



Broadway Academy Policies

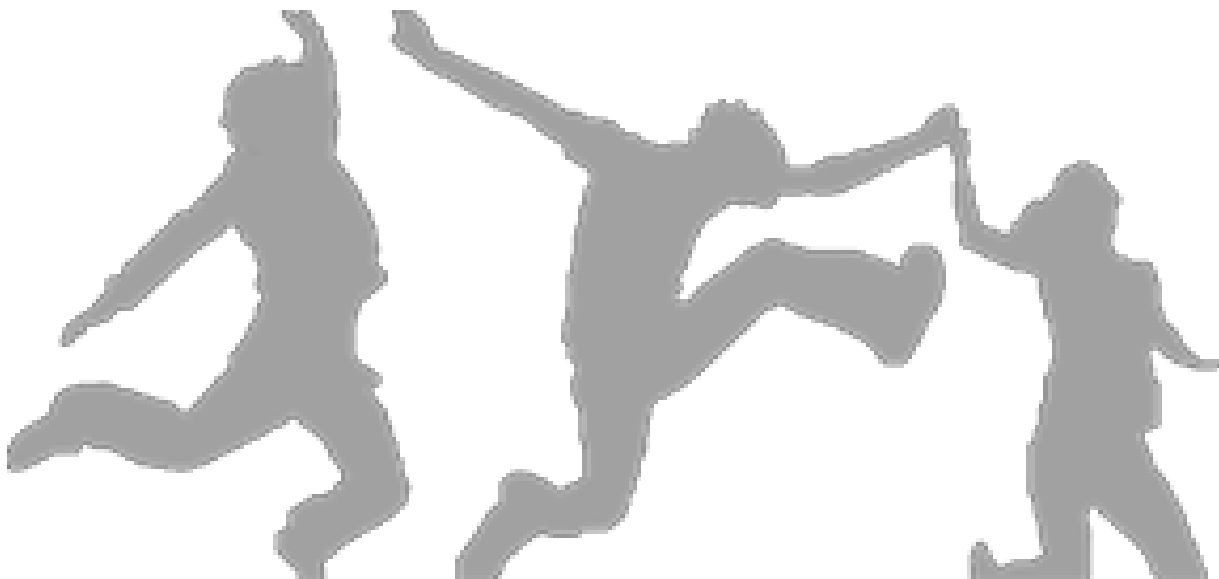
Our Children. Our Community. Believe it can be done!

Bereavement Policy

Approved by: Deep Support/ Experience Committee

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1. Introduction

- 1.1 Broadway Academy is an inclusive school that strives to ensure that all children feel safe when with us. Our values focus on integrity, respect, optimism, responsibility, appreciation, aspiration, generosity, inclusivity alongside working with the strengths of each individual child to ensure that they achieve to the best of their abilities.
- 1.2 Around 41,000 children are bereaved of a parent every year in the UK. That's nearly two children under 16 every hour. Many more are bereaved of a grandparent, sibling, friend or other significant person¹.
Experiencing a bereavement can make children more vulnerable. Bereavement, whether it is an expected death because of illness or a sudden and unexpected death or suicide, is something that can impact on members of our school community at any time.
- 1.3 The Academy is committed to the emotional health and well-being of its staff and students. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares students for coping with bereavement.
- 1.4 This policy is for all staff, students, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures on how the academy can best prepare for, and respond to, bereavement in the academy community.
- 1.5 We recognise that members of the Academy community will be affected by a range of losses including separation and divorce. Some aspects of this policy may also be helpful in these cases.
- 1.6 This policy is based on an exemplar developed by the national charity Winston's Wish. It has included input from staff, our governing body, our school nurse, parents, carers, and students.

2. Policy links

This policy links to the following Academy policies:

- Safeguarding and child protection policy
- Business Continuity and Critical Incident Management Plan
- PDP policy
- Anti-bullying policy
- Educational visits policy
- Data Protection policy
- Equality policy
- Self-harm or other policies which support mental health and wellbeing
- Health and safety policy
- Leave of absence policy (staff)
- Positive Mental Health policy

¹ Winston's Wish <https://www.winstonswish.org/about-us/facts-and-figures/>

3. Purpose of the policy

- 3.1 The bereavement policy supports us to provide effective support to students and staff before and after bereavement. It covers both expected and unexpected deaths.
- 3.2 Empathic understanding in the familiar and secure surroundings of school may be all the bereavement support some children and staff require. However, we also need to be prepared to call on more specialist support where there is a sudden and unexpected death, or where the impact of a bereavement is complex.
- 3.3 The objectives of this policy are to:
- support pupils and/or staff before (where applicable), during, and after bereavement
 - enhance effective communication and clarify the pathway of support between school, family and community
 - identify key staff within the Academy and clarify pathways of support.

4. Safeguarding, confidentiality and recording

- 4.1 We follow the Academy's safeguarding policies and procedures to ensure that the welfare of the student remains paramount throughout, and that all children are protected from harm.
- 4.2 It is important to maintain confidentiality throughout the handling of any incident or disclosure. However, students will need to be made aware that complete confidentiality cannot be guaranteed.
- 4.3 To retain the trust of students, parents, and carers, we will ensure that the sharing of appropriate information is kept to a minimum. Sensitive information will only be disclosed internally or externally with careful attention to the rights and needs of individuals and in line with general data protection regulation.
If a student is suffering from trauma, we will share this as appropriate with staff, but not necessarily the details of their experience.
- 4.4 We will discuss with the bereaved child and their family which adults in the Academy community they would like made aware of the experiences impacting on the child.
- 4.5 We will use our usual school systems *e.g. MyConcern, Arbor, and the vulnerability register* to record when a child has experienced a close bereavement, is at risk of suicide or has made a suicide attempt.

5. Roles and responsibilities in dealing with bereavement

5.1 The role of the governing body

To approve policy and ensure its implementation as an active document. To be reviewed every three years. This includes:

- reflecting on its effectiveness in practice
- utilising the expertise within the school and sharing responsibilities
- ensure that appropriate attention is given to how bereavement issues are addressed within the curriculum

- ensure that approaches to bereavement are respectful of religious and cultural values and beliefs
- ensure that staff are given appropriate opportunities for training, reflection and access to support if they need it.

5.2 The role of the head teacher

The Headteacher and CEO has overall responsibility for the policy and its implementation, for liaison with the governing body, parents/carers, the Local Authority and other relevant outside agencies. The Headteacher and CEO will:

- monitor progress with external agencies e.g. local authority in the case of sudden death, unexpected death or suicide
- respond to media enquiries
- keep the governing body fully informed
- be first point of contact for family/child concerned
- designate liaison and support to other trained members of staff when appropriate.

5.3 The role of the Designated Safeguarding lead

- lead a whole-school approach to the effective management of loss and bereavement including ensuring appropriate training and support is provided for staff
- record bereavements affecting children on the relevant systems e.g. MyConcern, Arbor and Vulnerability register
- monitor progress in supporting those impacted by a bereavement and liaise/coordinate with external agencies
- Cross- phase liaison with other primary or secondary schools

5.4 The role of all staff (including spiritual advisors, school counsellors and mentors) in our school

- inform the head teacher at the earliest possibility if they hear about a death of someone in the school community and report on MyConcern
- know how to report a concern if the bereavement or sudden and unexpected death has placed a child at significant risk of harm e.g. MYconcern, speaking to Headteacher and CEO
- access bereavement support training and cascade learning to other staff if appropriate
- know how to access support for themselves, for other staff and for the family, if advice or information is needed
- have a basic understanding of a child's needs when facing loss and change
- know how to support a child when they are distressed and how to refer to specialist support if needed
- teach about loss and bereavement as part of the planned PDP curriculum.

6. **General Procedures**

6.1. Pre-bereavement

In some situations, it is known in advance that a death is going to occur. This is usually because of a long illness.

In cases where this is an adult within the school community, individual conversations will be held with the Headteacher and CEO in terms of support, information exchange and practical considerations.

When the expected death is of a student or a member of their family we will:

- contact the family to confirm factual information and explore what support could be provided to them
- identify a key point of contact at the Academy in terms of information exchange and to provide updates when things change
- ensure that all relevant adults are clear about what information has and needs to be shared with the student
- keep lines of communication open to ensure that all information is received in a timely fashion
- explore the possibility of signposting to other organisations such as Winston's Wish or a local hospice
- look to involve faith or community leaders when appropriate and with the agreement of the family
- explore what support for the student affected might look like in practice
- arrange training for specific members of staff to ensure all involved are confident in their ability to support the student
- if appropriate, consider and reflect on how to communicate with the wider Academy community for example the students' classmates
- if appropriate, begin conversations around practical considerations in the events leading up to the death and following the death

6.2. Following a bereavement

We will consider each individual situation carefully to ensure that the response from the school is sensitive, accurately reflects the gravity of the situation, and involves those affected as appropriate.

As an immediate response we will:

- contact the deceased's family with the aim to establish the facts, avoid rumours and offer condolences (Headteacher and CEO)
- consider any religious beliefs that may affect the timing of the funeral or impact on other aspects of the bereavement process
- find out, if possible, how the family would like the information to be managed by the academy
- allocate member(s) of staff to be the key point(s) of support for the affected child / young person or children / young people and ensure there is support in place for the staff members if required
- inform staff of the death before students are informed, recognising that some students may have found out through other means. Where possible, staff will be prepared (through prior training) to share information in age-appropriate ways to make sure all staff have the same version of the event. Where this has not been possible, staff will be supported to share the information.
- inform students who are most directly affected (such as a friendship group), preferably in small groups, by someone known to them.
- inform the wider school community in line with the wishes of the family. We would normally do this through assemblies and / or letters to parents.

- make small changes to the school timetable to accommodate the needs and wellbeing of the child or children affected by the situation. However, we will aim for minimal disruption to the timetable as this can offer a sense of security and familiarity
- discuss at panel the bereavement support plan and further ways the child/family can be supported
- send letters or cards of condolence to families or individuals directly affected.

For the funeral we will:

- find out the family's wishes and follow these in terms of the involvement of members of the school community (or not)
- identify which staff and students may want to attend if invited by the family and the practicalities of issues such as risk assessment, staff cover, agreement from parents and transport. In some rare circumstances it may be appropriate to close the school fully or partially
- organise tributes such as flowers or a collection in line with family wishes and the wishes of staff and students
- be sensitive to religious and cultural issues. The school should ensure that they do not deny young people the opportunity to grieve and mourn within the traditions of their own culture and religious beliefs.

After the funeral we will:

- consider whether it is appropriate to visit the student and family affected at home and plan a return to the academy.
- continue regular contact with the family and show we still care about them and their child over time
- consider practical issues and make thoughtful and sensitive updates to parental and other contact details when needed, ensure friendships are secure – peer support can be particularly important for a bereaved child or young person
- monitor the emotional needs of staff and students and provide listening time and ongoing appropriate support
- continue to assess the needs of children most affected, and record and plan for support accordingly.

Longer term we will:

- be aware that the impact of bereavement follows a child throughout their school life. So, we will record information and share with relevant people, particularly at transition points. This could include ensuring significant dates and events for the child are recorded and shared with appropriate staff for future reference.
- signpost families to bereavement support e.g. Winston's Wish, Cruse
- ensure that learning about loss and bereavement is embedded into appropriate curriculum areas including PDP curriculum. When teaching about loss and bereavement we will give careful thought as to how to support those directly affected by loss and bereavement
- consider appropriate ways to remember the individual e.g. Message tree

Reintegration back to school after a bereavement

- a key member of staff will have contacted the student/family and discussed their wishes regarding coming back to school. The bereavement plan may or may not be discussed at this time
- discussion at panel with DSL will take place to discuss bereavement plan, students' needs and support that can be offered to the student and their family
- student has a return to school meeting with a named person to determine any change to support they require on their return. Create or revisit the bereavement plan
- on the day of the return the student is met by a named member of staff to determine if they still want to go ahead with the support agreed in the previous meetings
- teaching staff informed of the student return. Relevant strategies on the bereavement plan cascaded down to staff. A copy kept on MyConcern
- key staff to check in with students at regular intervals. Discuss effectiveness of bereavement plan at panel.

6.3 Multiple Deaths and Death in School

In the event of multiple deaths, additional support and resources will probably be required.

- a plan of action should be agreed by the senior leadership team
- one individual, pre-selected and briefed by the team, acts as spokesperson, relaying consistent information to the media (normally Headteacher and CEO)
- if appropriate ensure an emergency school hotline is set up and running
- retrieve the personal belongings of the deceased for their return to the next-of-kin
- information on the Academy's database, including references and addresses will probably need to be amended and updated.
- the Academy may decide to write to parents to allow them to explain to their children the meaning and implications of an event.

6.4 Death of a Member of staff

When such an event occurs it is usually extremely traumatic, especially for members of staff forced to deal with their own grief as well as comforting students. Planning how the Academy manages such an event is important. To avoid rumours, it is advisable that the news is broken as soon as possible.

- senior leaders are gathered to be told the news by the Headteacher and CEO
- close colleagues to the deceased are told privately
- staff to be gathered collectively and told, giving them privacy to grieve before announcing the news to the rest of the school
- classes of the deceased are informed before news is broken in assembly, in a space where everyone maybe told simultaneously
- students will be given the opportunity to express their grief individually with the support of the form/class tutor
- Academy mentors and counsellors are available to those who need it
- some students may have already experienced death and their way of coping with such events is sometimes observed in emotional outbursts. Some may express

feelings of anger, panic or relief. It is important to try to remember that this is a time when everyone is hurting

- consideration should be placed on ways to remember the member of staff for example a memorial service with drama, poems and letters, a memorial garden or rewards honouring their memory.

6.5 Following a sudden and unexpected death – suicide

Suicide is not just a really difficult event to deal with, it also presents the unique risk of potentially being the trigger for another suicide.

As a school community we will make a response to a sudden death within two school days.

It is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative suicide.

In the case of suicide, we will refer to The Samaritans Step by Step Guide.

<https://www.samaritans.org/how-we-can-help/schools/step-step/>

Information provided to the school community in the immediate aftermath of a sudden and unexpected death will depend on the age of the pupils but should be based on and reinforce:

- facts (not rumours)
- an understanding that death is permanent
- an exploration of normal and wide-ranging reactions to sudden and unexpected death – expressions of anger and guilt are entirely normal
- an understanding that, with support, people can cope
an understanding that fleeting thoughts of suicide are not unusual
- an awareness of suicidal warning signs and resources available to help
- an understanding of expectations around funerals.

When discussing any suicide that has occurred, we will ensure that the information given is age appropriate and:

- is factually correct but does not include detail of the suicidal act itself does not romanticise, glorify or vilify the death
- does not include details of any suicide note
- does not include speculation over the motive for suicide
- takes care with the language used – for example using phrases such as ‘died by suicide’ or ‘ended his / her life’ rather than ‘committed suicide’ or ‘successful suicide’ and saying: ‘attempted to end his / her life’ rather than ‘unsuccessful suicide’ or ‘failed attempt at suicide’.

6.6 Following a sudden and unexpected death – homicide

The Childhood Bereavement Network and Winston’s Wish estimate that around one child every day is bereaved of a parent or sibling through murder or manslaughter in Great Britain.

Children may experience profound and lasting shock, enormous anger at what has happened, rage at the person who caused their relative to die, deep fear at the

perceived insecurity of the world around them. Sadly, in many cases, the person who caused the death is also known to the child, resulting in great confusion and a double loss, for example, if one parent kills the other and is then imprisoned. In some families, the child may have to move to a new house, school, area – away from familiar and comforting places and routines.

Winston's Wish recommend taking an honest and consistent age-appropriate approach to talking with children about what has happened. It is not possible to shield them from what has happened completely. Winston's Wish can provide support to families bereaved in this way and further information can be found on their website: <https://www.winstonswish.org/death-through-homicide/>

6.7 Public Health Pandemics

Bereavement during coronavirus presents a special set of challenges. Some aspects of the normal school bereavement strategy will be difficult to implement but will need to be complemented using virtual space.

On discovering a child or family experiencing a loss due to a public health pandemic e.g. COVID -19 we will:

- stay in regular contact with the bereaved child
- appoint 1 or 2 people to liaise with the child. (i.e. DSL, SSM, mentors, Academy counsellor)
- schedule regular points of contact during the week. The frequency depends on the needs of the child. If it's a vulnerable child, also schedule regular contact with the parents or carers.
- record support on MyConcern and discuss the needs of the child during pastoral meetings
- discuss with the student prior to their return the plan on how their return to the Academy will be managed. (Bereavement plan- optional)

On return to school:

- the student's key people will acknowledge what has happened without making a fuss
- a 'time out' pass will be available and communicated with staff
- the student will be given simple choices, particularly with regard to managing their grief
- staff will be informed of the details of the bereavement plan
- continue to signpost to support e.g. Mentors, counsellors, Zumos, Kooth, Wellbeing page, Pause, Winston's Wish, books

7. **The Media**

On some occasions there will be media interest.

- the Headteacher and CEO will liaise with the media and possibly the police as appropriate
- the Headteacher and CEO will prepare a press statement, with support from the council's communications team if required and with due regard to the family affected.

8. Equality and inclusion, values, and beliefs

- 8.1 We recognise that there is a range of cultural and religious beliefs, customs and procedures concerning death. It follows that bereaved children and families may have differing expectations.

Some of these may affect matters of school organisation. We will source training and guidance to develop our understanding of the range of beliefs to best support students.

- 8.2 We will present a balance of different approaches to death and loss. We will make students aware of differing responses to bereavement, and that we need to value and respect each one of these.

9. Young asylum seekers and refugees

- 9.1 Many young asylum seekers and refugees have experienced the death of family members or friends, often in traumatic circumstances. This, and further traumatic experiences and losses, can have a devastating effect on their emotional and physical health, behaviour, learning and relationships.

- 9.2 Sudden traumatic death complicates the process of grief and mourning, as usual ways of coping may be overwhelmed. We will consult specialist mental health services where appropriate.

10 Supporting staff

10.1 Support for bereaved staff

We are aware that staff also experience bereavement. When this happens, we will ensure they are provided with support to take care of themselves, and to know where they can go for additional help should they need it.

This could include: their GP; Cruse Bereavement Care <http://www.cruse.org.uk/>; or staff counselling, information and advice from Health Assured <https://www.healthassured.org/>

We will work within our leave of absence policy and, if necessary, with occupational health support to ensure staff are provided with appropriate leave and support at a time of bereavement.

Teachers who are dealing with their own bereavement are encouraged to speak with their line manager about any areas of the curriculum which they feel uncomfortable to teach or want support to teach.

10.2 Staff training

We will ensure that regular training is provided to staff to support staff in meeting their roles and responsibilities as identified in this policy. The staff guide for supporting bereavement is also available to support staff with managing bereavement.

11. Curriculum

- 11.1 Children and young people explore the concept of loss, bereavement, and grief as part of the statutory elements of our PSHE curriculum through the Academy's PDP curriculum. It is also addressed through cross-curricular opportunities such as body changes or life cycles, as well as through art, literacy, and religious education.
- 11.2 We also use assemblies to address aspects of death – such as Remembrance Day, Holocaust Memorial Day, or commemorative occasions. We also observe national minutes of silence and explain the purpose of this.
- 11.3 When appropriate, we respond to a tragedy or serious incident by discussing it in class having agreed as a staff team the language we will use about the incident.
- 11.4 Teachers are provided with training on how to deliver this sensitive area of the curriculum within a safe, learning environment. We also point parents/ carers to appropriate advice on how to talk to their children about these events when needed.
- 11.5 We will answer any questions relating to loss or death in a sensitive, age-appropriate, honest, and factual way. Children and young people will not be expected to disclose any personal experiences but will be signposted to support if they want it.
- 11.6 We give children opportunities to learn about and discuss cultural and religious issues around death and encourage them to express their own responses and feelings.

12. Additional support and links

12.1 National support services and support resources

As part of PDP and our safeguarding work we will also signpost to appropriate sources of support for pupils and adults in the school community:

Winston's Wish: www.winstonswish.org Support information and guidance for bereaved children, young people and for those caring for bereaved families.

Cruse Bereavement Care: www.crusebereavementcare.org.uk Support for anyone who has been bereaved.

Childhood Bereavement Network: <http://www.childhoodbereavementnetwork.org.uk>
Find childhood bereavement support in your local area.

Hope Again: <http://hopeagain.org.uk/> A website for young people who have been bereaved.

Papyrus: <https://papyrus-uk.org/> Support and advice for young people struggling with thoughts of suicide, and anyone worried about a young person.

Samaritans: <http://www.samaritans.org/your-community/supporting-schools> A range of guidance and support for schools.

At a loss: www.ataloss.org information and support for anyone who has been bereaved

Appendix 1 Letter templates

Suggested templates for letter to parents: Before sending a letter home to parents about the death of a student, permission must be gained from their parents. The contents of the letter and the distribution list must be agreed by the parents and Academy

Dear Parents/Guardians

Your child's class teacher/form tutor/had the sad task of informing the children of the death of _____ a pupil in _____ died from cancer. As you may be aware, many children who have cancer get better but sadly had been ill for a long time and died peacefully at home yesterday.

He/she was a very popular member of the class and will be missed by everyone who knew him/her. When someone dies it is normal for their friends and family to experience lots of different feelings like sadness, anger, and confusion. The children have been told that their teachers are willing to try to answer their questions at school but if there is anything more that you or your child needs to know, please do not hesitate to ring the school office.

We would be more than happy to help you. We will be arranging a memorial service in the school in the next few months as a means of celebrating life.

Yours faithfully

Headteacher and CEO

Sample letter to bereaved parents:

Dear Parent/Guardians

We are so very sorry to hear of -----'s death. There are no words to express the sadness of losing a child and we can only begin to imagine the anguish you must be going through. Clearly, as a school community, we will miss him/her very much and we are doing our best to offer comfort and support to his friends and classmates. He was a much-loved member of our school family. If we can do anything to help as you plan -----'s funeral service or other memorial opportunities, please let us know.

In time, we will also ensure that anything of -----'s that remains in school is returned to you, including photographs we may have on the school system. Be assured that you are in our thoughts at this very sad time and do not hesitate to contact us if we can be of support in any way.

With sympathy,

Headteacher and CEO

Sample letter on death of a staff member:

Dear Parents/Guardians

I am sorry to have to tell you that a much-loved member of our staff, [name] has died. The children were told today, and many will have been quite distressed at the news.

No-one wants to see children sad, but we are very aware that factual information and emotional support are the best means of helping children deal with bereavement. I am sure there will be many parents who are also saddened by the news. Children respond in different ways so may dip in and out of sadness, and questions, whilst alternately playing or participating in their usual activities. This is normal and healthy.

You may find your child has questions to ask which we will answer in an age-appropriate way in school, but if you feel you would like more support and advice yourself, please do not hesitate to contact the school office. You may also find some very useful advice and resources online at: www.childbereavement.org.uk

We will share details of the funeral as soon as they are known. Children who wish to attend will be welcome to do so, though it will not be compulsory. It is likely that school will be closed on the morning or afternoon of the funeral as staff will, of course, wish to pay their respects to a very popular colleague.

I am sorry to be the bearer of sad news, but I appreciate an occurrence like this impacts the whole school community. I am so grateful for the thriving partnership we have with parents and trust that we, together, will be able to guide and support the children through what may be, for many, a very new experience in their lives.

Yours faithfully

Headteacher and CEO

Appendix 2: Development Perspectives on understanding bereavement

Children's experience of a death can differ from adults.' The following provides a guide to a developmental perspective of how a child may understand bereavement. For a child with SEND, his or her functional level of understanding (rather than actual chronological age) will be the biggest factor in how the child reacts to a death and what he or she will be able to understand.

Key Stage 2 – Ages 7 to 11 – Years 3, 4, 5 and 6

As children begin to understand more about death and dying, a death in the family may make them anxious about the health and safety of surviving members of the family. They may feel very responsible for their parent(s) and younger siblings and feel the need to keep a close eye on their safety.

Children this age can find it difficult to talk about their bereavement and express their feelings behaviourally, such as withdrawing from others or showing increased aggression. They may experience difficulties in their interactions with their peers, particularly as the death of someone important can make them feel different at the very time they want to be the same as everyone else. It is important to avoid clichés like "You're being so brave" as children can interpret this as they should not share their feelings. They may need a safe space or quiet area away from peers to calm down or express their emotions with an adult.

Children of this age also show curiosity about issues such as what a dead body looks like and what happens to a body after a person has been dead for some time. This curiosity is natural, and they will benefit from clear, factual explanations. Children can also think of death as something spooky, like a zombie, or a spirit that comes to get you. Normalising feelings, talking about or drawing specific worries and sharing bad dreams can be reassuring, giving children skills and confidence to feel more in charge of them.

By the age of 10, children will usually have all of the bits of the jigsaw puzzle of understanding. They will even understand that they are able to cause their own death. They will appreciate clear and detailed information – beyond 'when', 'where' and 'how' the death happened, they will be interested in 'why'.

Key Stage 3 – Ages 11 to 14 – Years 7, 8, and 9

In this age range young people are much more aware of the finality of death and the impact the death has on them. They are able to understand death as both concrete and abstract. They begin to move away from dependence on the family and they start to form important relationships with other young people, however the death of someone important can easily destabilise them, leaving them feeling unsafe and more dependent on the family.

Some older children and teenagers may feel internal conflict as a result of feeling a pull towards being with their peers at the same time as their own need or an expectation that they spend time with their family. Their ability to manage their feelings may be disrupted and lead to mood swings or more definite ups and down's in their feelings. Big emotional releases (such as anger or distress) are not uncommon but can be scary for children at this stage. They will benefit from your willingness to listen and your assurances that the feelings are normal. It is important to find ways to build their self-esteem.

Young people at this age are beginning to think of the longer-term consequences of the loss of the relationship. They are aware of the loss they feel in the present, but also of the losses they will experience in the coming months and years when they encounter certain important milestones, or occasions and realise that they won't be able to share these with the person who has died. Talking through these future events and exploring ways of including the person can be helpful.

Key Stage 4 and Sixth Form – Ages 14 to 18 – Years 10, 11, 12 and 13

Friends and peers are increasingly important as young people develop their ideas of who they are and what is important to them. They want to be accepted by other important people in their lives. Their bodies are changing; they are aware of all sorts of possibilities for themselves and their future. Young people may struggle to make longer term plans as the death of someone important causes them to reflect on “the meaning of life” and ponder on the question “what’s the point?” Or you may find that they are so busy with different activities they don't stop to reflect. This can be an effective way of keeping intense feelings under wraps if they are worried about losing control of their emotions.

It is quite common for risk-taking behaviour to increase during adolescence as young people test the boundaries. Although an adolescent's thought process is most like an adult's, they are still going through important emotional development at this age and are not ready to manage adult responsibilities even if at times they think they are adult. They need to be reassured of your care and support and to know that the limits you set are still enforced.

As always, if you have any concerns about a young person's safety it is vital you take a pro-active approach and apply your safeguarding policies and procedures.