ECAD6013: The Learner: *who am I teaching*?

Supporting your discussion with theory, practice, and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/her learning during one particular transition period (horizontal or vertical).

Targets.	How I have worked on the target.
'*Read even more relevant and peer reviewed books and journal articles as well as websites when researching*.'	I have made great effort to make reading part of my daily routine. Through intentionally dedicating time to reading, whether that be reading sources from the reading list or further journals I had bookmarked whilst researching, I was able to digest information constantly. This became an ingrained part of my daily schedule. I found that listening to educational podcasts whilst doing my physiotherapy was also a beneficial use of my time as it helped me further my knowledge in a very accessible way.
'*Continue to synthesise research into your writing to aid the support of your key points*.'	Working on reading more relevant literature as stated above helped me develop this target. Through reading more, I gained a greater depth of understanding on various topics, enabling me to better understand how to summarise, evaluate and interpret the information I was reading.

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Every day in the United Kingdom, it is estimated that more than one hundred children and young people are bereaved of a parent (Childhood Bereavement Network, 2019; Andiessen, 2022). The impact of bereavement on a child's emotional well-being can be devastating, with a recent increasing concern on the association between parental loss as a child and consequent depressive episodes as an adult (Shuming & Bosi, 2022). However, whilst acknowledging that bereavement can be recognised as the most traumatic life event a child may face (Lichenthal & Cruess, 2015), the level and quality of intervention children receive following the death of a loved one can positively alter their wellbeing (Exline & Root, 2014). The Welsh Government support this notion as they plan for a compassionate Wales (Welsh Government, 2021), where bereaved children are supported through the acknowledgement of their grief and interventions that allow for regulating emotions.

To understand the role of a practitioner in supporting a learner whose progress is being affected by bereavement, this assignment aims to provide a discussion of a specific support plan that helps develop the learner's emotional wellbeing and grief as they transition back to school. Bereavement describes the experience of losing someone important, whilst grief refers to the intense emotional response to the loss (Freud, 1961; Jackson, 2011; Lucas & Diener, 2015). Recognising the entitlement of every individual to confidentiality and anonymity, the learner, along with details of his school and community, are fictitious (BERA, 2018).

Ceri Evans, a year six pupil at Ysgol Ynys, is in the process of returning back to school after a two month long period of absence. He has been absent from school due to the death of his mother to breast cancer. Ysgol Ynys were aware of his mother's illness and have been working with Ceri's Tadcu, whom he lives with, to support Ceri throughout. Expecting the death of Ceri's mother, a separate support plan was previously put in place by Ysgol Ynys to support Ceri's cognitive needs and academic progression during his time away from the classroom. Having enjoyed doing homework with his mother in the past, he has found solace in completing home learning activities during his time away from school. Whilst not disregarding the importance of behavioural and cognitive support for Ceri during his transition back to the classroom (Smidt, 2013), he is imminently approaching the descriptions of learning set out for him in his initial support plan (Welsh Government, 2019). Additionally, it was noted in a meeting between Ceri's Tadcu and class teacher that Ceri has been enjoying completing his schoolwork, but the bereavement is notably affecting him emotionally. Whilst Ceri is at an age where the realistic conception of death being a permanent biological process can be understood (Kubler-Ross, 1986), the immense

emotional effect that grief has on a learner cannot be overlooked (Childhood Bereavement Network, 2019). Therefore, the provision planned to support Ceri in his transition back to class, will focus on his emotional well-being.

Throughout our lives we experience several transitions. These transitions vary from starting a new job to forming serious relationships (Symonds, 2015). Recognising features of general transitions can help practitioners develop empathy towards specific learner transitions (Galton & Ruddock, 1999; Hampton, 2021). When viewed in an educational context, transitions can typically be placed among two categories, horizontal or vertical. Horizontal transitions occur on a daily basis and refer to movements between situations. For example, moving from classroom to canteen. When a transition constitutes a major change to a learner's routine, such as Ceri returning back to school after his period of absence, the transition is classed as vertical (Kagan & Neuman, 1998; Baker, 2018).

Whilst both may affect well-being (Fabian & Dunlop, 2002), unexpected vertical transitions can present greater challenges in hindering learner progression due to the nature of their uncertainty. When looking at what Ceri may need to progress successfully through his vertical transitions, emeritus educational professor Maurice Galton contends that effective transition can be identified through crossing two metaphorical bridges: social and academic, facilitated by timely and informed intervention (Galton & Patrick, 2018). Referring to Galton's research, John Hattie further supports the concept of crossing this metaphorical social bridge. He states that a key success factor during a major transition is whether the learner can recognise, value, and manage their emotions within the first month of that transition (Hattie, 2012). Therefore, it seems crucial that Ceri receives a support plan that supports and advances his emotional well-being upon transitioning back to the classroom.

Despite research evidence declaring that transitions are a less demanding experience for learners now in comparison to thirty years ago (Galton & Ruddock, 1999), some practitioners are directing planning and funding into ensuring an initial smooth transition processes in lieu of ensuring that learner progression is sustained (Packer, 2020). Furthermore, it is evident that learners can experience a hiatus in their academic progression due to lack of whole school cooperation and curriculum continuity following a transition (Galton & Ruddock, 1999). Besides receiving support, the argument arises as to whether learners should be formally taught about transitions and their effect on academic achievement.

Conversely, these research findings are now dated and do not reflect the reformed curriculum in Wales which is designed to meet the needs of all learners (Welsh Government, 2020). Putting the learner at the heart of the curriculum allows practitioners to help learners develop towards being healthy, confident individuals through building their emotional well-being (Welsh Government, 2020). Moreover, grief is a complex and unsettling feeling for a child (Bryce, 2016), and the focus of Ceri's support should be his emotional well-being, and not his understanding of the transition itself.

Designed originally to support learners with Additional Learning Needs (Welsh Government, 2015), one page profiles are used across Ysgol Ynys to support vertical and horizontal transitions, providing key information for supply teachers and supporting pupil voice (Coedwig County Council, 2022). Before returning to school, Ceri had the opportunity to revisit his one page profile from the beginning of the year (Please see Part 2). This was important in ensuring Ceri understood his feelings and thoughts are allowed to change (Colins & Foley, 2008), just as feelings of his grief may fluctuate (Morell-Velasco, 2020), offering him security through his transition.

Before deciding on activities to support Ceri's well-being, it was important to establish that Ceri was mourning a loss rather than experiencing a traumatic and distressful bereavement (Liberman, et al., 2003). This distinction was vital for if Ceri was suffering with traumatic bereavement, he may require trauma-specific treatment from external organisations (Lenfernik, et al., 2022). Whilst external professionals such as Crisis Support Service Co-ordinators from the Local Authority are not deemed necessary in Ceri's instance, their work helps support the delivery of statutory responsibilities (HM Government, 2004; Ferguson, 2013; Welsh Government, 2021), and were drawn upon to simulate and encourage ideas for Ceri's support plan. Through integrating statutory, pastoral, and academic ideas into Ceri's support plan, Ysgol Ynys follow good practice (Estyn, 2020), ensuring a whole-school approach in supporting Ceri's well-being (Welsh Government, 2021). Ysgol Ynys collectively acknowledge Ceri's bereavement, making all teaching and support staff, governing bodies, and learners aware of the situation where necessary to best support Ceri (Hurst, 2001; Chadwick, 2012). This concept of a connected community is captured by the Welsh Government in their definition of Cynefin (Welsh Government, 2020, p. 241), emphasising the importance of whole-school collaboration in supporting Ceri during his transition back to school.

Whilst appreciating the importance of whole-school collaboration, research indicates that children who have suffered a bereavement are best supported initially by their primary caregiver and familiar school staff (Stoebe & Schutt, 1999; Kenny, et al., 2020). Ysgol Ynys can support Ceri by continuing their daily school routine, being mindful of the bereavement (Chadwick, 2012), whilst the direct support Ceri receives will come from teachers whom he has already established a positive rapport with. Before returning to the classroom, Ceri and his Tadcu joined his classroom teacher, the year six teaching assistant and Ysgol Ynys' intervention teacher for a meeting to review how best to support Ceri during his transition back to school (Symonds, 2015). During the meeting, Ceri was not showing any signs of distress or discomfort. Based on the influential stress theory developed by Lazarus and Folkman (1984), such signs of psychological stress may arise between a learner and their environment if the individual perceives the environment to be harming their well-being. Ceri reacted well to this initial transition back to school, and all initial meeting objectives were met (See Appendix One).

It was discussed that Ceri will receive support for his emotional well-being from all three teachers, with it being made clear that Miss Woodley, the intervention teacher, would be Ceri's lead supporter. Bereaved children are often reluctant to trust (Cipriano, 2019), therefore it was important that Ceri built a trusting relationship with Miss Woodley from the beginning to help him overcome possible avoidance of his feelings in later support sessions (Estyn, 2021; Lyjte & Dyregrov, 2022). This initial meeting was crucial in facilitating optimal communication between Ceri, his Tadcu and the school staff, allowing for Ceri's emotional well-being to be supported in school and at home. Ceri's ecological system was also supported here in line with Bronfenbrenner's model of individual development where his mesosystem was met through the interaction of his microsystems, referring to the encompassing interactions between his immediate environments and caregiver. In this instance, his microsystems embodied of his Tadcu and staff at Ysgol Ynys collaboratively working to better his emotional well-being (Bronfenbrenner, 1979; Smith, et al., 2003; Gray & MacBlain, 2015). Although Bronfenbrenner's theory has been criticised as it does not place specific emphases on individual development (Christensen, 2016), Ysgol Ynys have focused specifically on Ceri and his well-being. Ceri and his Tadcu received several resources from Miss Woodley to encourage Ceri to express his feelings at home and in school (Appendix Two).

Although it is clear that grief affects a child emotionally (Smidt, 2013; Lucas & Diener, 2015; Kenny, et al., 2020), no two children grieve in the same way. The way in which grief may

affect Ceri's progression is dependent on a vast number of things, including his personality and stage of development (McKissock, 2004; Marie Curie, 2022) (Appendix Three). Whilst Ceri's concept of death sits under someone between the age of four and seven, his signs of distress and emotional response to his mother's death are in line with the developmental stage of someone his age, where he has the ability to mourn and understand mourning. Unlike Jean Piaget, who believed that stages of development were invariant, and that a child had to pass through one stage before progressing to the next (Piaget, 1947), Lev Vygotsky's view on stages of development could be better aligned with the developmental stages of grief, where he does not advocate a staged approach to development, but rather believes development is gradual, recognising that a learner may move between stages (Vygotsky, 1978). Practitioners have a crucial role in promoting the well-being of all leaners (Welsh Government, 2020), and understanding that Ceri will fluctuate between stages of grief is vital in supporting him.

As grief is an ever-changing emotion and does not follow a specific timeline (Kenny, et al., 2020), the support plan devised for Ceri is not confined to exact dates or targets. Whilst activities are rooted in theory and research, the concept behind Ceri's support plan is that the various activities can be used as, and when, Ceri may require them. Although there is no direct timeline, the support plan will follow a consistent structure. Bereaved children benefit from consistent routine as keeping things familiar enables them to feel reassured, consequently benefitting their well-being (Goss, et al., 2022). In a similar way to how Miss Woodley being Ceri's lead support is creating consistency for him, the activities planned will all begin with a check-in activity so that Ceri knows what to expect whilst simultaneously facilitating opportunities for Ceri to regulate his emotions (Appendix Four). This is also useful for Miss Woodley and Ceri's classroom teachers to use as an assessment tool to measure whether Ceri's well-being is progressing since his transition back to school, giving a quick overview of what is going well and what may need adapting (Wiliam & Black, 2006).

The support plan consists of four main strategies to support Ceri's emotional well-being and grief during his vertical transition back to the classroom after the bereavement of his mother. All four strategies will be focusing on separate grief focused goals and curriculum-based goals (Please see Part Two).

The first activity identified in Ceri's support plan is effectively a plan to help Ceri regulate his emotions. Since the bereavement of his mother, Ceri has had bouts of feeling extremely overwhelmed. To better understand the array of emotions Ceri may feel due to his

bereavement, we can acknowledge the loss of attachment Ceri is feeling. John Bowlby, a British psychologist, was a pioneer of the attachment theory in children. He hypothesised theories that attachment was a means of survival in human development, and that children grieved separation from their primary caregiver (Bowlby, 1951; Rose & Wood, 2016). In essence, Ceri is grieving twice, firstly for his mother, but also for the attachment he had to her. The subsequent emphasis on emotional development that followed Bowlby's work was critical in understanding the effect of a child being separated from a parent, (Childhood Bereavement Network, 2019). Psychiatrist Colin Parkes expanded on Bowlby's attachment theory to suggest the Four Stages of Grief: shock, searching, despair and recovery. As Ceri had a great emotional attachment to his mother, he is likely to feel all four of these stages (Parkes, 2006; Andiessen, 2022). Whilst the emotional response of grief to the loss of an attachment is undoubtedly true, these four staged linear grief experiences are not entirely logical for a child the age of Ceri (Parkes, 2006). Whilst psychologist William Worden also identifies grief to come in four separate processes, he himself recognises that grief does not fit neatly into boxes and is rather a fluctuating process in which children move between (Worden, 2018). Nevertheless, it provides practitioners with a good indicator of the possible emotions and stages Ceri may fluctuate between during his transition back to the classroom.

To help regulate these emotions, building on an idea from Winston's Wish (2019), a childhood bereavement charity, the use of a feelings first aid box will be used to encourage Ceri to safely express and manage his emotions. As he noted in his one page profile, Ceri wants to become a paramedic when he is older, and therefore may connect particularly well to this activity. It will be explained to Ceri that a standard First Aid Box helps soothe pains on the outside, whilst his 'Look after myself First Aid Box' will include activities that he feels may help his feelings on the inside. This will be available for him to draw upon at any point during the school day. In completing the activity, Ceri will negotiate things to make him feel more confident returning to the classroom and recognise how he can help himself, encouraging his self-efficacy (Bandura, 1997).

As noted in his one page profile, Ceri enjoys reading as he values time to himself. As part of his support plan, specific reading books were collected that deal with the topic of bereavement and also books related to Ceri's interests. There are clear links between the positive impact of reading on mental well-being (Kidd & Castano, 2013; Paulus, et al., 2016; Welsh Government, 2021). The emotion focused strategy of reading to deal with grief is seen as a healthy way to regulate distressing emotions as Ceri identifies himself with characters who are in a similar situation to him, providing him with a sense of recognition

(Folkman, 1984). Furthermore, this identification can broaden Ceri's understanding of the grieving process, allowing him to remember his mother with copious amounts of love, opening the dialogue to celebrate memories he has with her whilst acknowledging the sadness of his loss (Koopman, 2014). However, despite these recommended psychological mechanisms, it is also important to let Ceri resume and partake in normal childlike behaviour through reading books related to his hobbies and interests since these negative emotions and experiences can be readily replaced by their more positive counterparts. The negative implication of funding the books can not be overstated. According to official data, the cost of paper to produce textbooks has increased by thirty seven percent in the last three years (Martin & Fischer, 2019). That said, aiming to provide every learner in Wales with a book, the Minister of Education and Welsh Language declared an additional five million pounds of funding last year for reading programmes (Welsh Government, 2021). Whilst this won't directly cover the cost of the books required for Ceri's support plan, it alleviates some pressure for Ysgol Ynys. There are further ways to fund the books required, such as from charity shops, donations from teachers and caregivers, and the online library.

Every other Friday afternoon Ceri will be offered the opportunity to partake in the Gratitude Garden club. Ysgol Ynys devised these nurture provision sessions to bring bereaved children in the school together through a specifically designed gardening project. Learners are given the opportunity to meet with learners from all ages across Ysgol Ynys, whilst connecting with nature and enjoying the benefits of gardening. Nurture groups such as the Gratitude Garden provide learners with a safe space to develop their well-being (Estyn, 2018). Furthermore, gardening encourages learners to respect their environment and there is an increasing emphasis on the important of children having access to the outdoors to progress their understanding of the world around them (McMillan, 1919; Almers & Askerlund, 2018). Ceri has already noted that he enjoys going to the Botanical Gardens, therefore being in nature may also help him feel close to his Tadcu in addition to his mother. Nurture sessions have been recognised to support transition as they offer a constant feeling of hope, allowing Ceri's feelings to be heard and acknowledged (NurtureUK, 2021). The Gratitude Garden is a metaphor for growth, supporting Ceri in coming to terms with his changing emotions during his transition and bereavement. The negative implication of funding the Gratitude Garden has been considered (Education Endowment Foundation, 2019), but with bursaries available from the National Garden Scheme and Winston's Wish, sufficient funding will be found to run the project successfully. A further implication is that Ceri would be absent from class for a small period of time which could negatively affect his academic progression (MacBlain, 2014). This has been accounted for in the development of Ceri's support plan as

the decision was made for the Gratitude Garden nurture provision group to occur biweekly during Friday afternoon, a time where Ysgol Ynys hold a whole-school assembly.

As well as affecting Ceri's well-being, his bereavement may affect the well-being of his peers as they have an emotional bond with Ceri, and feel empathy towards his situation (Rousseau, 1911; MacBlain, 2014). In addition to this, it is important that Ceri's support plan does not isolate him from his peers. Highlighted in his one page profile, being around his classmates is incredibly important for Ceri, giving him a further sense of safety and security. This has been accounted for in Ceri's support plan through a whole class Health and Well-being lesson. With it being a sensitive and challenging subject, grief is not often a topic spoken about in school. However, it is something that affects us all, and it is important for practitioners to provide opportunity for children to learn about bereavement (Price & Barnard, 2020). In line with the Curriculum for Wales guidance seeking to ensure that learners can make sense of issues that will be important in their future, such as managing their well-being (Welsh Government, 2021, p. 4), this lesson aims to develop the understanding learners may need to now and in the future deal with the feelings of grief surrounding bereavement (Appendix 5). Acknowledging the sensitivity of the matter, contact was made with therapists, bereavement organisations and other professionals in the field to help devise this lesson.

Loss is universal, while the process of bereavement remains exceptionally personal (Kenny, et al., 2020). As practitioners, we have the power to positively influence the support learners receive. Upon looking at the policies of my PTE3 school, there is no bereavement policy in place. Having developed my understanding of corporate responsibilities regarding supporting a bereaved child, I will share my findings and research with my PTE3 school, opening a discussion as to how they support bereaved learners. Furthermore, I will be taking advantage of professional learning opportunities available through undertaking a three-day bespoke bereavement support training course with Winston's Wish, broadening my understanding of supporting bereaved children.

Whilst the impact of bereavement on adults is well understood, the impact of bereavement on children remains equivocal (Christ, Siegel, & Christ, 2002; McLoughlin, 2012). Death can occur suddenly and unexpectedly, and with so many factors to consider, it is evident that childhood bereavement is a complex subject that can affect a child in numerous ways (Jackson, 2011). Developing my knowledge on how grief can affect learners will not only progress my personal pedagogy but will be of benefit to my future students as I learn how to best support them physically, emotionally, socially, spiritually, and intellectually. Ultimately,

losing someone at such a young age is difficult, and the best way to cope is to be supported throughout.

Word count: 3,498

Green is my favourite colour!

My name is...

Ceri Evans

I am ten years old. I have blonde hair like Mami had. I have big brown eyes.

What do I enjoy doing?

→ Going to the Botanical Gardens! Me and Tadcu love seeing all the different plants.

→ I enjoy homework. It makes me remember Mami - she loved helping me with maths, but sometimes she got it wrong!

→ Reading! I love my friends, but it is nice to have time on my own to read a story.

→ I like getting fresh air. Sometimes I think I can see Mami in the clouds.

What do people love about me?

→ I think people love that I am caring and kind. I want to be a paramedic when I am older.

→ I am very funny. I can always make my friends laugh.

→ My friends like that I am good at basketball. They make me the captain when we play.

→ Teachers like that I am helpful. Tidying up can be fun!

What is the best way to support me?

→ I enjoy being outside – extra play time would be great.

→ Being with my friends! They make me happy.

→ I don't like being confused. It is good to know what is going on.

→ When I get upset, I would like to be with Tadcu.

Ysgol Ynys

Ysgol Ynys, Heol Hapus, Caerfyrddin, SA33 3AS
ysgolynys@sirgar.gov.uk
01267 456789

Pupil Support Plan

Pupil	Ceri Evans
Year group	Year 6 – Mr Ryder & Miss Morris (TA)
Intervention teacher	Miss Woodley
Focus of support plan	Emotional well-being
Curriculum link	Area of Learning & Experience: *Health and well-being*

Pupil overview
Ceri Evans is a ten-year-old pupil at Ysgol Ynys. His Year 6 class teacher is Mr Ryder, and the teaching assistant is Miss Morris. Ceri has been absent from school for two months due to the bereavement of his mother. His Tadcu, Derek Evans, is now his primary caregiver. This support plan aims to ease Ceri's vertical transition back to school, supporting his emotional well-being.

Overview of support plan
The support plan devised for Ceri will consists of four strategies to support Ceri's emotional well-being in and out of the classroom. Each strategy will focus on a separate grief focused goal and curriculum focused goal.
The grief focus goals focus on grief-related emotional goals of development (McKissock, 2004; Marie Curie, 2022). The curriculum focused goals will be focusing on progressing through several descriptions of learning from the 'Health and Well-being' Area of Learning and Experience (Welsh Government, 2020).

Support for all practitioners & caregivers involved
Ysgol Ynys acknowledge how difficult supporting bereaved learners can be on a personal level. To best support Ceri, we also have to support ourselves. We have compiled a list of support you may wish to access yourself during this difficult time.

- Cruse is the leading bereavement organisation for adults. They have a network of local branches where trained volunteers offer grief support: www.cruse.org.uk
  Their helpline is 0808 808 1677

- WAY is a support organisation for those who have been widowed while aged under 50: www.widowedandyoung.org.uk

- Child Death Helpline is for anyone grieving the death of a chid of any age: www.childdeathhelpline.org.uk
  Their helpline is 0800 282 986

- The Compassionate Friends has a network of local groups for parents grieving the death of a child of any age: www.tcf.org.uk

Ysgol Ynys, Heol Hapus, Caerfyrddin, SA33 3AS
ysgolynys@sirgar.gov.uk
01267 456789

Activity	Activity leader / supervisor	Grief focused treatment goal	Curriculum focused goal: *Health & Well-being AoLE*	Activity details
Look after myself First Aid Box	Miss Woodley to supervise and lead initial lesson.	• Verbalising and expressing a range of different feelings. • Increasing positive thoughts about self. • Implementing adaptive coping techniques.	**Developing physical health and well-being has lifelong benefits:** → I can develop and apply a range of skills in familiar, unfamiliar, and changing situations. → I can explain the way in which emotional changes are connected in different contexts, and I can monitor, review, and adapt my behaviour to support my physical and emotional health, setting myself relevant targets. → I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself. **How we process and respond to our experiences affects our mental health and emotional well-being** → I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know	**When?** Activity will be completed during Ceri's first week back in school. The activity will be revisited weekly. The activity can be used at any point Ceri may need it. **Who?** Miss Woodley will lead the initial session and the following up sessions. Mr Ryder and Miss Morris will promote the use of the first aid box in the classroom. Tadcu will be given a copy of the first aid box so that Ceri can access it at home. **What?** Miss Woodley will guide Ceri in how to safely express his feelings – through words, actions, or behaviour. A brief overview of the initial session: Miss Woodley will share a normal First Aid box. Discuss reasons for having the box – it is full of things that help people. Pose the question – what could we put in the box that could help us and our feelings? Miss Woodley to help Ceri create his First Aid box. Write and discuss ideas down on paper. Miss Woodley to type it up and print/laminate the 'box'.

			that I am developing my self-awareness. → I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. → I can ask for help when I need it from people I trust. → I can reflect on the way that past events and experiences have affected my thoughts, feelings, and actions	Ensure Ceri knows he may use his First Aid box whenever he wishes – whether he is sad, confused, or tired. **Please see completed 'Look after myself First Aid Box' – inserted after support plan.**
Reading corner	Mr Ryder and Miss Morris to supervise.	• Opportunity to mourn the emotions associated with death. • Associating self with others who are grieving. • Implementing adaptive coping techniques. • Increasing positive thoughts about self and future.	**How we process and respond to our experiences affects our mental health and emotional well-being** → I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness. → I can self-regulate my emotions in a healthy way using strategies that I have developed. → I can empathise with others. **Healthy relationships are fundamental to our well-being** → I can understand that there are differences within types of	**When?** Reading session / golden hour / LLC lessons / break time / registration **Who?** Mr Ryder & Miss Morris to supervise in the classroom at all times. Miss Woodley available on hand discuss any emotions that arise. **What?** Books available to Ceri that deal with the topic of bereavement and grief. Books will be changed every six weeks. **Please see list of books planned for Ceri – inserted after support plan.**

			relationships and that relationships change over time.	
Gratitude Garden	Miss Woodley & Mr Hicks.	• Implementing a safe and consistent environment to grieve. • Verbalising positive feelings towards loss. • Participating in mourning rituals.	**How we process and respond to our experiences affects our mental health and emotional well-being** → I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know what I am developing self-awareness. → I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. → I can understand how and why experiences affect me and others. **How we engage with social influences shapes who we are and affects our health and well-being.** → I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me. → I can interact pro-socially in different groups and situations.	**When?** Every other Friday - beginning 11/10/22. **Who?** Miss Woodley & Mr Hicks will run the sessions. All bereaved children throughout Ysgol Ynys may attend. **What?** A gardening project to bring together bereaved learners. Experience the benefits of gardening whilst having the opportunity to meet with other grieving children. The need to nurture and care for the plants allows learners to understand that they can move forward with support as they watch their plants grow. There is strong evidence to link gardening and connectivity to nature with improved mental and physical health. Working together with nature means children can connect with others who have had similar experiences, enabling them to access support and understanding. **Specific to Ceri** Ceri's mother's favourite flower was lavender. Plan for Ceri to plant a lavender plant. Allow Ceri to take his reading books and sit on the bench in the garden. Time to reflect and have quiet time to think about his mother.

			Healthy relationships are fundamental to our well-being → I can communicate my needs and feelings and respond to those of others. → I can reflect on the characteristics of safe relationships, and I can seek support when needed.	
Whole-class lesson	Mr Ryder to teach lesson. Miss Morris to support.	• Increasing open communication about death. • Increasing hope of healing. • Maintaining school routines.	**How we process and respond to our experiences affects our mental health and emotional well-being** → I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. → I can anticipate how future events may make me and others feel. → I can empathise with others. → I can understand how and why experiences affect me and others. **Healthy relationships are fundamental to our well-being** → I can communicate my needs and feelings and respond to those of others.	**When?** Towards the end of term. To be decided by Mr Ryder based on the outcome of prior activities. **Who?** Whole-class lesson. Mr Ryder to teach & Miss Morris to support. **What?** Lesson on how loss and bereavement can affect someone's feelings. Key discussion points: → How can we make sure everyone feels safe and valued in this lesson? → Discuss when we lose an object – scarf, glove, book. How does this make us feel? How do we cope? → Link to feelings of loss & grief. → Learn definitions of grief, bereavement, and loss. → Asking for help. Full lesson plan & support materials available upon request ***(ECAD6013 - Please see Appendix 5).***

Look After Myself First Aid Box

This belongs to:

Ceri Evans

Reading a book

Drinking water

Getting fresh air

Tearing scrap paper into small shreds

Writing down my thoughts in my journal

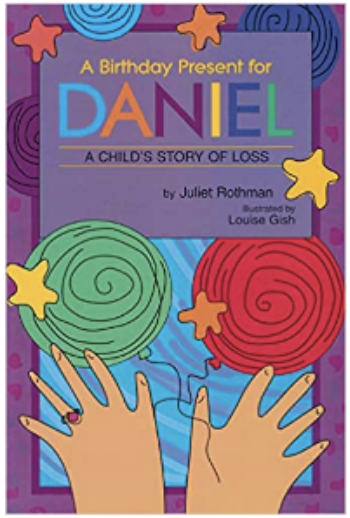
Being outside to look at clouds or see the flowers in the Gratitude Garden

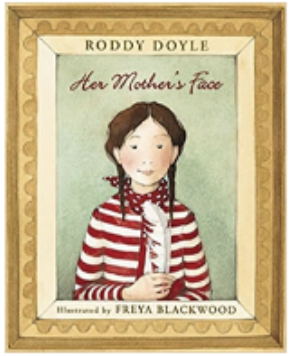
Running around the playground four times

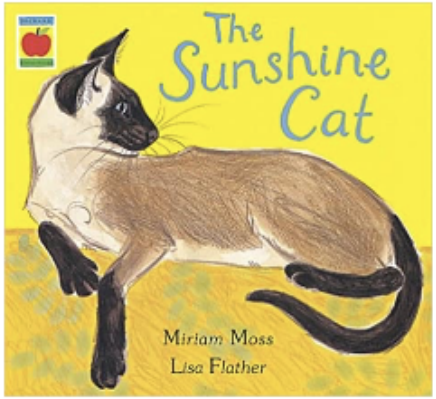
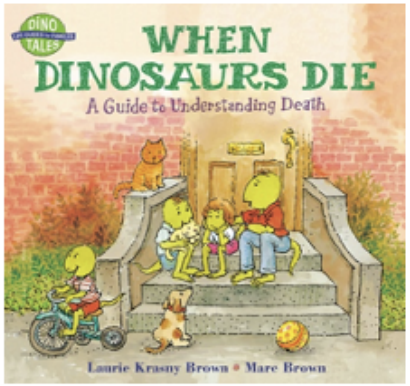
Doing a handshake with my friends

Hugging the class teddy

List of books to support Ceri:

Book cover	Title & Author	Overview
	A Birthday Present for Daniel: A child's story of loss Juliet Cassuto Rothman	"Told by a young girl whose brother, Daniel, has died, she talks about how things have changed in the family. She also talks about the things she does when she is sad and how these differ from other members of her family. This book has small black and white pictures with minimal text, but it conveys some important issues. It would be particularly useful to broach the subject of birthdays as it describes how the family remembered Daniel on his birthday."
	Always and Forever Alan Durant	"Otter, Mole, and Hare miss Fox when he falls ill and dies. They stay at home and don't want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together. They all find a way to remember Fox and get on with their lives. Colourful, detailed pictures in this book emphasise the importance of holding on to memories."

	Badger's Parting Gifts Susan Varley	"Badger is old and knows he is going to die soon. When he does, the other animals think they will be sad forever, but they begin to talk about the memories they have of the things Badger taught them and learn to cope with his death. A lovely picture book that emphasises the importance of remembering the person who has died."
	Her Mother's Face Roddy Doyle	"This book is a sensitive portrayal of a young girl's grieving as she struggles to come to terms with the loss of her mother. Siobhan was just three years old when her mother died, and Siobhan can no longer remember her face. She is given encouraging words by a kind lady in the park who tells her to look in the mirror to see the face of her mother through her own reflection."
	Mum's Jumper Jayde Perkin	"A simple and heartfelt book that looks sensitively at loss and grief through the story of a young girl losing her mother. Told by the girl, this book explores the emotions of grief, including fear and anger, and draws on the personal experience of the author. This book can be used as a tool to introduce children to the concept of death, even if they haven't experienced it."

	The Sunshine Cat Miriam Moss	"Sunny the cat is loved by all his human family, but one day there is a knock at the door – Sunny has been killed in an accident. A sensitive story which aims to help children come to terms with death."
	When Dinosaurs Die Laurie Kransy	"This factual picture book uses cartoon dinosaurs to illustrate the text and comment on what is said. It is a bright and colourful book that explains death in a simple and unthreatening way. It covers many issues including 'why does someone die?', 'feelings about death' and 'saying goodbye'. It would be an excellent resource for anyone caring for young children."

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Appendix One – Meeting Notes

Ysgol Ynys

Ysgol Ynys, Heol Hapus, Caerfyrddin, SA33 3AS
ysgolynys@sirgar.gov.uk
01267 456789

Meeting regarding Ceri Evans support plan.

Date and time of meeting	Friday 3rd November 2022 10:00 @ Cwtsh, Ysgol Ynys, Heol Hapus, Caerfyrddin, SA33 3AS
Possible attendees	Ceri Evans; *year 6 pupil* Tadcu; *primary caregiver* Mr Ryder; *year 6 teacher* Miss Morris; *year 6 teaching assistant* Miss Woodley; *Intervention teacher*
Purpose of meeting	For all key stakeholders to meet to discuss the support plan devised for Ceri.
Meeting objectives	**For Ceri:** → Introduce Ceri to Miss Woodley. → Establish a positive relationship between Ceri and Miss Woodley. **For Tadcu:** → Ensure Tadcu is aware of the purpose of the proposed support plan. → Opportunity for Tadcu to ask any questions or raise any concerns. → Provide Tadcu with further resources to support Ceri's emotional well-being at home.

Appendix Two – Supporting activities

From: Gemma Davies (1605158) (1605158@student.uwtsd.ac.uk)

To: DerekEvans@CeriTadcu.6013.co.uk Cc Bcc

Subject: Bereavement Support Activities Priority

Calibri (Body) 11

Dear Derek,

As mentioned in our meeting earlier today, I have attached a bereavement resource pack for you to complete with Ceri as and when you wish. There is no obligation to complete any of the activities.

If you have any questions at all or would like further resources, please do not hesitate to email me on GWoodley@ysgolynys.hwb.uk

Kind regards,

GWoodley

Miss Gemma Woodley
Intervention Teacher – Ysgol Ynys

Ysgol Ynys

Ysgol Ynys, Heol Hapus, Caerfyrddin, SA33 3AS
ysgolynys@sirgar.gov.uk
01267 456789

Brief overview of what is included:

→ Memory Box

→ Wellbeing journal

→ Activity sheets

→ Colouring sheets

Giving a Helping Hand

You have learned a lot about dealing with grief and you can give a "helping hand" to others. Trace an outline of your hand in the space below, and on the inside of the hand, write a helpful message to other children who are dealing with the death of someone special:

Ysgol Ynys

Ysgol Ynys, Heol Hapus, Caerfyrddin, SA33 3AS
ysgolynys@sirgar.gov.uk
01267 456789

Appendix Three

Children's Bereavement Responses at Different Developmental Stages.
(*Adapted from McKissock 2004 & Marie Curie 2022*)

Age	Concept of death	Grief response	Signs of distress	Suggestions
Up to 2	Death as separation and/or abandonment.	• Sense rather than understand person is gone	- Difficulty toileting & sleeping. - Clinginess - Crying / temper	→ Simple explanation of death → Physical comfort
2 - 4	Death as abandonment, sleep, temporary, reversible, contagious.	• Intense, brief response • Present oriented • React to changes in routine and care • Ask repeated questions • Anxious about basic needs being met	- Regression in toile training - Anxiety at bedtime - Fear of abandonment - Irritable	→ Simple, honest explanation of death with frequent repletion → Reassurance that death is not contagious → Allow some regression
4 - 7	Death still seen as temporary, reversible.	• Feel responsible for death due to magical thinking i.e. "I was mad at her and wished she'd die. I made it happen." • May act as though nothing has happened	- Overt signs of grief such as anger - Feelings of rejection - Changes in eating and sleeping - Nightmares - Behavioural problems	→ Check to ensure they understand explanation of death → Expect repeated questions → Opportunities to express feelings
7 - 11	May still see death as reversible but beginning to see it as final. Death as punishment for bad behaviour, bad thoughts. Fear of bodily harm and mutilation	• May feel angry or responsible for the death. • Concerned with how others are responding and whether they are reacting the right way. • Starting to have the ability to mourn and understand mourning.	- Role confusion - Overactive to avoid thinking about death - Withdrawal from friends - Concern with body	→ Answer questions of death → Opportunity to express a range of feelings → Learn skills to cope with emotion, provide physical outlets
11 - 18	Death as inevitable, universal, irreversible. Truly conceptualize Death.	• Depression, denial, repression. • May feel embarrassed. • Traditional mourning.	- Depression, anger - Difficulty concentrating - Engaging in high-risk behaviours – sexual promiscuity, drug and alcohol use.	→ Encourage verbalisation → Consistent limits balanced with more freedom and choice

Appendix Four – Check in activity

Name: ..... Date: .....

How do I feel today?

Draw or write what is on your mind today?

Appendix Five – Lesson Plan

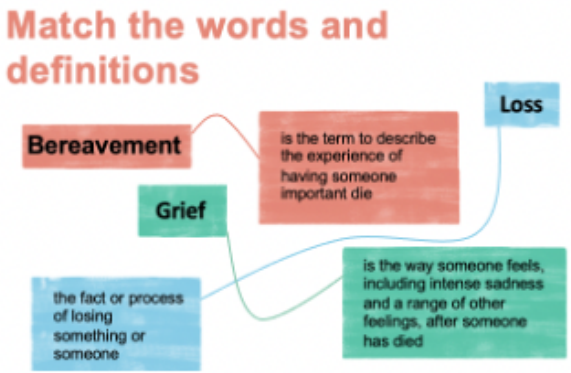
Teacher:	Mr Ryder	**Class:**	Year 6 – Ysgol Ynys
AoLE or Subject	**Health & Wellbeing**	**Date:**	20/12/22
Lesson Focus:	How can loss & bereavement affect someone's feelings?		
Meaningful links to Curriculum	Health & Wellbeing Area of Learning and Experience descriptions of learning (Progression Steps 3) Healthy relationships are fundamental to our well-being ➢ I can communicate my needs and feelings and respond to those of others. How we process and respond to our experiences affects our mental health and emotional well-being ➢ I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. ➢ I can anticipate how future events may make me and others feel. ➢ I can empathise with others. ➢ I can understand how and why experiences affect me and others.		

Learning Objectives (focus on Learning- use accessible vocabulary):
➢ Pupils will learn what is meant by 'loss' and will learn about some of the feelings associated with grief after someone dies.

Success Criteria (Clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence - (What have the learners to say/write/do/produce – to demonstrate learning)
⇒ I can recognise and name feelings associated with sadness and loss I can explain what is meant by the word loss. ⇒ I can respectfully discuss difficult issues. ⇒ I can identify who I can ask for support with difficult feelings.	Can the learners recognise loss? Do the learners understand key words; loss, grief and bereavement.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce and display the learning question 'How could loss and bereavement affect someone's feelings?' and explain that the lesson will be developing understanding of loss and bereavement and that this may feel like quite a difficult subject to talk about. Explain that 'bereavement' is the term to describe the experience of having someone important die. Pose the question: **How can we make sure everyone feels safe and valued in this lesson?** ***AFL Strategy – Think Pair Share.*** *Pupils to think individually about the answer.* *Share idea with their classmate sat next/opposite them.* *Share their answer back to me, as the teacher.* Some answers may include:	Pupils to sit in their chairs with full focus to the front. Pupils to put their hand up and respond to questions when asked.	Resources: • PowerPoint How could loss and bereavement affect someone's feelings?

	→ Confidentiality → Listen to each other → Remember that everyone has the right to be heard and their opinion/beliefs respected → Ask a question if you feel confused → Ensure everyone has their chance to speak and avoid comments that may be harmful to others → We have the right to pass → Be kind and respectful to anyone who does share feelings or thoughts today		
Teaching & Core Learning	**Understanding loss** This activity is designed to support pupils to discuss and understand loss, beginning with losing objects to 'losing' people or pets due to death and the similarities and differences between these. Pupils to work in groups to discuss things they may lose - gloves, hat, scarf, keys, pencil. Ask pupils to rank them in order of what they think would be the most difficult thing to lose and why. Groups can feed back which they think the most difficult loss would be and why. The teacher can then highlight that losing objects can be upsetting and annoying and this can give us a glimpse into the painful and upsetting feelings linked to the loss or death of pets and people	Pupils to follow instruction and work in their groups.	Resources: • PowerPoint

	Exploring different meanings of loss This activity provides further baseline information by enabling the teacher to gauge understanding of loss and death and pupils' ability to discuss it at the beginning of the lesson. It also clarifies some key terms: loss, bereavement, and grief. Explore with the class why people might say someone has lost someone rather than someone has died. Pupils might respond with ideas that talking about death and dying is difficult and perhaps using 'lost' makes it sounds less final. To secure understanding of key terms, ask pupils to match the terms to the definitions and explain the terms bereavement, loss, and grief.		
Plenary	**Relaxation activity** Do a breathing activity with the learners to regulate emotions. Remind the pupils that if this lesson has made them feel sad or if they have a question, who they can talk to, and, importantly, when they can do this. These trusted people could include their teachers, their parents and carers or other adults in their life. Explain that sometimes it's helpful to talk with people outside of our family, friends or school and signpost to ChildLine.	Pupils to respond appropriately.	