



Support  
Inspire  
Learn

# A Whole School Approach to Supporting Loss, Separation & Bereavement

Information and Resources



*Updated  
September  
2025*



*“Death never obeys the school timetable or appears on it - it enters the classroom without knocking.”*  
*- Winston's wish*

# Welcome

Welcome to our Whole School Approach to Loss, Separation and Bereavement. This guide aims to provide you with support and information when an incident occurs in your school community or if the school is facing an expected death.

This booklet has information, resources and examples you can use within your school to help support staff, pupils and the community at a difficult time.

If you or your staff need support contact:

**Sonia Cross** at [sonia.cross@si.liverpool.gov.uk](mailto:sonia.cross@si.liverpool.gov.uk) | 07702668900 or;

**Niki Horton** at [nicola.horton@si.liverpool.gov.uk](mailto:nicola.horton@si.liverpool.gov.uk) | 07921211785

**Sue Killen** at [sue.killen@si.liverpool.gov.uk](mailto:sue.killen@si.liverpool.gov.uk) | 07740 899752

We sincerely hope you find this booklet useful. Please email any feedback to [sonia.cross@si.liverpool.gov.uk](mailto:sonia.cross@si.liverpool.gov.uk)

*Much of the information in this booklet has been sourced from specialist and well respected bereavement charities and organisations.*

*Source material is referenced throughout the document by use of logos.*



**Winston Wish**  
[www.winstonwish.org.uk](http://www.winstonwish.org.uk)



**Child Bereavement UK**  
[www.childbereavementuk.org](http://www.childbereavementuk.org)

*Thanks go to these organisations for their support and agreement in sharing this information.*

# Introduction

This booklet provides you with support when dealing with any form of loss, separation or bereavement that impacts upon a person's emotional health and wellbeing. This could include death, separation, divorce, family member imprisoned, child from a forced family or a refugee fleeing their homeland.

## It contains:

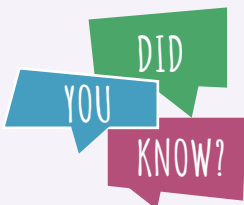
- ✓ Practical tips and advice when facing bereavement in the school community
- ✓ Letter templates for informing parents and the wider community
- ✓ Template for a whole school bereavement policy
- ✓ Activities for teaching across the curriculum as well as PSHE
- ✓ Reading resources
- ✓ Useful websites and telephone numbers

As a teacher or member of staff within a school community it is inevitable that you will work with children affected by death in one way or another. The immediacy and enormity of these experiences may vary, but in each situation you have a genuine chance to positively affect a young life.

- ✓ Dare to ask questions and listen to the answers
- ✓ Be prepared to share your own feelings
- ✓ Talk about how death makes you feel
- ✓ Allow your student to decide what happens next and who they talk to

*The fact that a teacher cares enough to say "I was really sorry to hear about your mum dying, it made me sad."*

*Or asking "How are you feeling today? I guess things are still hard." will make a world of difference to a pupil, and demonstrate a lot of care...*



IN THE UK, AN ESTIMATED 26,900 PARENTS DIE EACH YEAR, LEAVING AROUND 46,300 DEPENDENT CHILDREN UNDER 18. THIS MEANS A PARENT DIES EVERY 20 MINUTES, RESULTING IN APPROXIMATELY 127 CHILDREN BEING NEWLY BEREAVED OF A PARENT EVERY DAY.

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**SAMPLE**

# Section 1

Information for Headteachers and  
Nominated Senior Leaders

# Immediate Support Plan

The following guidelines are intended to assist your school in developing a strategy to respond to a death in the school community such as a member of staff or a pupil.

1. Contact with the deceased's family should be established by the Headteacher & their wishes respected in communicating with others. Factual information is essential to avoid rumour & confusion, whilst being sensitive to cultural and religious considerations. Be mindful of social media sites and their impact at this time.

2. Inform the following people of the death:

• **Primary, Secondary, and Special:**

- Reena Bhogal-Welsh (Director of Education and Inclusion), [Reena.bhogal-welsh@liverpool.gov.uk](mailto:Reena.bhogal-welsh@liverpool.gov.uk)
- Jenny Turnross (Director of Children and Young People's Services), [jenny.turnross@liverpool.gov.uk](mailto:jenny.turnross@liverpool.gov.uk)
- Zoe Heywood (Head of Education Partnerships), [Zoe.Heywood@liverpool.gov.uk](mailto:Zoe.Heywood@liverpool.gov.uk)
- Jane Holmes (SIL Director of Education Services), [jane.holmes@si.liverpool.gov.uk](mailto:jane.holmes@si.liverpool.gov.uk)
- Sue Killen (SIL Director of Curriculum & Assessment), [sue.killen@si.liverpool.gov.uk](mailto:sue.killen@si.liverpool.gov.uk)
- Sonia Cross (SIL Health and Wellbeing Officer), [sonia.cross@si.liverpool.gov.uk](mailto:sonia.cross@si.liverpool.gov.uk)
- Nicola Noon SIL Safeguarding Team Manager, [nsafeguarding@si.liverpool.gov.uk](mailto:nsafeguarding@si.liverpool.gov.uk)
- Niki Horton (Health & Wellbeing Team Manager), [nicola.horton@si.liverpool.gov.uk](mailto:nicola.horton@si.liverpool.gov.uk)
- Both your Chair of Governors and Education Improvement Partner.

3. All staff should be informed before pupils and be prepared (through prior discussion) to share information in age-appropriate ways as agreed for each individual circumstance.

4. Pupils who are affected should be informed, preferably in class groups, by someone known to them. A whole school assembly is not usually appropriate. Give consideration to children with special needs.

5. The school should be aware that the school timetable may need a degree of flexibility to accommodate the needs and wellbeing of children affected by the situation. However, minimal disruption to the timetable also offers a sense of security and familiarisation.

6. Consider requesting bereavement support services in consultation with **SIL Bereavement Support Officer Sonia Cross** 077026680900 and LA support. If on-site support is required, consider who is needed.

For advice contact Sonia Cross at [sonia.cross@si.liverpool.gov.uk](mailto:sonia.cross@si.liverpool.gov.uk) | 07702668900; or

Niki Horton at [nicola.horton@si.liverpool.gov.uk](mailto:nicola.horton@si.liverpool.gov.uk) | 07921284785

Sue Killen at [sue.killen@si.liverpool.gov.uk](mailto:sue.killen@si.liverpool.gov.uk) | 07740 899752

7. If staff are affected by the death on-going support can be offered, again consider who is needed.
8. A clear process of communication with advice should be followed, giving consideration to the multi-agency involvement families may have.
9. In consultation with the bereaved family, arrangements for funeral attendance may be clarified, with the consideration of full or partial school closures in some circumstances. Consider staff and pupil attendance.
10. School should be aware that the impact of bereavement follows a child throughout their school life so information should be recorded and shared with relevant people, particularly at transition points including birthdays and anniversaries.
11. WSA Critical Incident resources and also critical incident proforma to report a critical incident can be found at:

<https://liverpoolwsadirectory.co.uk/directory/critical-incident-aftercare-for-schools>





## Locate Your Purple Bag As Appropriate.

*\*For a list of further available resources please refer to pages 82 to 100*

### General advice and considerations

- How will you brief staff and children and what information you can share with them in an age appropriate manner?
- What guidance you can provide to staff to help them support children and young people?
- How you will let parents/carers and other stakeholders know about how you are supporting children and young people?
- What guidance you can provide to parents/carers to help them support their child?
- What guidance you can provide to children and young people to help them understand and manage their feelings and how they can seek support?
- How you will provide opportunities for students to talk about their feelings, including 'drop in' opportunities.
- How you will provide on-going support to staff?
  - Ensure school leaders and staff are visible throughout the day, including as parents/carers drop off or collect their children.
  - Be mindful of cultural understanding and diversity.

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## Section 2

Support for Staff

# Supporting the Emotional Health and Wellbeing of Staff

Helpful hints in looking after yourself and other staff. Bereavement affects us all and can be emotionally demanding. We cannot take away the internal pain. We can however work with each other through the mixed emotional journey that follows a significant bereavement. In order to support children and young people well, staff need to have support and care for themselves, physically, emotionally, socially and spiritually.

## *Points to consider:*

- Staff themselves may be grieving if they knew the person that died.
- Previous losses can resurface.
- Some adults find it difficult to talk about emotions and feelings.
- Know your own limits and seek support when required.
- When working with a bereaved child or young person you will come in contact with family members who may have their own individual needs. This can be emotionally demanding.
- Don't be afraid to seek out support through external agencies which work with bereavement.
- Involve others when working with a child if there are appropriate links – getting the balance right is important.
- Hold training with a focus on childhood bereavement (external, or through inset day).



# Supporting Children & Young People Through Grief

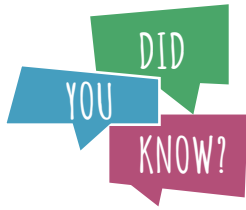
Grief is the price we pay for loving. It is a natural response to the loss of someone we love and can be a distressing and overwhelming experience that affects us emotionally, physically, behaviourally and spiritually.

Reactions vary, may not occur immediately, and depend on a number of different factors.

**Remember, everyone is different and will grieve in their own unique way. There are no rules or time limits.**

## Some of the normal childhood emotional reactions to bereavement might be:

- Be aware of a child's triggers to emotional outbursts.
- **Shock/numbness** – child may show no reaction as they struggle to absorb the implications of the news.
- **Denial/disbelief** – child may find it hard to accept the death and continue to talk about the dead person in the present tense.
- **Panic/separation anxiety** – child may fear own or other family members death, may need reassurance about practical issues, world becomes insecure, and child feels vulnerable.
- **Sadness** – child may be tearful/profuse sudden emotional outbursts.
- **Anger** – may be expressed in words or behaviour.
- **Guilt** – child may feel something they did or did not do contributed to the death – reassure the child that this is not the case. Guilt is often linked with anger and may lead to feelings of isolation and possible depression.
- **Exhaustion** – child may find grief physically and emotionally draining.
- **Despair** – child may feel overwhelmed, nothing will ever be right again.
- **Helpless** – child feels out of control of events.
- **Regression** – child may feel the need to revert to a time when life was secure.
- **Lowered self-esteem** – as a result of changed circumstances and abilities.



## BEREAVED PUPILS YOU ENCOUNTER WILL BE AT VARYING STAGES OF THEIR GRIEF JOURNEY.

### Some physical reactions might be...

Distress, tiredness, minor illnesses, loss of appetite, self-neglect, shivering, decrease in activity, panic attacks, nausea, headaches, feeling cold, dry mouth.

### Some behavioural reactions might be...

No reaction, aggression, restlessness, inability to concentrate, forgetfulness, detachment

Every child and their reaction to death will be different.

*They may have experienced a death the previous night.*  
"Their dad rang me and said that mum had died in the night of a heart attack, I could not cope with the kids so sent them to school as normal. They look like they are sleeping."

*Or a few years ago...*  
**We were doing a bike safety course and she suddenly burst out crying; I had no idea her sister died in a bike accident - I didn't even know she had a sister who had died."**



# Section 3

A Bereave Pupils Return To School

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# How Schools Can Help a Bereaved Pupil

The time away from school will vary from pupil to pupil but when they do return to school, they may have some of the following concerns:

- **How will staff and peers react to the loss** – who has been told, what do they know, what will be said, how much will they have to say to people?
- **Sense of being “different” and isolated.** Important not to single pupil out for special attention, but to agree with them who, how and where they go to for support if needed. Let classmates know how pupil wants to be received and supported.
- **Fear of sudden emotional outbursts** – anger, crying and panic.
- **Fear of being behind with work and unable to catch up.** Agree a catch up plan together.
- **Inability to concentrate and feel motivated or sit still.**
- **Family grief impacting on normal family functioning** – e.g. meals sporadic, routines disrupted, bedtimes chaotic, etc. which may mean that the pupil is inadequately prepared for school, does not have the necessary equipment, and may be tired or hungry.
- **Unable to meet homework/project deadlines** because of altered responsibilities within the family and home. Pressure or punishment may provoke out of character aggression or resentment, and lead to a breakdown in trust.
- **Forthcoming examinations, extra revision support may be needed.**

Most grieving pupils do not need a “bereavement expert” but simply need the support of people who care. Teachers can make a real difference to bereaved pupils by offering opportunities for them to talk about their experience if they want to and by listening and responding to the spoken and unspoken messages they send.



### On-going Action Plan

- Quietly check on a regular basis how things are going and if problems arise, ask the pupil what they think could be done to improve the situation.
- If the pupil is having difficulty returning to school, you may be able to consider an individual reintegration package; short visits, working alone, attending individual lessons, reduced timetable.
- Offer a named member of staff/quiet place for the pupil to go to if distressed or needing time out.
- Consult other staff about any outstanding work and organize ways to enable the pupil to catch up.
- If the pupil thinks it would be helpful and friends agree, establish a peer support network – ensuring that those helping are given appropriate support themselves.
- Make a note of significant dates that might affect the pupil, e.g. date of death, birthdays, Christmas, anniversaries and ensure all staff are aware of possible reactions to certain class/assembly topics. Ensure this information moves with the child especially when changing schools or key stages to avoid child having to repeat it all the time. Discuss how these difficulties might best be managed with the pupil.
- Be alert to changes in behaviour – reactions may present themselves months or years after the event, and it may be difficult for staff and other pupils to relate behaviours to bereavement. Talk over possible reasons for changed behaviour with the pupil and work on ways together to improve the situation.
- Notify examination boards of the impact of the bereavement if public exams are due. Follow up absences – absence could indicate bereavement-associated problems at home or school.
- Keep familiar routines, boundaries and structures in place – they promote a sense of security.
- **Remember there is no set pattern or time limit to grief – it is a lifelong process and difficult life events may re-awaken the sense of loss. The pupil may need to re-visit the event many times – be prepared to share the journey.**

**SAMPLE**

## **Section 4**

**Developing a Bereavement Policy**

# Framework For Developing a School Bereavement Policy

Please visit [Child Bereavement UK](http://www.childbereavementuk.org) ([www.childbereavementuk.org](http://www.childbereavementuk.org)) website and [Winstons Wish](http://www.winstonswish.org) ([www.winstonswish.org](http://www.winstonswish.org)) website for further advice and support when developing your bereavement policy.

## Introduction

Include a comment about why it is important to devise a bereavement policy, the school ethos and how this policy fits into the overall approach adopted by school towards the care of its staff and pupils. It should include the date when the policy came into operation, the review date and by whom it will be reviewed.

## Who is involved and the roles adopted

This should include the name (or designation) and specific role of each member of the team.

- Key co-ordinator (usually the Headteacher), responsible for liaising with all parties.
- Member of staff (Pastoral team member) to coordinate support to pupils.
- Media spokesperson.
- School Nurse (if available) to offer support to staff and students.
- Member of Governing Body to ensure staff are supported.
- Business Manager who can access to contact details, and can provide admin support.

## Aims of policy

This should identify who should benefit and by what means. All staff and pupils faced with bereavement will be provided with appropriate support.

This can be by way of:

Offering opportunities to express feelings in a safe and supportive environment.

The development of an action plan to support staff and pupils.

Getting access to specialist help if necessary (a note should be kept of local and national organisations which could help and any resources and information on grief and trauma).

## Procedure

This should include steps to be taken and by whom from the moment staff are informed of a death.

- Contact with family – to express sympathy, confirm details of what has happened and agree what information can be shared.
- Informing staff and pupils (how and by whom).
- Allocation of lead responsibility for ensuring pupil/staff welfare.

- Contact with media (if necessary).
- Contact with external agencies as needed.
- Arrangements for funeral/memorial services.
- Responsibility for reviewing the situation.
- Responsibility for record keeping.

## **A School Safeguarding Bereavement Policy Framework**

- A. Introduction/Context.
- B. Policy Review.
- C. The Aims.
- D. Procedures.
- E. Responsibilities.
- F. Training.
- G. Monitoring and Evaluation.

## **Sunnyside School Bereavement Policy**

### **A. Introduction/Context**

Sunnyside School believes in adopting a holistic approach to the support and care of its pupils. Death is not seen as a illness – it is normal and an inevitable part of human existence. When bereavement occurs, it can affect a variety of people not just the family concerned. It is inevitable that at some point Sunnyside School will have to deal with the death of a member of its community.

To this end, we recognise that work needs to be carried out to ensure that families, children and young people are given:

- the opportunities to develop skills to cope with loss and grief.
- Have access to appropriate information and support when needed.

There is no single recipe for provision and services will always need to be organised in the light of needs, priorities and resources.

The management of a bereavement situation will be a central role for the members of the Senior Leadership Team.

### **B. Policy Review**

Consultation concerning the development of this policy was vital in ensuring all parties understood their roles and responsibilities. The process itself also reflects the positive and caring ethos of the school.

**SAMPLE**

## Section 5

Specific areas of support

# Different Cultures and Beliefs

As a multi-cultural society, in which various beliefs, religious and non-religious, need to be taken into account, respect for the differing needs, rituals and practices are essential when acknowledging a death. This diversity enriches our lives.

Within a faith there are often many variations and it is wrong to be prescriptive- beliefs can be moderated by life in a Western Culture. This is especially so for the younger generation, who may find it difficult to fit in with the stricter requirements of older members of a family or community.

The following descriptions merely give an overview of the major religions and belief systems that are found in the UK.

## Islam

Muslims believe in life after death when, on the Last Day, the dead will come back to life to be judged by Allah. The good will reside in Paradise, the damned in Hell. Muhammad teaches that all men and women are to serve Allah so that they should try to live perfectly, following the Qur`an. Devout Muslims believe that death is a part of Allah's plan and open expressions of grief may be viewed as disrespectful to this belief.

As cremation is forbidden, Muslims are always buried, ideally within 24 hours of the death. Ritual washing is usually performed by the family or close friends at the undertakers or mortuary. They will wrap the body in a clean cloth or shroud. The coffin is often very plain as traditionally one would not be used. The grave is angled, to enable the head of the deceased to be placed facing the holy city of Mecca.

Muslim graves are unmarked but to meet UK requirements, a simple headstone is used as a compromise. There is an official mourning period of three days when the family will remain at home. No food is brought by friends and relatives. For forty days after the funeral relatives may wish to make regular visits to the grave on Fridays.

## Buddhism

Buddhists believe that nothing that exists is permanent and everything will ultimately cease to be. There is a belief in rebirth but not of a soul passing from one body to another. The rebirth is more a state of constantly changing being rather than a clear cut reincarnation. The ultimate objective is to achieve a state of perfect peace and freedom. Buddhists try to approach death with great calmness, and an open-minded attitude of acceptance.

There are few formal traditions relating to funerals and they tend to be seen as non-religious events.

Cremation is the generally accepted practice and the service is kept very simple. It may be conducted by a Buddhist monk or family members.

### **Humanist**

Humanists are non-religious. They follow the principle that this life is the only one we have and therefore when you are dead there is no moving on to another one.

The focus of a Humanist funeral is on celebrating the life of the deceased. The person people knew is talked about, stories shared, and memories recalled. Their favourite music may be played. This is done by friends and family who are supported by an Officiate.

The ceremony, usually a cremation, will be tailored to meet the family's wish rather than following a set pattern.

### **Hindu**

Hindus believe in reincarnation and a cycle of rebirth. When a person dies, the soul is reborn in a new body, returning to earth in either a better or worse form. What a person does in this life will influence what happens to them in the next. The law of karma. Those that have performed good deeds in this life will be reborn into higher order families, those whose behaviour has been bad will be born again as lower castes.

A Hindu funeral is as much a celebration as a remembrance service. Hindus cremate their dead as it is the soul that is important, not the body which is no longer needed. White is the traditional colour and mourners usually wear traditional Indian garments. If attending, it may be worth asking what will be appropriate dress. During the service, offerings such as flowers or sweets may be passed around and bells rung so noise is a part of the ritual.

The chief mourner, usually the eldest son, and other male members of the family, may shave their heads as a mark of respect. In India, the chief mourner would light the funeral pyre. Here, he will press the foot on to make the coffin disappear and, in some instances, may be permitted to ignite the cremator. Ashes may be taken back to India to be scattered on the River Ganges. In the UK, some areas of water have been designated as acceptable substitutes.

The mourning period lasts between two and five weeks.

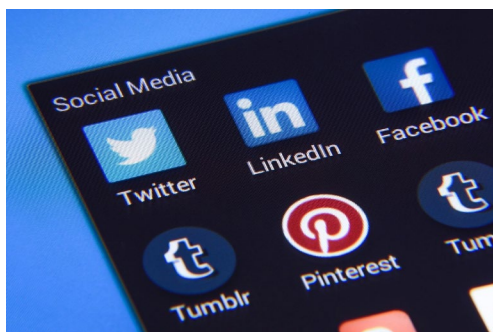
### **Sikhs**

Sikhs believe the soul goes through a cycle of rebirths, with the ultimate objective being to reach perfection, to be reunited with God and, as a result, break the cycle. Thus, death holds no fear and mourning is done discretely.

SAMPLE

**Section 6**  
Social Media

# Social Media



When a school receives news of a death that will impact on the whole school community the senior management team need to convene and decide on their strategy and pathway forward. First, the family/ies will need to be contacted, the situation clarified and their wishes and preferences taken into consideration. When the school will need to break the news to staff and pupils.

The school needs to protect children, parents and staff from the glare of any publicity, particularly just after the event has happened. Keeping communication lines open between the school community and family/ies is crucial and any communication with media should be agreed with the family/ies' permission.

It needs to be remembered that a school cannot 'contain' information which is being shared within the community; it will 'leak out'. Bearing this in mind, consideration needs to be given to the use of social media and how to deal with some of the repercussions it can have.

Social media and media is instantaneous news so there may be other sources spreading the news or an incorrect version of events around the community. Informing the school and the school community as soon as possible with correct information (with the family/ies' consent) in a language appropriate for the audience, will reduce anxieties and, hopefully, prevent the spread of rumours.

As well as communicating news, social media can be used by the school community and family for information and bereavement support, but be aware that social media can be abused, for example through online bullying/negative comments, which can be very hurtful to bereaved families and young people.

**SAMPLE**

## Section 7

Useful Websites and Contacts

## **Local Emotional Wellbeing and Bereavement Support**

- **SIL Bereavement Officer**- 0151 233 3901 or 07702668900  
[sonia.cross@si.liverpool.gov.uk](mailto:sonia.cross@si.liverpool.gov.uk) or via [safeguarding@si.liverpool.gov.uk](mailto:safeguarding@si.liverpool.gov.uk) or [sil@si.liverpool.gov.uk](mailto:sil@si.liverpool.gov.uk)
- **Education Mental Health Teams** – Contact your MHST Lead/EMHP directly. Or you can request a consultation using the following links:
  - Secondary schools: <https://liverpoolwsadirectory.co.uk/directory-pupil/listing/link-worker-consultation/>
  - Primary Schools: <https://liverpoolwsadirectory.co.uk/directory-pupil/listing/mhst-primary-consultation/>
- **Special Schools:** Speak to your Alder Hey Link Worker
- For **critical incident support** please follow the steps using the following link: <https://liverpoolwsadirectory.co.uk/directory/critical-incident-aftercare-for-schools>
- **CAMHS Crisis Line** – 08081 963550 (24/7)
- **Liverpool Fresh CAMHS** - 0151 293 3662
- **Educational Psychology Service** - 0151 233 3908



**LIVERPOOL  
BEREAVEMENT  
SERVICE**

### **Liverpool Bereavement Service**

Liverpool Bereavement Service has been successfully supporting people who have experienced loss and bereavement in the Merseyside Area since 1998. The service has developed a free, sensitive, effective and highly reputable service that is available to all to access. Within the service is a resource specifically for young people and children that has developed a meaningful child centred counselling service.

**Oakleaf** Service provides face to face and group bereavement support to children and young people aged 4 to 19 years, to help them to cope with their loss and promote the health and wellbeing of each individual. Oakleaf provides support both on site in Stanley Street, Liverpool, in the dedicated city centre therapy room, and also works in the school setting with the young person ensuring they receive support without disruption to their daily life.

Both Liverpool Bereavement and Oakleaf work in partnership in order to offer support to the whole family who may be struggling to support each other.

0151 236 3932 | <http://liverpoolbereavement.com>



## Love, Jasmine

Love, Jasmine provides support to families bereaved by the loss of a child of any age (from 20 weeks gestation) including those families who have lost adult children. We also provide support to families whose children have been given a terminal diagnosis.

### Providing:

- Emotional Support – Counselling, Support Groups, and Peer Related Activities
- Practical Help – Help with Appointments, Signposting.
- Self-Care – Yoga and Meditation, Complimentary Therapies.

### Support for bereaved siblings:

- We offer one to one support with a qualified children's therapist.
- Opportunities to meet other bereaved siblings in a group setting.
- Advice & guidance to parents/carers on supporting their children following the loss of a sibling.

We are also able to offer advice & guidance to schools/communities following the loss of a child.

Mobile: 07566 225 253 | Office: 0151 459 4079 | [www.lovejasmine.org.uk](http://www.lovejasmine.org.uk)

E: [enquiries@lovejasmine.org.uk](mailto:enquiries@lovejasmine.org.uk) | Facebook: LoveJasmineSupport | X: LJ\_Support |

In: lovejasminesupport



## The Bobby Colleran Trust

The aim of the [Bobby Colleran Trust](http://www.thebobbycollerantrust.org.uk) is to emphatically facilitate children, young people, and families develop resilience and coping skills to manage the impact of loss and change following a bereavement and to look forward to the future with hope. We support grieving children and young people aged 4 to 19 years living or attending schools in Merseyside. We have a team of experienced, and qualified children's counsellors who provide bereavement therapy in creative ways, involving artwork, music, role play, storytelling, and dance in addition to talking therapy.

[www.thebobbycollerantrust.org.uk](http://www.thebobbycollerantrust.org.uk) | [slowdown@thebobbycollerantrust.org.uk](mailto:slowdown@thebobbycollerantrust.org.uk)

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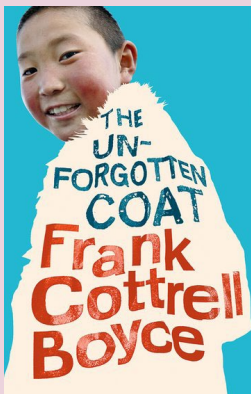


## Beyond the Rough Rock: Supporting a Child Who Has Been Bereaved Through Suicide

*Di Stubbs/Publisher: Winston's Wish*

**ISBN: 9780953912377**

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.



## The Unforgotten Coat

*Frank Cottrell Boyce*

**ISBN-10: 1406341541**

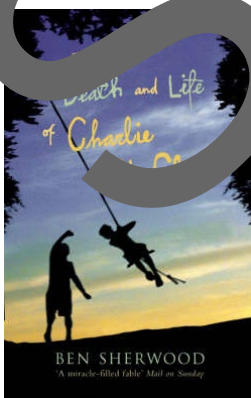
Two refugee brothers from Mongolia are determined to fit in with their Liverpool schoolmates by bringing so much of Mongolia to Bootle that their new friend and guide, Julie, is hard-pressed to know truth from fantasy. Told with humour, warmth and brilliance of detail which characterizes Frank Cottrell Boyce's writing, readers will be transported from the streets of Liverpool to the steppe of Mongolia.

## Books for Children Age 13 to 16 years

## The Death and Life of Charlie St. Cloud

*Ben Sherwood*

**ISBN: 978-0330488907**




The eponymous hero of *The Death and Life of Charlie St. Cloud* is a good boy; an American teenager who works hard at school, is good at sport and loves his mum and his little brother Sam. And then one terrible day, tragically, he finds himself responsible for Sam's death. Charlie dies too for a brief moment but is brought back to life by the skill of a paramedic. From that moment on, Charlie makes a sacrificial decision to live his life in the past. Until that is, he meets tough but beautiful yachtswoman Tess and he has to rethink life and death.

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