

Streatham & Clapham High School Bereavement Policy September 2026

Person(s) responsible for this policy		M Furborough A Nicholson	
Last review by	M Furborough	Review date	September 2026
Date of next review		September 2027	

1 Introduction

1.1 Background, rationale and aims

Streatham & Clapham is an inclusive school that strives to ensure that all children feel safe when with us. Our values focus on kindness, respect, integrity and compassion alongside working with the strengths of each individual child to ensure that every pupil is known and their voice is heard.

Around 46,300 children are bereaved of a parent every year in the UK. That's 127 children newly bereaved each day. Many more are bereaved of a grandparent, sibling, friend or other significant person¹.

We recognise that members of the school community will also be affected by a range of losses including separation and divorce. Some aspects of this policy may also be helpful in these cases.

Experiencing a bereavement or loss can make children more vulnerable. Bereavement, whether it is an expected death because of illness or a sudden and unexpected death or suicide, is something that can impact on members of our school community at any time.

Our school is committed to the emotional health and well-being of its staff and pupils. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares pupils for coping with bereavement.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school can best prepare for, and respond to, bereavement in the school community. We recognise that each bereavement is unique, and that any guidelines we have will need to take account of individual circumstances and the wishes of those most closely involved. This school policy will be adapted where appropriate to cater for various cultural aspects and beliefs during and after a bereavement.

¹ Child Bereavement UK <https://www.childbereavementuk.org/death-bereavement-statistics>

We aim to have suitably trained staff in school who understand the complexities surrounding bereavement and loss and can help support families at times of bereavement to ensure that the school does what it can to best meet the needs of the bereaved. All staff will have regular training on grief systems and providing appropriate support.

It is important that children are helped to understand bereavement in clear and unambiguous ways and given opportunities to experience the full range of emotions that may accompany bereavement within a safe and supportive atmosphere.

The school recognises the importance of long-term support for those who are bereaved and will endeavour to provide opportunities for memorials and remembrance where appropriate.

This policy has been developed using exemplar guidance produced by Child Bereavement UK, incorporating guidance previously published by both Child Bereavement UK and Winston's Wish before their merger.

1.2 Policy links

This policy also links to the following other [policies](#) we hold in school:

- Safeguarding policy
- PSHE education policy
- Anti-bullying policy
- Positive mental health policy

1.3 Purpose of the policy

This bereavement policy supports us to provide effective support to pupils and staff before and after bereavement. It covers both expected and unexpected deaths.

Empathic understanding in the familiar and secure surroundings of school may be all the bereavement support some children and staff require. However, we also need to be prepared to call on more specialist support where there is a sudden and unexpected death, or where the impact of a bereavement is complex.

The objectives of this policy are to:

- enhance effective communication at a difficult time
- clarify the pathway of support between school, family, community and services
- make best use of the support available in school, the council's families, children and learning department and the wider community.

2 Our charter for bereaved children and young people

To achieve the objectives of this policy, we have adopted the [Child Bereavement UK's Educators Manifesto](#) for supporting bereaved children:

School Commitment	What this means in practice
We will lead with empathy.	We will respond to every bereaved pupil with kindness, compassion and understanding, recognising that grief affects all aspects of a young person's life and may impact their wellbeing, relationships and learning.
We will give pupils choice.	We will involve bereaved pupils in decisions about how they would like to be supported, recognising that every child's experience of grief is unique. We will not make assumptions about what they need or how they should grieve.
We will communicate openly and sensitively.	We will not treat grief as a taboo subject. We will communicate honestly and appropriately with pupils and families and, where appropriate, share relevant information with staff to ensure pupils do not have to repeatedly explain their bereavement.
We will be flexible.	We will make reasonable adjustments to support bereaved pupils, which may include flexibility around attendance, deadlines, homework, assessments, timetables or pastoral support, while maintaining appropriate expectations and routines.
We will make support visible and accessible.	We will ensure pupils know who they can speak to, what support is available within school and how to access external sources of help when needed.
We will continue to learn about grief.	Staff will develop their understanding of childhood bereavement through appropriate training and guidance, recognising that grief changes over time and that support needs may vary throughout a pupil's education.
We will review support regularly.	We will check in with bereaved pupils over time, recognising that their needs may change, particularly around anniversaries, significant events and key transition points.

3 Safeguarding, confidentiality and recording

We follow our school's safeguarding policies and procedures to ensure that the welfare of the child remains paramount throughout, and that all children are protected from harm.

It is important to maintain sensitivity throughout the handling of any incident or disclosure. However, pupils will need to be made aware that complete confidentiality cannot be guaranteed. We will ensure that the sharing of sensitive information is appropriate and proportionate. Sensitive information will only be disclosed internally or externally with careful attention to the rights and needs of individuals and in line with general data protection regulation.

If a child is suffering from trauma, we will share this as appropriate with staff, but not necessarily the details of their experience.

We will discuss with the bereaved child and their family which adults in the school community they would like made aware of the experiences impacting on the child.

We will use our usual school systems (CPOMS) to record when a child has experienced a close bereavement, is at risk of suicide or has made a suicide attempt. The names of children who have suffered a bereavement will also be added to our 'Bereavement List' document.

4 Roles and responsibilities in dealing with bereavement

To best support staff and pupils during times of bereavement it will be necessary to ascertain sensitive and potentially distressing information regarding the nature of an illness or cause of death. We will always ensure that any meetings with families are conducted in a comfortable and private space, in an unhurried atmosphere. Information will need to be shared with other members of staff, and sometimes with pupils, and we will always be clear with parents beforehand about how we will respect confidentiality and share information sensitively where it is in the interests of the bereaved and the school community.

At times of bereavement, it is important that rumour and speculation are avoided. We will take time to talk to the affected family or staff member about the circumstances surrounding the bereavement. Knowing the background will help us provide the best support for those affected by bereavement. We will discuss with the family the extent to which the circumstances should be shared with other staff members and pupils, in order to provide the best support for the grieving child.

We will ensure support for staff involved in supporting pupils with bereavement. This support would include signposting mental health support both inside and outside school: whether that is counselling, the Employee Assistance Programme (EAP), or bereavement services such as Cruse Bereavement Support and Child Bereavement UK.

Where there is a need for added support or expertise for a specific cohort or groups of children, the DSL will consider involving, and coordinating with, external agencies.

Where there is media interest, no member of staff should engage with the media. All comment should be made through the Head, or another designated member of SLT or the Chair of Governors if the Head is unavailable, in close consultation with the Director of Marketing.

4.1 The role of the governing body is to:

- approve the bereavement policy and ensure its implementation
- ensure the policy is reviewed annually
- ensure that appropriate attention is given to how bereavement issues are addressed within the curriculum
- ensure that approaches to bereavement are respectful of religious and cultural values and beliefs

- ensure that staff are given appropriate opportunities for training, reflection and access to support if they need it.

4.2 The role of the Head and relevant members of the Senior Leadership Team is to:

- lead a whole-school approach to the effective management of loss and bereavement including ensuring appropriate training and support provided for staff
- contact the local authority and GDST Trust in the case of a sudden and unexpected death or suicide
- be the first point of contact for family/child/staff directly affected by a bereavement
- record bereavements affecting children
- designate liaison and support to other trained members of staff when appropriate
- monitor progress in supporting those impacted by a bereavement and liaise with external agencies
- keep the governing body appropriately informed
- deal with media enquiries as/if appropriate

4.3 The role of all staff in our school is to:

- access bereavement support training, be familiar with this policy and support bereaved pupils in their tutor group and/or class as appropriate
- know how to access support for themselves, for other staff and for the family, if advice or information is needed
- know how to report a concern if the bereavement or sudden and unexpected death has placed a child at significant risk of harm
- know how to support a child when they are distressed and how to refer to specialist support if needed
- have an understanding of a child's needs when facing loss and change
- provide individual support as and when needed and in consultation with the Headteacher and pastoral team
- teach about loss and bereavement as part of the planned curriculum or in the role of tutor
- inform the Head and Designated Safeguarding Lead at the earliest possibility if they hear about a death of someone in the school community

Our SLT has had more advanced training about bereavement. They can offer professional support to other members of staff.

4.4 The role of the GDST

The role of the GDST is to:

- offer specific support when there has been an incident affecting a section of the school community, and / or a critical incident, suicide or sudden death of an adult or child, initially meeting with the Head and key lead staff in the school to discuss the immediate plan of action, with timeline outlined where possible for follow up actions
- inform appropriate colleagues within the Trust and/or local authority on a need-to-know basis

- advise and support staff who are supporting bereaved children and young people including offering and providing training on request
- advise on referral pathways and offer triage to support pathways of support, through identification of those requiring more specialist support and those whose needs can be met through the whole school approach on request
- ensure that any staff significantly affected by a death are made aware of the support that's available to them.

5. Procedures

5.1 Responding to the death of a member of the school community

The death of a student or member of staff will have a significant impact on the school community. The school will respond sensitively and proportionately, recognising that every bereavement is unique and that the wishes of the deceased's family should be respected wherever possible. In the event of a pupil death, our response will be guided by our checklist of actions (see Appendix 1).

Preparation

Where a death is expected (for example, following a terminal illness), the school will seek to prepare appropriately by:

- Maintaining regular communication with the family to establish factual information and discuss how the school can best provide support
- Identifying a key point of contact (normally the Head, Designated Safeguarding Lead and/or Head of Year) to coordinate communication and support
- Ensuring that relevant staff understand what information can be shared and with whom
- Considering the pastoral needs of students and staff likely to be affected
- Signposting families to specialist bereavement support services where appropriate;
- Planning how information will be communicated to the wider school community where appropriate
- Considering practical arrangements before and following the death where appropriate

Immediate Response

Following confirmation of the death, the Head (or nominated Senior Leader) will coordinate the school's response.

The school will:

- Verify the facts before sharing information
- Liaise closely with the family to establish what information may be shared, respecting their wishes wherever possible

- Consider any religious, cultural or family beliefs that may affect communication, funeral arrangements or other aspects of the bereavement process
- Identify members of staff to coordinate the school's response and provide pastoral support
- Liaise with the Local Authority and other relevant agencies where appropriate

Communication

The school recognises that timely, honest and consistent communication helps minimise rumours and provides reassurance to students, staff and families.

Informing staff

The school will:

- Inform staff before students wherever possible
- Provide factual information and explain the school's planned response
- Ensure absent staff are informed as soon as reasonably practicable
- Provide staff with agreed key messages and guidance to ensure consistent communication and responses to students' questions
- Remind staff of the wellbeing support available to them

Informing students

The school will:

- Identify students who are most directly affected (for example close friends, classmates, tutor groups or students taught regularly by the deceased) and, where appropriate, inform them first in smaller groups by a trusted member of staff
- Inform the wider school community in a planned and age-appropriate manner, either through tutor groups, class teachers or, where appropriate, a whole-school assembly
- Use clear, factual and age-appropriate language, avoiding euphemisms
- Acknowledge that students may experience a wide range of emotions and provide opportunities to ask questions and access support
- Reassure students that everyone grieves differently and that all feelings are valid
- Identify students who may require additional support, including those with previous bereavements, SEND or additional vulnerabilities

Informing parents and carers

Where appropriate, the school will:

- Inform parents and carers as soon as reasonably practicable using appropriate communication methods
- Explain how students have been informed within school
- Provide factual information, in accordance with the wishes of the family
- Advise parents and carers how they can support their child following the bereavement
- Provide details of support available within school and through external agencies

Media communication

Where the death is likely to attract media attention, the school will provide a news statement at an agreed time, as a way of dealing with media intrusion. To do so, the school will:

- Nominate a single spokesperson (normally the Head or Chair of Governors)
- Liaise with the family before any public statement is made wherever possible
- Ensure that all communication protects the privacy and dignity of the deceased and their family

Funeral Arrangements

The school will:

- Discuss funeral arrangements with the family and respect their wishes regarding the involvement of students and staff
- Identify which members of staff and students may attend where invited by the family
- Organise tributes such as flowers with the agreement of the family
- Be mindful of religious and cultural customs
- Consider, in exceptional circumstances, whether temporary adjustments to the school day are required

Ongoing Support

Following the funeral, the school will continue to provide support by:

- Maintaining regular contact with the family where appropriate
- Planning and supporting any phased return to school following absence
- Monitoring the emotional wellbeing of affected students and staff
- Providing opportunities for students and staff to access ongoing pastoral support
- Considering appropriate memorial activities in consultation with the family
- Updating school records sensitively where required
- Reviewing support regularly, recognising that grief changes over time.

Longer-term Support

The school recognises that bereavement can affect students and staff for many months or years. The school will therefore:

- Ensure relevant information is recorded and shared appropriately, particularly during transition between year groups or schools
- Recognise that anniversaries, birthdays, meaningful occasions, examinations and other significant events may intensify grief and provide additional support where appropriate
- Continue to signpost families to specialist bereavement support services

- Embed age-appropriate learning about loss and bereavement within the curriculum, particularly through PSHE, whilst remaining sensitive to those who have experienced bereavement

5.2 Supporting a bereaved student following the death of a family member or close friend

The school recognises that the death of a family member or close friend can have a significant impact upon a student's emotional wellbeing, behaviour, attendance and academic progress. Every child's experience of grief is unique, and support will be tailored to their individual needs.

Following Notification of a Bereavement

When informed of a bereavement affecting a student, the school will:

- Contact the family to offer condolences and discuss how the school can best support the student
- Identify an appropriate member of staff to act as the key point of contact
- Establish what information the family wishes to be shared with staff and other students
- Consider any religious or cultural factors that may influence support
- Ensure relevant staff are informed of the support required by the student
- Signpost families to specialist bereavement support services where appropriate

Sharing Information

The school will work collaboratively with the student and their family to agree:

- Which members of staff need to know about the bereavement
- What information can be shared with classmates
- Who will share this information and when
- How the student would like to respond to questions from peers
- How confidentiality and the student's wishes will be respected wherever possible

The school recognises that, whilst a student's preferences will guide decisions wherever possible, sharing appropriate information with staff and, where agreed, classmates can help to ensure that appropriate support can be provided and reduces the likelihood of rumours or insensitive comments.

Before the Student Returns to School

Where possible, the school will work collaboratively with the family and student to plan a supportive return to school.

This may include:

- Agreeing how information will be shared with classmates

- Identifying trusted members of staff the student can approach for support
- Agreeing any temporary adjustments to attendance, timetable or workload
- Identifying a quiet space where the student can go if they become overwhelmed
- Considering any upcoming events that may be particularly difficult
- Maintaining appropriate contact with the student during any period of absence

Supporting the Student on Their Return

The school will seek to make the student's return as positive and supportive as possible by:

- Welcoming the student back sensitively
- Maintaining normal routines whilst allowing reasonable flexibility where needed
- Making appropriate adjustments to attendance, learning, homework or assessments where required
- Ensuring the student knows how to access pastoral support throughout the school day
- Supporting the student in managing conversations with peers where appropriate
- Recognising that students may wish to talk about their bereavement at some times but not at others

Ongoing Support

The school will continue to support the student by:

- Carrying out regular pastoral check-ins
- Monitoring attendance, behaviour, emotional wellbeing and academic progress
- Recognising that grief may affect concentration, emotional regulation, relationships and behaviour
- Maintaining consistent expectations and routines whilst responding with empathy and flexibility
- Reviewing support arrangements regularly with the student and their family
- Making referrals to external agencies where additional support is required

The school recognises that grief does not have a fixed timescale and that a student's support needs may change throughout their education.

5.3 Additional Procedures Following a Death by Suicide

The school recognises that a death by suicide requires additional considerations because of the potential impact on the wider school community and because it also presents the unique risk of potentially being the trigger for another suicide.

In addition to the procedures outlined in Section 5.1 and Section 5.2:

Communication

The school will:

- Liaise closely with the family before sharing information, respecting their wishes wherever possible
- Ensure all communication is accurate, factual, consistent and age-appropriate
- Avoid speculation regarding the reasons for the death
- Avoid sharing details of the method or location of the death, or the contents of any suicide note
- Actively challenge rumours or misinformation where appropriate
- Identify a nominated spokesperson to respond to any media enquiries
- Use language such as *died by suicide* or *ended their life*, avoiding phrases such as *committed suicide* or *successful suicide*; and *attempted to end their life* rather than *unsuccessful suicide* or *failed attempt at suicide*

Supporting Students and Staff

The school will:

- Identify students and staff who may be particularly vulnerable, including close friends, relatives, classmates, colleagues and those with previous experiences of bereavement or mental health difficulties
- Provide additional monitoring and pastoral support for those most affected
- Recognise that grief following suicide may include feelings of guilt, anger, confusion and shame, and respond with sensitivity
- Ensure students and staff know how to access support within school and from external agencies
- Recognise that the impact of a suicide may continue long after the initial incident, and the school will continue to monitor the wellbeing of affected students and staff, recognising that anniversaries, birthdays, inquests and other significant dates may require additional pastoral support

In the event of a suicide within the school community we will seek advice as appropriate and refer to [The Samaritans Step by Step Guide](#) and current national postvention guidance.

As a school community we will make a response to a sudden death within an appropriate time scale. It is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative suicide.

5.4 Following a sudden and unexpected death – homicide

The Childhood Bereavement Network and Winston's Wish estimate that around one child every day is bereaved of a parent or sibling through murder or manslaughter in Great Britain.

Children may experience profound and lasting shock, enormous anger at what has happened, rage at the person who caused their relative to die, deep fear at the perceived insecurity of the world

around them. Sadly, in many cases, the person who caused the death is also known to the child, resulting in additional confusion and a double sense of loss.

Child Bereavement UK recommend taking an honest and consistent age-appropriate approach to talking with children about what has happened. It is not possible to shield them from what has happened completely. Child Bereavement UK can provide support to families bereaved in this way and further information can be found on their website:

<https://www.childbereavementuk.org/Listing/Category/supporting-a-bereaved-child>

6 Equality and inclusion, values and beliefs

We recognise that there are a range of cultural and religious beliefs, customs and procedures concerning death. It follows that bereaved children and families may have differing expectations.

Some of these may affect matters of school organisation. We will source training and guidance to develop our understanding of the range of beliefs to best support pupils.

We will present a balance of different approaches to death and loss. We will make pupils aware of differing responses to bereavement, and that we need to value and respect each one of these.

Information on different beliefs and customs around death can be found here:

<https://www.childbereavementuk.org/Pages/FAQs/Category/faiths-beliefs-cultures-and-communities>

8 Supporting staff

8.1 Support for bereaved staff

We are aware that staff also experience bereavement and loss. When this happens, we will ensure they are provided with support to take care of themselves, and to know where they can go for additional help should they need it.

This could include: their GP; Cruse Bereavement Care <http://www.cruse.org.uk/>; or the Employee Assistance Programme (EAP).

We will work within our leave of absence policy to ensure that staff are provided with appropriate leave and support at a time of bereavement.

Teachers who are dealing with their own bereavement are encouraged to speak with their line manager about any areas of the curriculum which they feel uncomfortable to teach or want support to teach.

8.2 Staff training

We will ensure that regular training is provided to staff to support staff in meeting their roles and responsibilities as identified in this policy.

Charities such as Child Bereavement UK offer a [range of training for school staff](#).

9 Curriculum

Children and young people explore the concept of loss, bereavement, and grief as part of the statutory elements of our PSHCE curriculum. It is also addressed through cross-curricular opportunities such as body changes or life cycles, as well as through art, literacy, and religious education.

We also use assemblies to address aspects of death – such as Remembrance Day, Holocaust Memorial Day or commemorative occasions. We also observe national minutes of silence and explain the purpose of this.

When appropriate, we respond to a tragedy or serious incident by discussing this in class having discussed as a staff team the language we will use to respond to the incident.

Teachers are provided with training on how to deliver this sensitive area of the curriculum within a safe, learning environment. We also point parents and carers towards appropriate advice on how to talk to their children about these events when necessary.

We will answer any questions relating to loss or death in a sensitive, age-appropriate, honest and factual way. Children and young people will not be expected to disclose any personal experiences but will be signposted to support if they want it.

We give children opportunities to learn about and discuss cultural and religious issues around death and encourage them to express their own responses and feelings.

10 Additional support and links

10.1 National support services and support resources

As part of PSHCE and our safeguarding work we will also signpost to appropriate sources of support for pupils and adults in the school community.

Child Bereavement UK: <https://www.childbereavementuk.org/> Formed following a merger of Child Bereavement UK and Winston's Wish, they provide support information and guidance for bereaved children, young people and for those caring for bereaved families.

Cruse Bereavement Care: www.crusebereavementcare.org.uk Support for anyone who has been bereaved.

Childhood Bereavement Network: <http://www.childhoodbereavementnetwork.org.uk> Find childhood bereavement support in your local area.

Hope Again: <http://hopeagain.org.uk/> A website for young people who have been bereaved.

Mind: <https://www.mind.org.uk/information-support/> A range of guidance and support for anyone who has been bereaved.

Papyrus: <https://papyrus-uk.org/> Support and advice for young people struggling with thoughts of suicide, and anyone worried about a young person.

Samaritans: <http://www.samaritans.org/your-community/supporting-schools> A range of guidance and support for schools.

Appendix One: Death of a child checklist

1. The Immediate Response

If the death is discovered/or heard by a member of staff first- Escalate to SLT ASAP

Action	Person Responsible	Completed
Immediate Safety and Risk Assessment		
Ensure staff and students are safe if death occurred onsite.		
Evaluate any ongoing risk.		
If incident occurred offsite, gather all relevant facts and circumstances.		
If Incident is offsite, consider staff that are at incident vs staff onsite.		
Activate Critical Response		
Contact Emergencies Team immediately.		
Convene the Critical Response Team and find a suitable working space.		
Create a critical incident management log to record phone calls, visitors, and actions.		
Keep a record of the school's decision making		
Contact GDST and Lambeth LA. Inform the Chair of Governors.		
Attend Initial Information Sharing and Planning Meeting at LA (if child is under 18) or Adult Death Protocol meeting (if young person is over 18).		
Support for Witnesses and Affected Individuals		
Identify any witnesses to the death and ensure they are supported. Take statements as appropriate.		
Ensure affected individuals (students/staff) are not left alone.		
Family Liaison		
Contact/visit the bereaved family to offer condolences and confirm what information can be shared.		
Establish communication preferences with the bereaved/affected family.		
Check records and create a genogram to identify family connections (siblings, cousins).		
Ensure cultural and religious sensitivity in all communications and rituals.		
Assign a room/hub for parents to wait on news if needed.		
Communication and Media Management		
Maintain confidentiality; do not share details including the child's name without permission.		
Communicate clearly and consistently with staff.		
Consider VMTs/LAMDA Staff who do not use SCHS emails		

Plan communications to parents, carers, and the community.		
Prepare staff and student messages; consider separate communication for close friends or those with additional needs.		
Liaise with other schools/settings if siblings or close friends attend elsewhere.		
Assign media liaison through Director of Comms; seek communications support (trust). Be led by police if appropriate.		
Prepare a media statement in coordination with local authority, police, and Trust.		
Prepare templates for letters to parents and press releases in advance.		
Ensure a dedicated phone line is available for critical communications.		
Student and Staff Support		
Identify vulnerable students and staff; triage and support.		
Provide a safe, welcoming space for student support.		
Speak with students in small groups.		
Set up a quiet room for students and staff with appropriate materials.		
Critical responders if appropriate (or the following day)		
Manage spontaneous memorials		
Operational Adjustments		
Review Business as Usual and decide if the school day needs to be changed (e.g., timings).		
Establish when child will be taken off the system - SIMS - School Cloud - SOCS - Mail Chimp - Bamboo - Fire Registers		

2. The First Week

Action	Person Responsible	Completed
Restoring Routine and Stability		
Restore regular routine while remaining alert to emerging issues.		
Review curriculum for content.		
Promote healthy grieving and emotional wellbeing in curriculum.		
Reflect and access support; self-care is essential.		
Funeral and Memorial Planning		
Discuss funeral and memorial plans respecting family wishes.		
Consider impact of locations associated with the student.		
Practical and Administrative Tasks		
Collect deceased's belongings for police and family; support staff involved.		
Look at school and Trust comms / letters to parents.		
Stop parent pay automated chasers.		

Evaluate appropriateness of comms going out to parents of bereaved.		
Communication and Information Sharing		
Keep parents/carers and community informed.		
Attend information sharing meetings with key agencies.		
Hold regular staff meetings for updates and support.		
Emotional and Mental Health Support		
Continue identifying and supporting vulnerable students; monitor absences.		
Enhance emotional and mental health support resources.		
Arrange support from Educational Psychology Service or external agencies.		
Use handouts and literature to support staff and students.		
Identify and monitor students at risk using a checklist.		
Coordinate with external agencies for drop-in centres if needed.		
Monitor staff wellbeing.		
Social Media and Online Behaviour		
Monitor social media for inappropriate content and guide students on respectful online behaviour.		
Documentation		
Continue documenting school actions.		

4. The First Month

Action	Person Responsible	Completed
Monitor wellbeing and ensure access to support.		
Consider impact of key school events (photos, awards, graduation).		
Gather staff input for critical incident review.		
Conduct critical incident review; support staff as needed.		
Share support resources with parents/carers; consider mental health info sessions.		
Continue documenting actions for learning and planning.		
Review curriculum for content promoting wellbeing or potential triggers.		
Review wellbeing and attendance data.		
Offer informal staff support opportunities (e.g., end-of-day check-ins).		
Prepare a "memory box" or folder of the deceased's belongings/work for the family.		
Plan reintegration support for bereaved students.		
Evaluate the school's response and update the Critical Incident Management Plan.		
Keep supporting pupils and talking about event		
Reflect and access support; self-care remains important.		

5. The Longer Term



Action	Person Responsible	Completed
Continue monitoring wellbeing and access to support.		
Keep parents/carers and community updated as needed.		
Plan support for anniversaries, birthdays, and significant dates.		
Implement recommendations from the critical incident review.		
Offer further staff training for future incidents.		
Integrate new policies and learnings into staff induction.		
Maintain links with bereavement charities and external support networks.		
Review and update the school's Acceptable Use Policy regarding social media during crises.		
Consider staff training		
Monitor vulnerable students for signs and provide targeted support.		