

WYMONDHAM
COLLEGE



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Bereavement Policy

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Introduction/Rationale

1.1 Around 1 in 25 school aged student in Great Britain will have experienced the death of a parent or sibling. Furthermore 78% of 11-16 year olds report being bereaved of someone to whom they are close, including the death of a friend.

1.2 The way, in which all staff in our school can respond to the needs of bereaved students and young people, plays a crucial role at a time of great need.

1.3 Research shows that suffering a significant bereavement in childhood has the potential to have a significant impact on student's future well-being. Bereavement can be linked to several issues, for example bereaved student are more likely to be bullied, and a change in behaviour can sometimes lead to an increased likelihood of exclusion from school.

1.4 We know that many bereaved students and their families feel that the response from their school is sometimes unhelpful and could be much better. It is therefore vital that we listen to student and young people.

1. Aims/Objectives of the policy

2.1 The aim of this policy is to provide some basic information and practical advice, including approaches that can help all of us to know how we can support bereaved students and their families. We want to offer students appropriate support, which can have a positive and long-lasting impact on student's well-being.

2.2 Whilst it may not seem possible to get it right all the time, acknowledging the death of a family member or friend, and taking pro-active steps can make a difference.

2. Student's experience of bereavement

3.1 Student's understanding of death will vary with their age and stage of development. Adolescents who, although they have the understanding and language, they may be unwilling to talk to the adults around them.

3.2 Students are affected by bereavement in different ways. Some may be sad and withdrawn, others may be angry and display challenging behaviour. Some students show their grief immediately, whilst others may not at the beginning, but later, after weeks or even months. Grief is an ongoing process which students revisit as they grow up and their level of understanding increases.

2.3 Students will not 'get over it', but with time learn to cope with all the changes. We know that many bereaved people continue to have a bond with the person who died – in a different way.

3. What Wymondham College can do to help

4.1 Students will understand death through the language we use to describe it. Using euphemisms and other words for death (loss, asleep) can be confusing. It is helpful for students if we use the word 'death' and 'died', and do not avoid these. Honesty and clear language around death will help prevent misunderstanding. We will try and answer

student's questions honestly, but it is also okay to say 'I don't know, but I will try and find out'.

4.2 Staff do not have to be 'bereavement experts' to help grieving students. Kindness, compassion and a listening ear go a long way to supporting bereaved student.

4.3 Whilst acknowledging that not every bereaved child needs counselling and it takes time for student to adjust, students and families might benefit from specialist bereavement services. The College website has a 'Grief and Bereavement Support' page containing advice for local and national organisations.

4.4 As a Norfolk School we can make referrals to Nelson's Journey. They are a Norfolk based charity that supports student and young people aged 0-17 years inclusive that have experienced the death of a significant person in their life. They aim to improve the emotional wellbeing of the student in a variety of ways including therapeutic residential weekends, activity days, NJ Clubs and therapeutic 1:1 work; as well as guidance and education to parents, carers and professionals.

4.5 When students display ongoing problems for a significant amount of time, where problems are not getting better or deteriorating, or when there are serious issues like self-harm, not eating, not attending school, then a referral to specialist services is needed. At Wymondham College we can refer students to our Wellbeing Team. If additional support is required, 'Supporting Smiles' offers Tier 2 mental health services to students in Norfolk, referrals to Tier 3 services can also be made.

4.6 Sometimes the death of a family member might be covered widely in the media. It is helpful to know what information is in the public domain. When student are bereaved by suicide, families are often left with agonising questions. Schools can sometimes be a hotbed for rumours and speculation. It is important to acknowledge this, and respond appropriately, taking into account the wishes of the child and family. When deaths are investigated by the coroner, maybe because it was an unnatural death or the cause of death was unknown, this information is usually covered in the media.

4.7 The organisation [Seesaw](#) gives some helpful tips for helping student through grief:

- Be there
- Initiate and anticipate
- Listen
- Silence is golden
- Accept and acknowledge the expression of feelings
- Offer opportunities for remembering
- Learn about the grief process
- Help the child find support and encouragement
- Allow the child to grieve at their own pace
- Be patient...
- Provide for times of fun
- Give a child choices
- Believe in the child's ability to recover and grow
- Be yourself

SeeSaw has also written an action flowchart which may be helpful to consider (see Annexe 1).

4.8 We place great importance on working in partnership with parents/carers. Some families may wish to have close involvement with the school, whilst others prefer things to

be more private. It is important that we ensure that the student's needs are met, whilst taking account of the families' wishes. Students may have wide-ranging religious and cultural beliefs and traditions, and it is important to respect differences. Whilst respecting family's wishes, it must be remembered that we have a duty of care towards all students. We are committed to meet the social, emotional, and behavioural needs of our students; we will also follow our safeguarding procedures. To this end, there is a Safeguarding resources folder on Teams, containing information, guidance and ideas for all staff when supporting students who have been bereaved

4.9 Immediately after being informed

- Contact the parent/carer to express sympathy – this might be difficult, but it is much easier if you get in touch with the family early on.
- Gather as much information as possible about the circumstance of the death and find out what the child has been told.
- Encourage student to come back to school as soon as is possible.
- Explain that support will be available for them and that you will discuss this in detail upon their return.
- Share information with all staff – and talk with them again after you have met with the child and family and know their wishes, e.g. what kind of support would they like from staff.
- Meet with the parent/carer and student to find out their views of how they would like to be supported. We all acknowledge that this might be difficult, but unless you discuss this with the student you will not know what support will be helpful to them.

Discuss

- if and how the student would like the information to be shared with their classmates
- who would be the best person to provide support for them, and who they can talk to when they are finding it difficult
- discuss how the student can access time out if they are finding it difficult to cope with a lesson (time out cards can be helpful)
- identify a person who will keep in touch with home
- discuss pressures of prep and exams

4.9.1 Short-term support

We will be sensitive to the needs of the bereaved student – these might be different for different students. Some students might appreciate the availability of a quiet space – but others might just want the usual opportunities to be with their friends and experience a sense of normality.

We will also need to be aware of other students who might be affected because they have also experienced a recent bereavement. Students sometimes provide a considerable amount of support to their friend – we may need to consider how they are supported, and whether to make parents aware.

Reassure students that their feelings are normal in their situation.

We will monitor how the student is progressing academically, as we know that many bereaved students do not achieve as well as their peers. Many students struggle with difficulties with concentration as the bereavement takes up a lot of thinking time. Good

communication across the school is really important. Staff cannot be supportive if we are too precious about the information we share – all staff need to know.

We will give praise for any achievements and reassure the child that things will improve in time. If necessary, we will support the student to catch up with work missed. We acknowledge that it is a challenging task for our staff to find a balance between allowing for difficulties whilst not lowering expectations. We will notify examination boards of the impact of bereavement if exams are due. We need to be aware that sometimes students can feel great pressure to achieve following a bereavement.

Be consistent with expectations for appropriate behaviour but do offer support if a student has difficulties.

Arrange regular 'check in' meetings with their trusted adult to monitor their progress and take account of issues as they arise, offering early support.

4.9.2 Funerals:

Families are all different, some may hold a large funeral where members of the school community are invited, others might hold a small private funeral. In any case, as a school we need to find out the family's wishes regarding the attendance of a representative from our school, where appropriate. It is important to discuss whether this should be the Principal, or whether it is important that staff who knew the child and family well, attend.

4.9.3 Long-term support

We are aware that grief does not operate on a timetable, and it may be months or years later that a student is most in need of support. As students are growing up, their understanding and needs change, and many will revisit their bereavement at different stages of their life, especially as teenagers.

Our teachers are aware that when we are tackling sensitive subjects as part of the curriculum, we will not avoid them, but will be sensitive to the needs of bereaved students.

It might be helpful for us to make a diary of significant events (such as birthdays, anniversary of death) that can be passed on from year to year and to other schools during transition. It may be possible to add these events onto our database which will be accessible to all staff working with the student.

People sometimes think it best to avoid painful reminders such as Mother's or Father's Day, but giving student the choice of what they want to do is really important. Avoiding the topic can leave students feeling that others do not care or have forgotten their loved one. Providing opportunities when students can remember their loved one can be important.

4.9.4 Supporting Parents/Carers

A death in the family can cause a disruption for many months. Family members are grieving, relationships alter, and members may take on new roles.

If appropriate, we will acknowledge the death by sending a card or phoning parents. Parents often report that other people avoid them because they do not know what to say. Taking their child back to school for the first time after a bereavement can be very difficult

and as a school we can make arrangements to make it easier for them, e.g. meet them, allow them to drop their child a bit earlier/later, etc. We will do our best to support parents in these circumstances. We may ask our Head of House/Deputy Head of House to be in touch with the family, they may be a helpful link with parents.

Keeping in touch with families and letting them know how their child is doing can be helpful. We can do this via telephone calls, planners, emails etc. We will find out from parents/carers what would be most helpful to them. If helpful, we will provide a named link person for families.

4. How staff will be supported

5.1 Bereavement is 'not only painful to experience, but also painful to witness' (Bowlby, 1980).

Supporting bereaved students can be very stressful. Support needs to be offered for a long time, and there are no easy solutions. Witnessing another person's grief can also remind staff of their own experiences of bereavement.

5.2 As a school we have a duty of care towards our employees, and we will ensure that staff are appropriately supported when dealing with difficult issues, like supporting bereaved students. Staff can be signposted to the **Employee Assistance Programme (EAP)** (Validium 0800 3 58 48 58) and also to [Education Support](#) (Free confidential Helpline 08000 562 561). Staff can also be referred to HR for further advice and support. Principals are responsible for putting appropriate support mechanisms in place for staff. They should be reviewed on a regular basis.

5.3 Staff can also support each other. It is important to know one's limitations. There is only so much staff can offer, and sometimes it is time to refer student on to specialist bereavement services.

5.4 Being prepared can give staff confidence, which will make it easier to support bereaved student – there is training available for any member of staff, offered by the Norfolk Critical Incident Service and specifically tailored to schools, and we will enable staff to attend training.

5. Teaching about death and bereavement

6.1 Death happens to student of all ages – it does not wait for them to be old enough to understand. Death seems to be a subject that nobody wants to address. Yet, in a survey by Ofsted of 178 young people about their views on preferred topics in PSHE, 'learning to deal with bereavement' was selected as their first choice (Ofsted: Not yet good enough, 2012). Through providing a curriculum that acknowledges and addresses death and bereavement we can improve the skills of student and young people to deal with and emerge positively from it.

6.2 As a school, we are committed to an education about death and the associated rituals and traditions of mourning. We will provide opportunities for discussion that help lessen the stigma attached to death, reducing its status as a taboo subject.

We will teach about death and bereavement in PSHE & RE, we will use opportunities for teaching about death and bereavement in other subjects as well. Occasionally staff may feel that they can share their own experience of death and bereavement, which students may find valuable if this provides a basis for class discussion. Sometimes we can use

occasions when students start talking about death and bereavement as a whole class discussion and further teaching opportunity.

6. Roles and responsibilities:

7.1 Senior Leadership Team

SLT will ensure that this policy is implemented, and that a co-ordinated response is provided to bereaved students and their families. They will ensure that all staff know what is expected, and that everyone can contribute in a way that is consistent with the ethos of the school. They will ensure that information is shared with all staff and passed on to other schools at times of transition. They will put appropriate support in place for staff and allow staff to attend appropriate training opportunities. They will promote teaching about death and bereavement across the curriculum where and when possible.

7.2 Governing Body

The governing body will approve the policy and ensure that it is implemented consistently across the schools. We will review the policy on a regular basis, involving the Principal and staff who are delivering support for bereaved student and who are responsible for the curriculum.

7. Further information

This policy has been adapted by our school from the sample bereavement policy, written by the Norfolk Critical Incident Lead Officer, taking account of their own experience, as well as good practice guidelines, please see references below, and in consultation with bereaved student and parents.

8. References:

- Bereavement and Loss: Guidance for schools, Leicestershire County Council
- Supporting bereaved students in school – SeeSaw’s Information Pack for school
- Bereavement policy framework– Surrey Healthy Schools
- Childhood Bereavement Network
- Not yet good enough: Personal, social, health and economic education in schools – Ofsted 2012

9. Useful websites:

- **Nelson’s Journey:** www.nelsonsjourney.org.uk/professionals Telephone: 08088 020 021
- **Norfolk EPSS:** www.norfolkepss.org.uk/information/schoolsacademies/critical-incident-trauma-bereavement

- **Norfolk Critical Incident Support Line:** Telephone: 07623 912974
- **Norfolk Local Offer:** www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/advice-and-support-for-parents-and-carers/bereavement
- **Point 1:** www.point-1.org.uk SPOC Telephone: 0800 977 4077 Email: point1@ormiston.org
- **Child Bereavement UK:** www.childbereavementuk.org
- **Childhood Bereavement Network:** www.childhoodbereavementnetwork.org.uk
- **Winston's Wish:** www.winstonswish.org Telephone: 08088 020 021
- **Cruse:** www.cruse.org.uk/get-help/for-schools
- **East Anglia's Children's Hospices:** www.each.org.uk
- **Autism Speaks:** www.autismspeaks.org/grief-and-bereavement-resources
- **Rosedale Funeral Home:** <https://www.rosedalefuneralhome.co.uk/bereaved-children/>
- **Wymondham College website:** <https://wymondhamcollege.s3.amazonaws.com/uploads/document/Grief-and-Bereavement-Support.pdf?t=1587387229?ts=1592577987>

10. Advice/Support and Training

Norfolk Schools have the opportunity to subscribe to the Critical Incident Service, and are then able to access support and advice in relation to bereaved student. Regular training about how to best support bereaved student in school communities is also provided, this can be accessed by anyone working in the school community. Please see contact details below.

11. Contact Information:

Dr Bianca Finger-Berry, Critical Incident Lead Officer (November 2015)
bianca.finger-berry@norfolk.gov.uk
 Tel.: 01263 739064 or 07887 832413

Annexe 1:

ACTION FLOWCHART

Contact from family about bereavement



Report on My Concern (safeguarding platform)



Head/Deputy Head of House becomes the point of contact for communication and allocation of tasks



Send card/letter of condolence to student and family



Inform students/teaching/non-teaching staff of situation (as agreed with family)



Arrange to see student/family at home or school to decide what level of support is needed



Nominate with student the member of staff who will offer ongoing support



Ensure significant dates entered on student's records/register



Ensure regular liaison with staff to identify any problem areas



Discuss difficulties with student and devise coping strategies



Offer support to friendship group/staff as necessary



Keep regular contact with family



Be aware that grief is a lifelong process and can re surface at any time

Christine Druce, Schools and Families Liaison Worker,
SeeSaw, Bush House, 2 Merewood Ave, Oxford OX3 8EF Tel 01865 744768
Reg. Charity No 1076321 Reg Company No 3790965

Annexe 2: Suggested reading for children and young people

Using stories and activities can be a really good way to explore issues with a children and young people who has been bereaved.

Here is a list of books, which have been found to be helpful when working with bereaved children, young people and their families.

Books for children aged 9 to 12 years

Milly's Bug Nut

By Jill Janey, 2002. Winston's Wish.

A short, simple story with black and white pictures, of a young girl who's Dad has died. It talks about the ups and downs of family life and how things slowly get easier as time goes. Milly misses her Dad and things are just not the same anymore. She knows when people die, they can't come back but she still keeps a wish to see her Dad one more time.

Water Bugs and Dragonflies: Explaining death to children

By Doris Stickney & illustrated by Gloria Stickney, 1983. Continuum International Pub Group.

This pocket size booklet with small black and white pictures is based on a fable, associating death with a water bug's transformation into a dragonfly. It portrays the mystery around death but may need an adult to explain the analogy and help a child relate it to their own experience. It uses Christian beliefs with a focus on life after death and also contains advice for parents.

Muddles, Puddles and Sunshine

By Diana Crossley and Kate Sheppard.

An activity book to help when someone has died, offering practical and sensitive support for bereaved children. Beautifully illustrated it suggests a helpful series of activities and exercises accompanied by the friendly characters of bee and bear.

When Someone You Love Dies

By Cruse Bereavement Care

A pocket sized booklet aimed to help guide young people through the loss of a loved one.

Remembering Mum

By Ginny Perkins & Leon Morris

Sam and Eddy's Mum died a little while ago. Her name was Mandy. With their Dad, Sam and Eddy helped to make this special book for her. It's about how they made a garden of Mandy's favourite flowers and how they remember her at the cemetery, at home and at school.

The Heart and the Bottle

By Oliver Jeffers

In this deeply moving story, Oliver Jeffers deals with the weighty themes of love and loss with an extraordinary lightness of touch and shows us, ultimately, that there is always hope.

Goodbye Grandma

By Melanie Walsh

Helping young children cope with bereavement

When my Mum told me that my grandma had died, I didn't know what she meant. She helped me to understand and now I know how I can remember Grandma. Straightforward and reassuring. A brilliant book for use at the time of bereavement and a starting point for discussion with young children.

Love Will Never Die

By Clare Shaw

This book enables a child to work through their emotions asking thought provoking questions and encouraging them to explore their inner feelings. Lots of space in this book for writing and drawing. A brilliant resource for pastoral support workers in schools.

Books for children aged 13 to 16 years

The Grieving Teen: A Guide for Teenagers and their Friends

By Helen Fitzgerald

Although the circumstances surrounding a death are difficult to handle at any age, adolescence brings with it challenges and struggles that until now have been largely overlooked. But in this unique and compassionate guide, renowned grief counsellor

Helen Fitzgerald turns her attention to the special needs of adolescents struggling with loss and gives them the tools they need to work through their pain and grief.

When a Friend Dies: A Book for Teens about Grieving and Healing

By Marilyn Gootman

The advice is firm but gentle, non judgemental and compassionate. The death of a friend is a wrenching event for anyone at any age. Teenagers especially need help coping with this painful loss. This thoughtful and helpful book answers questions about grieving that teenagers often have, like “How should I be acting?” “Is it wrong to go to parties and have fun?” “What if I can’t handle my grief on my own?” This book is suitable for age 11 and up, and for parents and teachers too.

Up on Cloud Nine

By Anne Fine, 2003. Corgi Children’s.

Stol falls out of a top floor window and ends up unconscious in hospital with lots of broken bones and no-one knows whether it was attempted suicide or an accident. This book is written from the perspective of his best friend Ian whilst he is sitting by his bedside. He recalls all the fun times they have had together as well as acknowledging the slightly different way Stol sees the world. Ian captures the emotions of his own adoptive parents as well as Stol’s family and the hospital staff in an amusing yet moving way illustrating how Stol has had an inspirational effect on everyone. (Also available in audio cassette)

And When Did You Last See Your Father

By Blake Morrison, 2006. Granta Books.

The book tells of how Dr Morrisons life slowly slips away during the last few weeks of his life. Interspersed with this are the authors recollections of his Father, who whilst being a difficult man at times, always remained a loving Husband and Father. The author is at all times open and honest – sometimes brutally so – and lays open his feelings for all to share.

One of the strengths of the book is that whilst it is about the death of a loved one it never gets too mawkish or sentimental and remains at all times a good read.

Straight talk about death for teenagers.

By Earl A Grollman.

Suggests ways to deal with grief and other emotions felt after the death of a loved one and to discover how to go on living.

The Healing Your Grieving Heart: Journal for Teens

By Alan D Wolfelt & Megan E Wolfelt

This unique guided journal encourages teens to learn about grief and mourning then write down their unique thoughts and feelings. Topics covered include: what makes each teen's grief unique; common feelings after a death; the six needs of mourning; capturing memories of the person who died; and achieving reconciliation.

This journal will be comforting, affirming and healing presence for the weeks, months and years after the death of someone loved.

Out of the Blue

By Julie Stokes & Paul Oxley

Every year, thousands of young people face life after someone important to them dies. 'Out of the Blue' is a collection of tried and tested ideas to help young people remember the person who died and to help express their thoughts and feelings.

When Someone Special Dies

By Child Bereavement UK

This leaflet has been prepared with the help of bereaved families. It aims to help children when they have been bereaved.

My Mother Died: A Booklet for Young People

By Cruse Bereavement Care

A Cruse counsellor speaks directly to older children and teenagers about feelings and problems after the death of a Mother.

My Father Died: A Booklet for Young People

By Cruse Bereavement Care

A Cruse counsellor speaks directly to older children and teenagers about feelings and problems after the death of a Father.

Annexe 3: Wellbeing Service Electronic Referral Form

Wymondham College Wellbeing Referral Form

Referral Form

Hi, Amanda. When you submit this form, the owner will see your name and email address.

* Required

1. If this referral is urgent (the wellbeing service at the College is not a crises service) *

- Called 4444?
- and Logged it on MyConcern?
- Directed to GP via parents / guardian?
- This is Not urgent

2. Before completing the rest of this form each of the four boxes below should have been addressed. All options at a universal level should be explored. Please indicate which of the following you have completed and where you have not please include reasons why at question 3

*

- Contacted Parent(s) / Guardian(s)
- Signposted to external support GIVE INFO HERE
- Facilitated access to Mental Health First Aider
- Identified key member of staff

3. Please give details of signposting and /or reasons for not having completed the fours steps at question 2 *

Enter your answer

4. Name of person and role of person making the referral *


Enter your answer

5. Name of the student you are referring *

Enter your answer

6. Year Group * 


- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

7. What gender does the person identify as? * 

- Male
- Female
- Non binary
- other
- prefer not to say

8. House *


- Cavell
- New hall
- Fry
- Kett
- Peel
- Lincoln - Ralph

9. Reason for referral * 

- Anxiety / Low Mood
- Eating
- Sleeping
- Relationship
- Self harm
- Suicidal ideation
- Other - please go to question 10

10. If you have answered other to question 9 please give details here

Enter your answer

11. Please indicate which of the following options you believe the student would benefit from to assist with triage of this referral. There are no guarantees that this pathway will be assigned so please make students aware that the intervention may differ following triage. * 

- 1:1 counselling (8 sessions)
- 1:1 Mental Health Assessment / support (8 sessions)
- Male mentoring / Menscraft 1:1 (4 sessions)
- Social, Emotional, Mental health, emotional literacy
- Talk and Plan (1 session)
- Pets as Therapy Group work (4 sessions)
- Creative Sessions Group work (4 sessions)
- Walking and Talking Group (4 sessions)
- Yoga and Mindfulness Group (6 session)
- Healthy Relationships Group work (6 sessions)
- Emotional management group work (6 sessions)
- Check in with 6th Form Welfare Officer
- Resilience / confidence building Group (6 sessions)
- Healthy decisions around eating (1 session med centre)
- Service Student Support (group sessions)

12. Please confirm you have discussed the options above with the student and they have consented to this referral *

Confirm

13. FOR COMPLETION BY WELLBEING TEAM - Referral accepted

Enter your answer

14. FOR COMPLETION BY THE WELLBEING TEAM - reason referral not accepted 

Enter your answer

15. FOR COMPLETION BY WELLBEING TEAM - Allocated too

Enter your answer

16. FOR COMPLETION BY WELLBEING TEAM - Pathway

Enter your answer

Submit

Annexe 4: Nelson's Journey Referral Form



Request for Support **(For use by families and professionals)**

YOUR DATA: Information provided by you on this form will be used by Nelson's Journey to help us to understand the bereavement needs of the child/ren being referred and to communicate with you about our services. We will not sell your data to other organisations for their marketing purposes. If we have a safeguarding or child protection concern about a child, then personal information may be shared with other agencies, such as the Police or Children's Services. We have measures in place to protect your information, which will be held in paper and electronic forms. Your personal data will be processed throughout our contacts with you, and retained for a reasonable period afterwards after which your data will be securely destroyed. Our full Privacy Statement is available on our website or by calling us on 01603 431788.

Professionals – Please ensure you have permission from the child's parent/carer to share this information. Please complete your contact details below:

Name:

Role:

Organisation:

Phone: work/mobile:

Email:

Involvement with child/young person:

Families and professionals - please complete the following providing all details requested:

Child / Young Person's Details

Child/Young Person's Full Name:

Child/Young Person's date of birth:

School/College child/young person attends:

Parent / Carer Details:

Full name:

Home address including postcode:

Home telephone number:

Mobile Phone Number:

Email Address:

Relationship to the child/young person:

Further details:

Person who died:

Relationship to the child:

Deceased's date of birth: *(DD/MM/YYYY is preferable but MM/YYYY will be accepted)*

Date of death *(DD/MM/YYYY is preferable but MM/YYYY will be accepted)*

Cause of death:

Please explain how the person died:

What has the child/young person been told and what do you think they understand about how the person died?

What changes have you noticed in the child/young person since the death that you're concerned about?

Does the child/young person have any additional needs?

Are there any other agencies or professionals involved in supporting the child/young person? (If yes, please give details.)

Any additional relevant information:

Once complete, please email to enquiries@nelsonsjourney.org.uk

Nelson's Journey is a Charitable Incorporated Organisation; Registered Charity 1170605

Annexe 5: CAMHS Referral Form:

MENTAL HEALTH REFERRAL FORM FOR ALL SERVICES AND AGES

Norfolk and Suffolk **NHS**
NHS Foundation Trust

CONFIDENTIAL

This form can be used for all mental health referrals – [Guidance](#) & Tel: 0300 790 0371

Please complete all boxes and return to us via Email: aat.referrals@nshf.nhs.uk

Referrer's opinion of level of urgency:

4hour EMERGENCY
All 4hour Emergency referrals MUST be made via telephone and confirmed medically fit. Referral form not required.
Adult Service Line and Dementia Intensive Support Team only.
Urgent – 120hours <input type="checkbox"/>
Routine – 28days <input type="checkbox"/>

Please attach Patient summary for the last five consultations and any blood results in the last three months (if appropriate). Referrals will not be accepted without this information.

Memory Assessment (please include dementia blood screening)	<input type="checkbox"/>	Date bloods collected: <input type="text"/>	Specialist Assessment (ADHD, Gender, Early Intervention). Please see local guidance.	<input type="checkbox"/>
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Primary reason for referral to support level of urgency:

CURRENT (last two months)	X box	CURRENT (last two months)	X box	PAST (year)	X box	PAST (year)	X box
Hopelessness	<input type="checkbox"/>	Safeguarding /Dependents	<input type="checkbox"/>	Suicidal thoughts	<input type="checkbox"/>	Safeguarding concerns raised	<input type="checkbox"/>
Suicidal Plans	<input type="checkbox"/>	Illicit/legal highs/px meds	<input type="checkbox"/>	Suicidal acts	<input type="checkbox"/>	Illicit/legal highs/px meds	<input type="checkbox"/>
Self-injury /Self-harm / serious self-neglect	<input type="checkbox"/>	Access to weapon	<input type="checkbox"/>	Self-harm	<input type="checkbox"/>	Access to weapon	<input type="checkbox"/>
Suicidal thoughts	<input type="checkbox"/>	Carer's fatigue	<input type="checkbox"/>	Serious self-neglect	<input type="checkbox"/>	Violence to others	<input type="checkbox"/>
First episode psychosis	<input type="checkbox"/>	Harm to others	<input type="checkbox"/>	Psychotic episode (s)	<input type="checkbox"/>	Breakdown of relationships	<input type="checkbox"/>

NHS NO: [REDACTED]	
Surname: [REDACTED]	First Names: [REDACTED]
Address: [REDACTED]	Details of Carer or person giving main support is: Name, address [REDACTED] [REDACTED] Telephone no: [REDACTED]
Next of Kin: [REDACTED]	Carer's Assessment Required? Yes <input type="checkbox"/> No <input type="checkbox"/>
Contact details: [REDACTED]	
Telephone No: [REDACTED]	
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	DOB: [REDACTED]
Ethnic Origin (select from dropdown) 17 - Not stated	
Preferred language: [REDACTED]	
Interpreter required: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Preferred method contact:	I have made the person aware their information will be shared between Multagency teams in order to signpost them to the appropriate service? Yes <input type="checkbox"/> No <input type="checkbox"/>
Letter <input type="checkbox"/>	
Email <input type="checkbox"/> Email address: [REDACTED]	
Landline <input type="checkbox"/> Number: [REDACTED]	
Mobile <input type="checkbox"/> Number: [REDACTED]	
Sensory/communication impairment: Visual <input type="checkbox"/> Hearing <input type="checkbox"/> Speech <input type="checkbox"/>	

Referrer Information			
Referrer:	[REDACTED]	Job title:	[REDACTED]
Referrer Address:	[REDACTED]		
Signature:	[REDACTED]	Date:	[REDACTED]
Referrer's direct contact no.:	[REDACTED]		
Usual GP:	[REDACTED]		
Surgery:	[REDACTED]		

Before you email to aat.referrals@nsft.nhs.uk have you attached a Patient summary and appropriate blood screening and test results? Please see local guidance for details.