

'I, for one, am just so grateful to know that other agencies still exist. Classrooms can be lonely places.'

Participant quote

THE EXPERIENCE OF POVERTY AND BEREAVEMENT: WHAT  
COMPREHENSIVE GRIEF SUPPORT CAN OFFER TO REDUCE  
INEQUITIES

Lisa Forsyth  
Glasgow Psychological Services

# WHY FOCUS ON LOSS, GRIEF AND BEREAVEMENT?

5x more likely to experience the bereavement of a parent if you live in the lowest income households compared to if you live in the highest income households (Paul & Vaswani, 2020)

The complex interaction between bereavement and poverty on young people's wellbeing and how they transition to adulthood (MacDonald and Shildrick, 2012)

Risk factors associated with poverty that impact on later outcomes – poorer general health and well-being, health inequalities and educational outcomes (NHS Health Scotland, n.d)

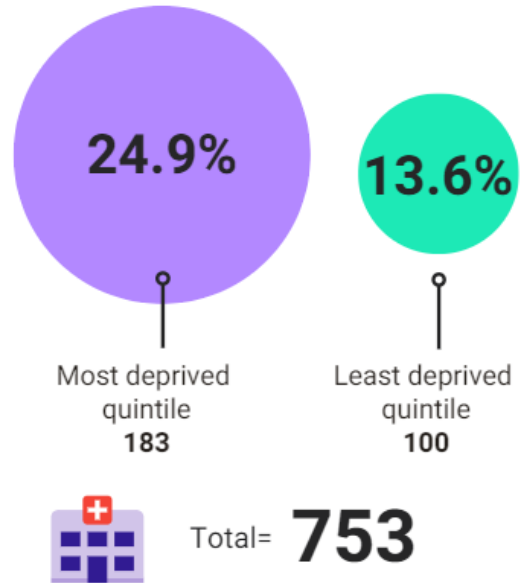
Poverty can inhibit grief and repair work (Stroebe et al., 2006)

85% of CYP in Glasgow leave with at least one Nat 5, this decreases to 35% for care experienced CYP

Links to experiencing bereavement and becoming involved in the Criminal Justice System (Vaswani, 2014)

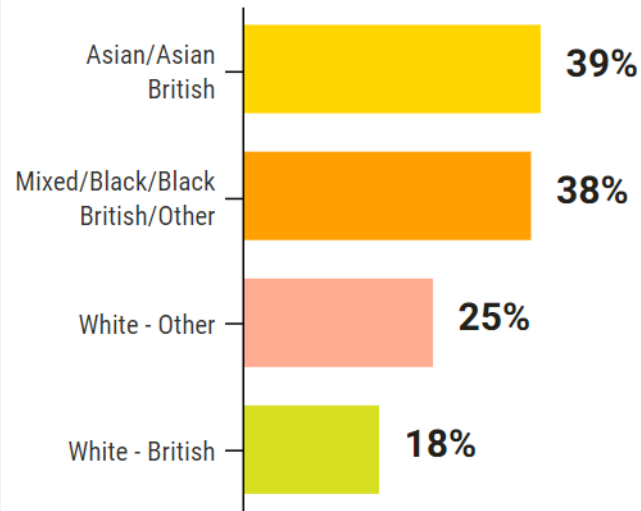
# IMPACT OF COVID – EXACERBATING PRE-EXISTING DIFFICULTIES

Those admitted to critical care for coronavirus between 1st March and 20th June 2020

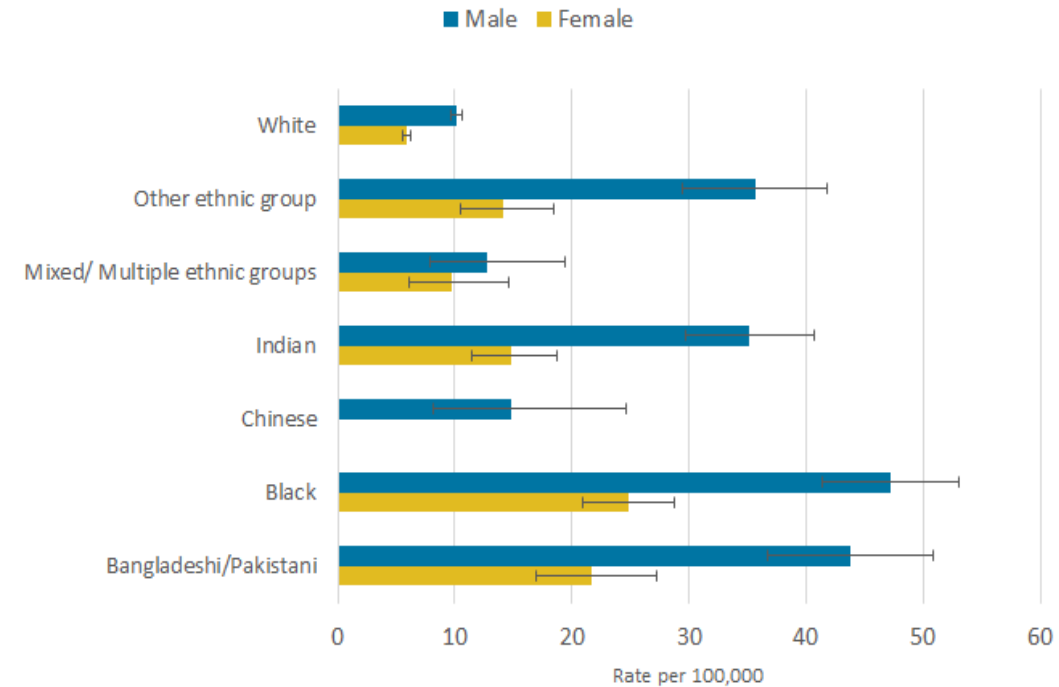


Lone et al., 2020

% living in relative poverty after household costs (2014-2019)



Scottish Government, 2020



Office of National Statistics, 2022

# GLASGOW'S MODEL



Specialist  
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Targeted  
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Universal



**What is Anticipatory Grief?**  
Thinking about grief during a pandemic...

Get a feeling that the world is still to come? Or that someone who can't get on much longer before it affects you personally? These feelings could be linked to anticipatory grief.

**WHAT IS IT**

- Worried about a situation
- Unsettled by a situation
- Confusion about what's going on
- Thinking of how they have behaved or behaved in the past
- Concern about the future

**WHAT AM I GRIEVING**

- Loss of a loved one
- Loss of a job
- Loss of a relationship
- Loss of a pet
- Loss of a home
- Loss of a way of life

**SOME SIGNS**

- Feeling sad and tearful
- Feeling nervous and anxious
- Feeling angry
- Feeling lonely
- Feeling that you are not coping
- Feeling that you are not in control

**What is Complicated Grief?**  
Thinking about grief during a pandemic...

Complicated grief, also known as unresolved grief, is expected to become more common as the world recovers from the health difficulties caused by the pandemic.

**WHAT IS IT**

- Worried about a situation
- Unsettled by a situation
- Confusion about what's going on
- Thinking of how they have behaved or behaved in the past
- Concern about the future

**WHAT CAN CONTRIBUTE TOWARDS IT**

- Complicated grief
- Unsettled by a situation
- Confusion about what's going on
- Thinking of how they have behaved or behaved in the past
- Concern about the future

**REMEMBER**

- It's normal to feel this way
- It's important to talk to someone
- There are people who can help
- It's important to take care of yourself
- It's important to be kind to yourself

**What is Disenfranchised Grief?**  
Thinking about grief during a pandemic...

Disenfranchised grief refers to any grief that is not acknowledged or validated by society. This type of grief is often minimized or not understood by others, which makes it harder for people to process.

**WHEN CAN IT HAPPEN**

- Loss of a pet
- Loss of a job
- Loss of a relationship
- Loss of a pet
- Loss of a home
- Loss of a way of life

**WHAT ARE ITS EFFECTS**

- Isolation
- Sadness
- Physical symptoms (e.g. loss of appetite, weight loss)
- Loss of interest in life
- Loneliness
- Substance use

**WHAT CAN YOU DO**

- Get support from friends and family
- Talk to a professional
- Write about your feelings
- Take care of yourself
- Be kind to yourself

**A WHOLE SCHOOL APPROACH TO LOSS AND BEREAVEMENT**

Glasgow Psychological Service  
NHS Greater Glasgow and Clyde

Education Scotland  
Pupilwellbeing

**Applying Nurture as a Whole School Approach**

A Framework to support the Self-Evaluation of Nurturing Approaches in Schools and Early Learning and Childcare (ELC) Settings



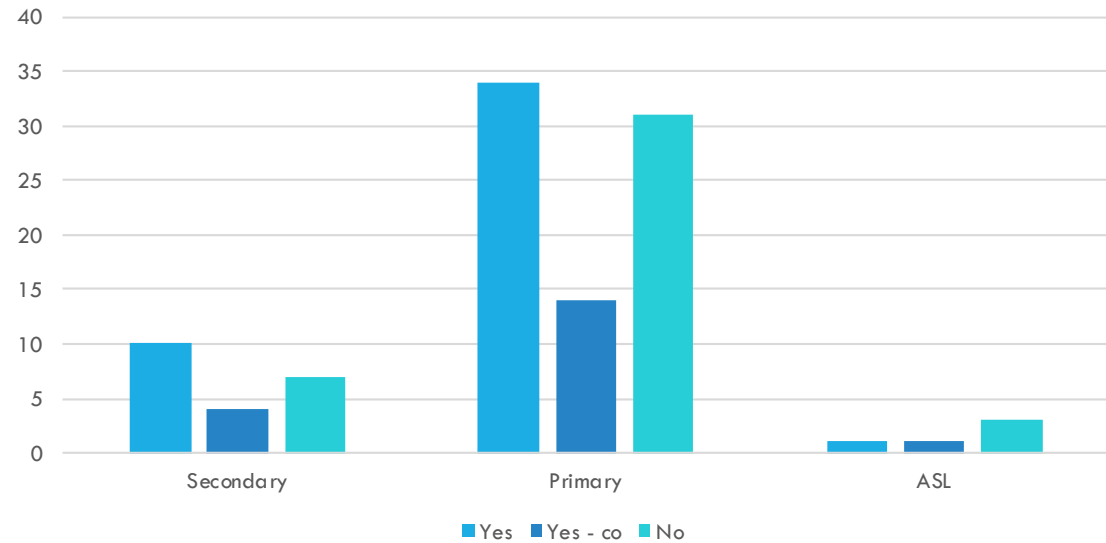
*A Whole School Approach to Supporting Loss, Bereavement and Change*



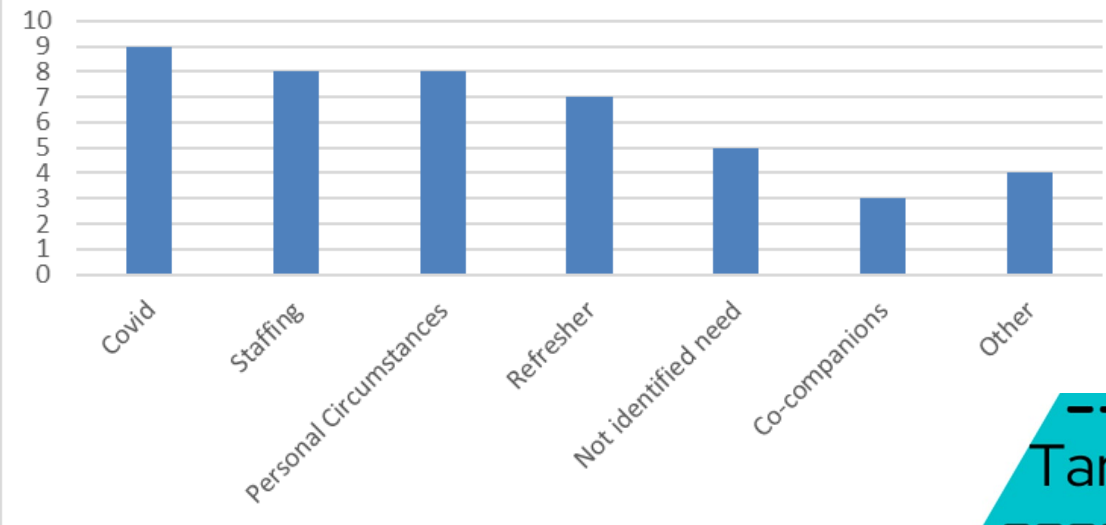
95 companions were trained in SfG for the session 2020-2021, including 12 companions in our Children's Houses.

The focus now is on Implementation issues – only 10% of those trained were listed in the wider database as running groups

Facilitation of groups by sector



Themed reasons for being unable to facilitate group



Targeted

# A WHOLE SCHOOL APPROACH TO LOSS AND BEREAVEMENT



Aims to be used in both a proactive and reactive manner

## Proactive

- To build capacity in our staff by providing the most up-to-date evidence regarding loss and bereavement
- Allowing our staff to feel prepared by incorporating this document within their policies and procedures

## Reactive

- To help support CYP after they have experienced a loss or bereavement
- Providing easily accessible and informative sections

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### What Schools can do?

Preparing for loss and bereavement

The purpose of this resource is to support school staff to feel more confident and equipped when helping a child or young person through a period of bereavement, loss and change.

#### Normality

For the majority of CYP whose life has been turned upside down the routines of school can give a sense of normality. Everything else may have fallen apart but school and the people within it can offer a sense of security and continuity.

#### Relief from Grief

Often, school can provide relief from an emotionally charged atmosphere at home. They may feel overwhelmed by a grieving family or find it hard to cope if there is a stream of visitors expressing their own grief.

#### An Outlet for Grief

When a parent or sibling has died, CYP can sometimes try spare their surviving parent by hiding their own grief and appearing to be ok. School is often seen as somewhere safe to express this grief.

#### Remember

You might feel reluctant to initiate what you perceive to be painful conversations due to a fear of making things worse. However, children and young people are clear about the benefits of support and communication around bereavement and loss in schools. Speak to your SMT regarding referral or further support.

Universal

# THE NATIONAL IMPROVEMENT FRAMEWORK

Fits in with the NIF's 2021 & 2022 aims, which include:

- How to, 'capture the recovery and support work that is being undertaken to deal with the educational impact of the COVID-19 crisis into 2021 and beyond'
- A co-ordinated response to combatting the effects of the pandemic and a recovery in education.
- An increased focus on health and wellbeing for both CYP and staff



## 1.3 LEADERSHIP OF CHANGE

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### Themes:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

## 2.4 PERSONALISED SUPPORT

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### Themes:

- Universal support
- Targeted support
- Removal of barriers to learning

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

# How good is our school?

4th EDITION

## 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

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### Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.





## A Whole School Approach to Supporting Loss, Bereavement and Change



Glasgow Psychological Service  
nurturing wellbeing and learning



NHS  
Greater Glasgow  
and Clyde



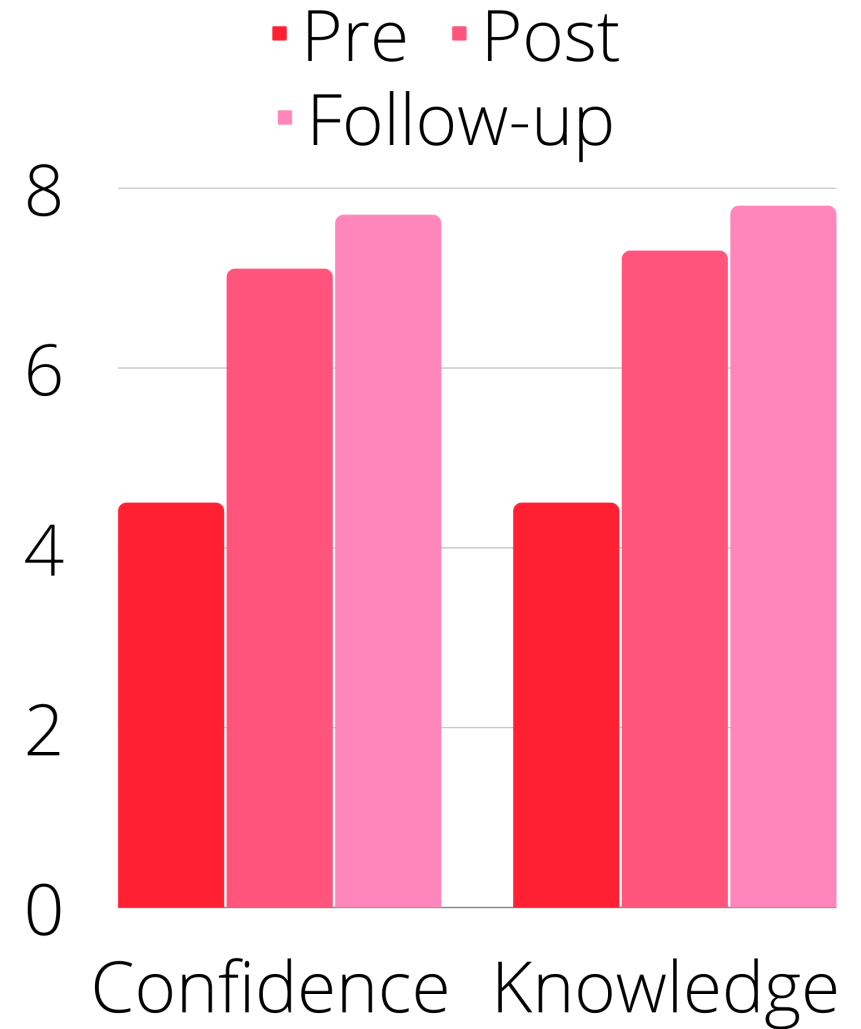
The Prince & Princess  
of Wales Hospice

An annual training on loss, grief and bereavement in partnership with NHS Health Improvement and the Prince and Princess of Wales Hospice

The last two years has been delivered virtually over Teams

Covers the most up-to-date and relevant psychological theories of grief, has guest speakers to share their perspectives and work and includes a more practical section on how to use this knowledge in practice.

Incorporated a new section on self-care and resilience after the pandemic



Universal

# “You aren't expected to do this on your own”

*An exploration of virtual loss, grief and bereavement training for education and health staff during a pandemic*

*Lisa Forsyth<sup>1</sup>, Mary-Kate Harte<sup>2</sup>, Donna Hastings<sup>3</sup>, Marion Lang<sup>4</sup>*

*<sup>1</sup>Glasgow Psychological Services, <sup>2</sup>NHS Greater Glasgow & Clyde, <sup>3</sup>St. Columba's Hospice Care in partnership with Child Bereavement UK, <sup>4</sup>Prince & Princess of Wales Hospice*

**CBUK found that “90% of teachers received no bereavement training during Initial Teacher Training or subsequent professional development”**

**Abbreviated abstract:** In response to lockdown restrictions and suspension of face-to-face training, loss, grief and bereavement sessions were delivered virtually across Edinburgh, East Lothian and Glasgow City to education and healthcare staff. Sessions aimed to build confidence in supporting Children and Young People (CYP) returning to education after experiencing loss. Participants reported being able to link personal experiences to course content and utilise practical resources in their roles. Virtual delivery provided a proactive response to identified needs.

## **Related publications:**

A. Penny. (2019). Childhood bereavement: what do we know in 2019?  
Child Bereavement UK. (2018). Improvement Bereavement Support in Schools.

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isolation  
emptiness  
worry  
deskilled  
lack of understanding  
anger  
helpless  
pain  
identity  
heartbreak  
bitterness  
confusion  
hapiness  
loneliness  
fear  
helplessness  
tears

denial  
comfort  
scared  
worry  
disbelief  
pain  
excuses  
relief  
sad  
panic  
grief  
upset  
guilt  
lonely  
anger  
devastating  
saddness  
confusion  
loneliness  
heartache  
grief stricken  
devastated  
shock

devastating  
emptiness  
grief  
loneliness  
change  
saddness  
loss  
empty  
hopelessness  
confusion  
wanting old life back  
devastation  
fear  
anger  
sad  
pain  
uncertainty  
hurt  
numbness

manageable  
an everyone experience  
time can heal  
part of life  
sadness  
resilience  
unique  
universal  
loss  
individual  
living  
hope  
strength  
coping strategies  
not alone  
process

sadness  
connectedness  
natural body reaction  
loneliness  
asking for help  
hope  
patience  
teamwork  
being honest  
understanding  
memories  
normal  
time  
hopefulness  
sorrow  
lonely  
support  
love  
building up strength  
empathy  
honesty  
empathy

worried  
guilt  
grief  
distress  
support  
saddness  
resilience  
transition  
different for all  
relationships  
emotional support  
confusion  
empty  
hope  
fear  
caring  
strength  
complexity  
talking  
trepidation  
anger  
comfort  
continuing bonds

