org winstonswish.org