

Self-assessment supporting children and families

<p>Self-assessment of knowledge and confidence of staff in supporting a child who has experienced bereavement.</p> <p>The second column to be used as an audit:</p> <p>Red (not in place and ineffective)</p> <p>Amber (in development)</p> <p>Green (in place and effective)</p>		
	RAG rating	Action to be taken
There is an agreed procedure in place explaining processes the school will follow when a child is bereaved (including sudden bereavement)		
There is a named person responsible for the wellbeing and pastoral support of bereaved children		
1:1 in-school support is available for children and this person can be chosen by the child		
Staff have access to training on the complexities of grief and the impact of both natural and traumatic deaths on children (Archer, 2008; Attig, 2015)		
Support is available for the member of staff supporting the child and this is made explicit		
Peer support is available and the peers are chosen by the child		
There are age/culturally appropriate books in the library and classrooms which talk about bereavement and loss using appropriate terminology such as 'death' and 'dead' rather than 'lost' and 'gone'		
Bereavement and loss are part of PHSE		

Source: Adapted from Child Bereavement UK (2017b)

Table 8.9 reproduced from Martin-Denham, S. and Watts, S. (2019) *The SENCO Handbook*. London: Sage.