

Pastoral Care Policy

Whole School Policy Including EYFS and Boarding

Person responsible for this policy:

Daniel Rutherford
Assistant Head Pastoral

Date of Policy Review:

January 2022

Next Review Date:

January 2023



Dulwich Prep
Cranbrook

The school has clear whole school policies to include Boarding and EYFS, on Safeguarding (which includes the Staff Code of Conduct), Behaviour, and Anti-Bullying which should be used in conjunction with this policy.

Values and Aims:

Our purpose is to nurture confident and compassionate children who fulfil their extraordinary potential today and tomorrow.

We have six core values that we believe help us to fulfil our purpose and unlock the potential of every child.

Our values are INSIDE.

We value individuality

No two children are exactly the same, so we don't treat them as if they are.

We seek to ignite each child's curiosity, reveal each child's hidden talent, and ensure each child fulfils their unique potential.

We value the systems we have in place that enable us to be very responsive to individual pupil's needs.

We encourage each other to share our interests and endeavours knowing that each of us in turn will inspire others.

We are nurturing

We support and encourage each other.

We pride ourselves on our attentiveness, our ability to listen and our desire to understand. Our children value each other and understand the importance of being caring and kind.

We believe the safer we feel, the happier we are, the greater our capacity to be inspired.

We instil self-belief

Everything we do is centred around enabling our children to believe in themselves.

We are always seeking opportunities to help our children see their own potential by giving them responsibilities and inviting them to participate in the fullness of school life.

We are huge advocates of growth mindset, and encourage everyone to build on every success, learn from every mistake and celebrate every milestone.

We encourage innovation

We are forward-thinking and open-minded.

Passionate about our subject specialisms and keen to embrace the latest pedagogy we are constantly seeking new and innovative ways to engage and inspire our pupils.

We are excited by the possibilities of the future and conscious of the speed of change, especially around technology, so we look to equip our children with the skills they need both today and tomorrow.

We look to delight

We look to delight and surprise each other and ourselves.

We want school to feel exhilarating. We want our children to amaze and be amazed. We want them to enjoy the thrill of learning.

We help everyone immerse themselves in school life, so great friendships can be forged, passions pursued, wonderment and laughter shared, and success celebrated.

We believe every child is extraordinary

We are ambitious for our children.

We encourage our children to aim high, to be the very best they can be. We inspire our children to exceed their expectations by opening their eyes and minds to the limitless possibilities.

We look to set the benchmark in excellence in whatever we undertake – from teaching through to catering.

Ordinary is simply not in our vocabulary.

Aims

Throughout the school we aim to provide guidance and support for the children in order that they can develop self-control and self-reliance without the need for too many rules and punishments. It is desirable and expected that all staff should be involved in pastoral care enabling us to provide a Christian, co-educational environment that is happy, caring and encouraging, where all members of the community are respected for their contribution on an individual basis.

Through careful planning, the school aims within its curriculum to provide continuity and progression of learning, offering equality of access and opportunity for all pupils. We wish to provide a secure, friendly environment where good behaviour, respect for others and a Christian way of life are considered an important part of a child's development. We aim to meet the curricular requirements of all pupils, including the very able ones, who require special provision.

Structure of Pastoral Care (Whole School - Day and Boarding)

The school operates an effective Form Teacher system. The Form Teacher is responsible for the general welfare of the form and ensures that the children in

the form are happy, that good relationships are maintained and that the link with parents via the prep book is maintained by checking and signing the prep book daily (up to Year 6).

Each year group has one form teacher and a Head of Year, who is also a form teacher (except Year 8). They oversee the pastoral care of all pupils in their year group and are instrumental in ensuring a smooth transition between year groups.

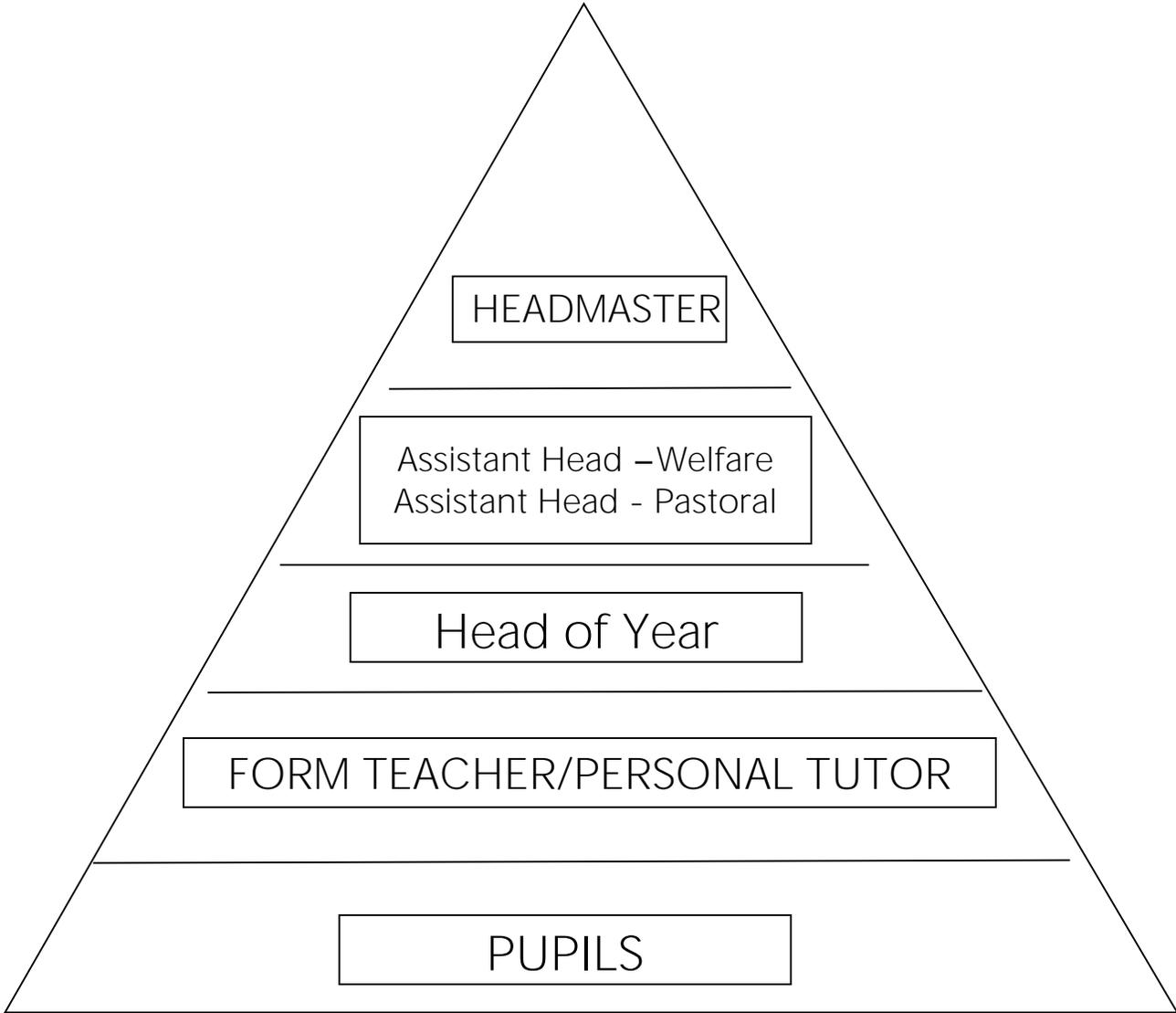
In Year 7 and Year 8 children are registered with their Form Teacher but they are also allocated a personal tutor who will take an interest in any matter that may have a bearing on the child's welfare and happiness. It is the responsibility of the Tutor to ensure that action is taken to safeguard the well-being of the child. In Year 7 and Year 8, the Form Teacher deals with administrative matters whilst the Tutor provides continuity for the pupil in their final two years monitoring academic performance as well as maintaining an active interest and involvement in the child's welfare. The Tutor and Form Teacher should communicate frequently. There is a separate document, 'Guidance for Tutors' which details the role and responsibilities of the Tutor.

The Tribe system provides an opportunity for boys and girls to integrate together and to play and work with children and staff from other year groups. There are four Tribes – Chippeway, Deerfeet, Mohican and Ojibwa. Older children often take responsibility for arranging teams for the many Tribe competitions organised throughout the school year. These include a full range of sporting competitions, music, handwriting, poetry and general knowledge competitions. Further information about the Tribe system and duties can be found in the Staff Handbook and in the Whole School Behaviour policy.

The boarding house, (Manor) operates a system of flexi-boarding. The boarding staff aim to provide a happy and caring environment so that the children learn respect for themselves and others and become independent whilst living and working within the boarding community. Further information about boarding and the arrangements that are in place for the children can be obtained from the School Office.

In the EYFS, all children have a key person, which in Nash House is usually the teacher, but could also be a TA. This information is written at the front of each child's prep book with an explanation of the key person's role.

STRUCTURE OF PASTORAL CARE AT DULWICH PREP CRANBROOK



The Providers of Pastoral Care Whole School - Day and Boarding

All members of staff are expected to be responsible for and take part in the pastoral care of the children. If a member of staff is concerned about a child they should, in the first instance and where appropriate, according to the age of the pupil, inform the Form Teacher, Personal Tutor and/or Boarding Housemistress. They, in turn, might need to talk to the Head of Year who could, when necessary, refer matters to the Assistant Head Pastoral or Assistant Head Welfare. Weekly pastoral meetings are held in each part of the school – Nash House, Little Stream and Upper School. This offers any member of staff the opportunity to raise and share concerns about any pupil with colleagues. Assistant Head Pastoral, the Assistant Head Welfare, the Head of Little Stream and Head of Nash House will ensure that the Headmaster is kept informed about pastoral concerns regarding pupils. The Headmaster has responsibility for the overall care of the children in the school.

Roles within the School

Assistant Head Pastoral

The Assistant Head Pastoral is a member of the Senior Management Team and has an overview of pastoral issues across the whole school. He is responsible to the Headmaster for the overall supervision of pastoral care in Upper School in liaison with the Assistant Head – Welfare. Responsibilities include the following:

- Co-ordination of Form Teachers' and Personal Tutors' pastoral work and provision of guidance to them to ensure maintenance of standards.
- Allocation of pupils to Tutors in time for the start of Year 7 (or during Year 7 or Year 8 if a child joins the school at a later date).
- Establishment of standardised procedures for the tutor system to work effectively. He arranges times for regular tutor meetings and form time, year group and tribe meetings.
- Advice to Form Teachers and Personal Tutors and other staff on pastoral matters when requested or required.
- Mentoring of new staff in pastoral matters.
- Monitoring children's relationships in liaison with the teaching staff.
- Ensuring 'incidents' are recorded on the school database under notes.
- Liaison with parents where appropriate.
- The development of the Whole School Pastoral Care Policy.
- The development of the Whole School Behaviour Policy.
- The development of Guidance for Tutors document.
- The development of the Rewards and Sanctions Policy in Upper School, including the Tribe Points system and Prizegiving arrangements.
- The development of the Upper School Prep Book.
- Liaison with the Heads of Nash House and Little Stream to ensure continuity of pastoral care throughout the school.

- Liaison with the boarding staff, to ensure that they are aware of pastoral issues that may affect a pupil within the boarding setting.

Assistant Head Welfare

The Assistant Head Welfare is a member of the Senior Management Team and has an overview of welfare issues across the whole school. She is responsible to the Headmaster for the overall supervision of welfare of pupils in Upper School in liaison with the Assistant Head Pastoral. Responsibilities include the following:

- The development of the Safeguarding Policy including child protection
- The development of the Whole School anti-Bullying policy.
- Liaison with the Heads of Nash House and Little Stream to ensure continuity of welfare throughout the school.
- Liaison with the boarding staff, to ensure that they are aware of welfare issues that may affect a pupil within the boarding setting.
- Liaison with parents where appropriate.

The Head of Little Stream, Deputy Head of Little Stream and Head of Nash House

The Head of Little Stream and the Head of Nash House are members of the Senior Management team and have overall responsibility for the academic, personal and social welfare of the children in their departments of the school. The Assistant Head Pastoral and Assistant Head Welfare liaise with them in order to ensure that continuity of care in pastoral matters is achieved throughout the school. Their roles include:

- ◆ Fostering a team spirit amongst staff and giving support to Form Teachers, Teaching Assistants, Heads of Year and Tribe Leaders (Little Stream).
- ◆ Listening to children's questions, worries and complaints.
- ◆ With the Assistant Head Pastoral in Upper School, arranging Year Group and Tribe Assemblies and ensuring that a list of these is published before the beginning of term.
- ◆ Supervising the running of the Tribe system, allocating all staff to Tribes and ensuring that the Tribe Points/Slip results are published regularly. Liaising with parents regarding concerns / issues of a pastoral nature

The Heads of Year

All Heads of Year are expected to:

- ◆ Set high expectations for the year-group in terms of academic work, behaviour, manners, respect for others and property, personal relationships, and general attitude.
- ◆ Hold Year Assemblies as and when needed.
- ◆ Oversee, guide and support the work of the Form Teachers in the year-group.
- ◆ Mentor and support new Form Teachers in their year group.
- ◆ Meet formally with the Assistant Head Pastoral, and other Heads of Year at least twice a term. (Upper School)
- ◆ Know all pupils in the year-group as well as possible, and ensure that pastoral care is given close attention and that the pupils have opportunities to discuss problems with staff.

Personal Tutors

At the end of Year 6 the Assistant Head Pastoral allocates a Tutor to each child for the start of Year 7. Most tutor-groups number from 6 to 10; each form is split into two tutor groups, and also has a form teacher.

The Form Teachers and Personal Tutors (in Year 7 and year 8) are the primary source of information about the child and oversee the happiness and welfare of the individual ensuring that appropriate action is taken to promote the child's well-being. All Form Teachers and Personal Tutors are expected to promote high expectations with regards to personal relationships, behaviour, manners and respect for others and their property.

The document 'Guidance for Tutors' details the roles and responsibilities of tutors and explains the background, benefits and guidelines for the tutor system.

Boarding

It is the School's intention to provide the following for all children who take advantage of opportunities to board.

- To provide a happy and caring environment for the children in our care.
- To help the children become more confident and independent whilst learning to live and work with others.

- To respect other people and their views.
- To respect school property, and the property and possessions of others.
- To provide a platform on which to build for those children who will continue to board at their senior schools.
- To provide an environment that the children will derive benefit from in academic areas, sport, art and music.
- To encourage the development of lasting friendships and relationships.
- To offer equal opportunities to all children irrespective of difference, including, amongst others, such differences as disability, race, religion, special educational need, linguistic background, academic or sporting ability.

The Senior Housemistress

The Senior Housemistress and assistant boarding staff ensure the welfare, health and safety of all the boarders.

Assistant Boarding Tutors

Assistant boarding house Tutors form part of the boarding team that provides a relaxed, happy and structured environment for the children in their care. GAP students also play an important role in the boarding community and take a share in duties in both boarding houses.

The School Nurse and Matrons

The School Nurse and medical staff are responsible, in conjunction with the Housemistresses, for the health and welfare of the boarders. The medical staff are part of the team responsible for the day-to-day care of all the children in the school.

Staff Code of Conduct

All members of staff should follow the Staff Code of Conduct so that children acquire and understand appropriate and positive behaviour. All members of staff should be good role models for the children in the school. Children should not hear members of staff using bad language, and inappropriate language used by pupils should be corrected by members of staff. Staff should respect and trust the children in their care. Unauthorised punishments are not permitted and corporal punishment is not allowed. Absolute correctness in relationships with children will help safeguard staff and pupils. The Staff Code of Conduct can be found within the school Safeguarding Policy.

Independent Listener

The school also has an 'independent listener' to whom the children can speak. He may be contacted by phone or email:

Matthew Cordington dulwichlistener@belmont-school.org 01306 730852

Place2Be

One to one counselling and group work is available through Place2Be. Where a need is indicated, appointments can be made through Mrs Eckersley and Mrs Jarrett.

Communication

Information concerning the children in our care is communicated to members of staff on a 'need to know' basis by way of staff meetings, staff room notice boards, hand written notes and by email.

Weekly pastoral meetings are held in all parts of the school and attended whenever possible by the Headmaster and the Assistant Head Pastoral and other members of the Senior Management Team. Notes on pupils, including those raised at pastoral meetings, are held on the school database and this is used by members of staff to record information about the child's personal, social and academic welfare. Particular concerns about a child, including those regarding safeguarding, can be recorded by any member of staff on the 'My Concern' system. This information is restricted to DSL and deputies, and others dependant on the needs of the concern raised. It is referenced in the school database notes when an entry for a child is recorded on My Concern. Important information is also included in the child's record card. Each successive Form Teacher and/or Tutor must familiarise himself /herself with this information.

Cultural Traditions

Cultural traditions and British values are often celebrated by inclusion within assemblies e.g. Christmas in other lands, in PHSCEE lessons and RS lessons. Children will always be encouraged to be proud of their family links to other cultures and traditions and to share their knowledge and enjoyment of them with others. Where they have links with other countries they are encouraged to celebrate these appropriately. Where religious observance is requested (e.g. Islamic prayer) facilities are provided for this wherever possible.

The school has arranged holidays, sports tours and musical events in other countries and pupils have been encouraged to take part in these.

Visits

School trips and visits connected to an aspect of the curriculum are frequently arranged as a year group activity. These might include visits to an art gallery or theatre, an exhibition or concert, a visit to support Geography, History, Latin or another specified subject or topic.

During the autumn term pupils in Year 8 go on a residential Geography fieldwork trip to the Kent coast. All children in Upper School have opportunities to take part in outdoor adventure training starting with The Big Camp in the school grounds in Year 5, a residential trip to Hindleap Warren outdoor centre for Year 6, a walk to Lordship Wood and overnight camp with survival training, games and activities for Year 7. There are also trips in Year 7 and 8 to Italy (Classics) and to France (Languages). Following exams in June, Year 8 visit Snowdonia for an adventure training course which lasts four to five days. The programme of outdoor education has been developed to enhance opportunities for the children to learn skills in team building and co-operation as well as improving social opportunities for children joining the school – especially at the start of Year 7.

These co-curricular activities form a valuable part in preparing the children for transition to senior schools at any stage from 11+. The School offers a wide variety of extra and co-curricular activities for the pupils during breaks and after school.

Visiting Speakers

Visiting speakers are invited to the school to enhance and enrich the children's enjoyment and understanding of the curriculum and the wider world. Talks, demonstrations, workshops or performances are wide ranging and may be given by people such as: charity workers, explorers, poets, authors, touring theatre groups, dance groups, magicians, individual actors, magistrates, police and fire officers, doctors, nutritionists, people connected with the media etc.

Privacy and Quiet Places

The school does not specifically designate any particular areas as silent areas but any child who needs privacy or quiet will be able to achieve that with the guidance and permission of a member of Staff, and where there is appropriate supervision.

PSHCEE

PSHCEE is taught to all year-groups throughout the school. In Nash House and Little Stream it is called Circle Time. The PSHCEE policy provides more detail about this subject, the syllabus and how it is taught.

The School Nurse and Assistant Head Welfare will arrange Growing Up talks for pupils in Year 6 and Year 7 during the spring term and during the summer term for pupils in Year 5. Year 8 pupils have a Growing Up talk in their final term and this may be conducted by an outside speaker. Boys and girls meet separately for these talks. From Year 6 upwards, the School Nurse is present during the talk to the girls and a male member of staff is present during the talk to the boys. The talk to Year 5 boys and girls is taken by the School Nurse. All Growing Up-talks are supported by a range of material written specifically for the children at Dulwich Prep.

Mentors and Mentees

In order to promote respect and understanding across the year groups, a system of pupil mentoring has been established in Little Stream and Upper School.

In Little Stream mentors and mentees are matched through discussion with the Head of Nash House and Head of Year 3. Children are primarily matched according to need i.e. sensitive with sensible. Tribes are also matched. Boys and girls may be linked if same sex partners are not available. Initial contact between mentors and mentees takes place during the summer term during specially arranged play times.

In Upper School pupils in Year 8 are encouraged to meet and offer support to pupils in Year 5 throughout their first year in Upper School. Boys are matched with a boy, girls with a girl and no siblings are paired together. Boys and girls may be linked if same sex partners are not available. The children are not given the name of their mentors/mentees until the first full week of the autumn term. Mentor/mentee lunches are fixed in the school calendar and these are supervised by Form Teachers when these meetings take place.

Preparation for children in Year 7 to become mentors in Year 8 takes place during PSHCEE lessons in the Summer Term. Part of this preparation involves the children in considering how they felt when they were in Year 5 and reflecting upon their own experiences of their mentors. The children are given guidance about their first and subsequent meetings. They are asked to remember how they felt in a similar situation and to think how the younger child might be feeling. Advice is on these lines:

- Smile and be friendly
- Listen and reassure
- Be positive about life in Upper School
- If you need help, speak with one of the members of Staff who are present

Buddies

All children new to the school are allocated a Buddy. The Buddy is responsible for taking the lead role in welcoming a new child into the school community. This is considered to be a very important role and all Buddies are issued with some helpful information about how to fulfil this role. The Assistant Head Pastoral will email the Buddy Checklist to the parents of all children who have been selected/volunteered to be a Buddy. Engagement with parents has proved to be helpful in engendering a positive sense of responsibility for 'Buddies'.

Wherever possible a Buddy will be in the same form as the new pupil. It is possible that they might not be in the same teaching group from Year 7 onwards, but in this instance another pupil will assume the role of 'Buddy' during lessons as required. Buddies will usually meet new pupils on Move-Up day in the summer term if a child is already registered for a place for the following academic year. Children joining the school mid-year are also allocated a Buddy. The pastoral needs of the school community are wide ranging and diverse and it is important that all members of staff take opportunities to continue their professional development in this respect. The School will endeavour to support this by periodically arranging for appropriate training to be delivered to the whole staff.

Liaison with parents is an essential part of pastoral care and the home / school relationship is vital to supporting the well-being of the pupils. The School operates an 'open door' policy and members of staff are available for consultation with parents at any time, although it is preferable for parents to arrange a meeting in advance.

Appendix

Fundraising

Fundraising is carried out in all departments of the school. A non-uniform day is a popular method of fund raising and the children donate a sum of money for the privilege of wearing home clothes. This is collected within their forms and presented to a specified charity. Home clothes must be clean and suitable for school and hair dye and make-up are not allowed. The choice of charity is often suggested by the pupils. The School also supports a range of local and nationwide charities such as Trussell Trust, Demelza House, Macmillan Nurses, Sport Relief, 'Red Nose Day' etc. Occasionally a visiting speaker will attend an Assembly to tell the children about the work of the charity and the way in which the money they have raised might be spent.

In Little Stream each Tribe takes turns to organise a fundraising event. The staff and children decide together which charity to raise money for. Sometimes children express a wish to raise money for a particular charity of their own choice and every attempt is made to encourage and support this action. This might be achieved with the help of the Form Teacher or Tribe Leader by organising a cake sale or some other activity. Children are always praised in assembly for using their own initiative in such matters and all sums of money raised for charity are reported to parents by way of the weekly newsletter.

Food

Children are provided with a snack at first break in Nash House, Little Stream and Upper School.

Nash House has a rota of healthy morning snacks which includes a choice. Up to year 1 the children may bring a small snack for afternoon break – fruit, vegetables, bread and butter or a plain biscuit. Sweets, chocolate and crisps are not allowed.

Little Stream and Upper School snacks can include – fresh fruit, raw vegetables (carrot sticks, etc.), homemade cake, sandwiches, sausage-rolls, croissants etc. Milk is also available for the children to drink at break (if they would like to have it) and after school.

In Upper School, children staying to do prep or a club or activity after school, can go to the Dining Hall for a drink and snack at 4.00 pm.

Children staying for the care clubs in Nash House and Little Stream receive a snack – usually a drink of squash and biscuits. Boarders receive a more

substantial snack in the boarding house such as cakes, buns, sandwiches, crisps, biscuits, doughnuts etc.

The children have a lunch rota set out at the start of the academic year. Each year group takes it in turns to be first in to lunch and to sit in the Morrison Gallery.

There is always a choice of food for lunch. A hot meal is always provided and there is a vegetarian option available to anybody. This is not exclusively for vegetarians.

A salad bar and fresh fruit is available daily. Yoghurt and cheese and biscuits are often available.

An extensive range of special diets is catered for. Children are encouraged to eat wisely and to finish all they take onto their plates.

If children go out of school on a visit, packed lunches will be provided by the School. These usually consist of white or brown rolls with a choice of fillings, crisps, fruit, a biscuit and a bottle of water.

A Food Committee with representatives from all year groups from Year 3 upwards meets once a term with the Catering and Domestic Services manager to discuss food provision and to recommend and suggest developments.

Dealing with Bereavement and Grief

Bereavement and grief may affect the children in our care. Staff must deal with these emotions in a professional manner as psychological problems in later life may result from poor grieving for a close family member. Feelings of grief may stem from a family break up, the loss of a close friend (possibly through moving school), the death of relations and friends including peers.

Grief is a process that has to be worked through over a period of time and can take the form of several stages – shock and disbelief, denial, growing awareness, acceptance. The length of time taken for an individual to grieve will vary from months to years. Members of staff must allow this grieving process to proceed at the child's speed and not attempt to hurry him/her through it.

The child may have all sorts of logical or illogical fears and feelings during this time. Staff should encourage the verbalisation of these fears to a caring listener. The Medical Centre may offer sanctuary for a distressed child. Seeking 'help' is not weak – it shows strength to face your fears. At a later date,

children may need to decide for themselves, perhaps with some help, between what is right and what is wrong.

Children may exhibit behaviour changes during a period of grief e.g. anger, guilt, fear, aggressiveness, panic, withdrawal, anxiety, regression, illness, denial, loss of concentration, sleeplessness or hyperactivity as well as the usual visible signs such as tearfulness.

When the school learns of the death of a child's parent or sibling, contact will be made with the family to offer support and establish lines of communication. Initial contact with the family would be through the Head of Nash House, the Head of Little Stream, the Assistant Head Pastoral or Assistant Head Welfare or the Headmaster as deemed appropriate. The Form Teacher and / or Tutor will also be expected to play a large part in the day-to-day support of the child and family and in keeping home informed about a child's presentation in school. Other members of staff who come into contact with the child will also be notified and asked to keep key members of staff apprised of any changes in behaviour or concerns about the child. Weekly pastoral meetings will provide a useful platform for exchanging information about individual children in this respect.

Members of staff should be encouraged to listen, to show that we care, to give support and security to the child within the school. Should a member of staff feel unable to support a child in this way they should raise their concern to the Headmaster or Assistant Head Pastoral or Assistant Head Welfare

If a child needs to cry, members of staff should try to arrange privacy, reassure and comfort the child

Staff should be aware that the child's role in the family might change, especially with the death of a parent.

It is important that the child is allowed to function as normally as possible. Children need to know that other people understand their loss and feel sorry but they should be encouraged to be fully involved in school life as soon as possible. A situation of this nature should be dealt with sensitively and there are no hard and fast rules.

With the bereaved child's consent it will be helpful to tell their form about their loss as the peer group can also provide invaluable support. The Form should be told the basic facts and given guidance as to how they might approach the bereaved child, since they themselves may not have encountered grief of this nature.

- Listen but don't ask questions.

- Don't ignore the bereaved child - Talk about normal things.
- Involve the child in activities – make sure that he/she is not left alone at break-time.
- If a child cries, offer comfort to him/her but don't crowd round. One or two close friends will do the job better than a large group.

Members of staff should remember that the anniversary of a death might raise painful memories and should try to be aware of these dates as a child passes through the school. This information should be passed to the next Form Teacher. It will also appear in the child's record file and the Assistant Head - Pastoral will endeavour to remind members of staff of such anniversaries.

The sudden death of a member of the school community will need sensitive support for children and staff alike. The Headmaster will inform parents as soon as possible and he will also decide how and when to inform the school. **(following the school's Critical Incident and Emergency Plan)** Past experience has taught us that it is likely to be preferable to contact parents, probably by letter, so that they can explain to their own children about the death of someone from the school community. In this way every child is assured of having someone they can talk to individually about an event of this nature.

It is acknowledged that members of staff may find it difficult to cope with this situation and it would be helpful if they could be informed before having contact with the children as they may need to be supported themselves. The school is able to offer staff some counselling from an outside agency if this is required

It is important and appropriate that the School does something to acknowledge a death in the school community that allows the children to do the same. This could mean holding a memorial service or assembly, making a scrapbook, a memory box or planting a tree. Children may like to have the opportunity to produce a piece of collaborative art work to hang in the school.

The death of any family member, family friend or even a pet can cause a child to experience the reactions previously listed. Such information received by the school should be dealt with sensitively and other members of staff should be informed as appropriate.

Books to help children with bereavement are available in the school libraries.