



Loss and Bereavement Awareness

Introduction to Cruse

We are the UK's leading bereavement charity reaching over 100,000 people across the UK each year. We offer support, advice and information to children, young people and adults when someone dies and work to enhance society's care of bereaved people.

Cruse offers face-to-face, telephone, group, email, web and young persons' support. We run a national helpline service and offer specialised programmes for children and young people, military families, emergency service personnel and those bereaved through suicide or homicide.

We have a network of around 5,000 trained volunteers, who deliver our services confidentially and free of charge.

For 60 years Cruse has been committed to helping bereaved people understand their loss and cope with their grief. We draw on this experience to develop our training. Cruse provides training to organisations across the public, private and voluntary sectors.

For immediate bereavement support

- Call our national helpline on 0808 808 1677 or email helpline@cruse.org.uk

For face-to-face support

- Contact your local Cruse Area or branch. You can find local Cruse contact information at www.cruse.org.uk/get-help/local-services

For children and young people

- Call our young people's freephone helpline on 0808 808 1677
- Visit our website designed by and for young people at www.hopeagain.org.uk
- Email us at hopeagain@cruse.org.uk

For other queries

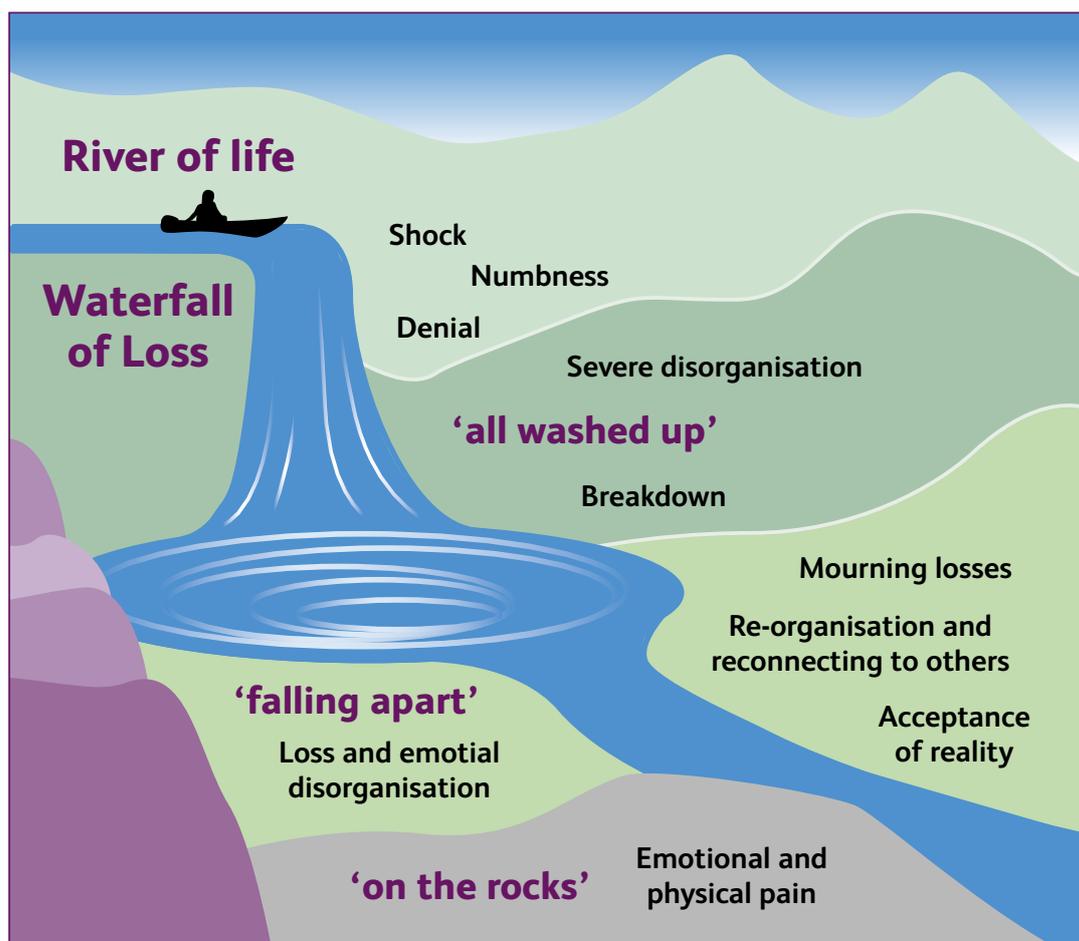
- Central Office Address: Cruse Bereavement Care, PO Box 800, Richmond, Surrey TW9 1RG
- Central Office Administration: 020 893939 9530 or info@cruse.org.uk

Loss and Bereavement Awareness Training

The Loss and Bereavement Awareness Webinar which you attended provides access to the latest developments in the field of bereavement. Depending on your aims and learning objectives, your Webinar included:

- Understanding Loss and Bereavement
- Theories and models of grief
- Dealing with Anger and Distress
- Sudden Traumatic Death
- Complicated and Disenfranchised Grief
- Communication Skills
- What to say and not to say
- How to Take Care of Yourself

The Whirlpool of Grief



Credit: Dr Richard Wilson

The Dual Process Model

The dual process model was developed by Margaret S Stroebe and Henk Schut from their research into the experience of bereaved people and how they cope with bereavement. Stroebe and Schut wanted to provide a perspective which would be valid if applied to processes of grieving among differing cultural and ethnic groups, something that hypotheses focused on 'grief work' cannot always do.

The Main Concept

The principle of the model is to show the coping process in coming to terms with the loss of a loved one. It is important to recognise that this is not a model of 'symptoms' or 'problems', or of positives and negatives, but a map of all the elements involved in the coping process. Stroebe & Schut's understanding of the grief process is that people undertake, in varying proportions (according to individual and cultural variations) both 'loss-oriented' and 'restoration oriented' coping.

Loss Orientation

The loss dimension concentrates on processing some aspect of the loss experience.

Traditional theories of grief work fall into this dimension, as too does thinking about and yearning for the deceased, e.g. looking at old photographs, imagining the deceased's response and experiencing the sadness and pain of the loss.

Restoration Orientation

The loss also brings changes, which are the secondary consequences of the loss. These changes may include learning to do tasks which the deceased used to do, dealing with the reorganisation of life without the dead person and developing a new identity, with changes in role and relationships. This is the restoration dimension.

Stroebe and Schut call this a dual process because both the dimensions described above, i.e. loss orientation and restoration orientation, must be worked through but the bereaved person cannot attend to both simultaneously. In focusing on one dimension there is distraction from the other, but at the same time there will inevitably also be reminders of the other dimension. So there is oscillation between the two dimensions. The balance of focus may vary and leads towards adjustment in accordance with the cultural norms.

Approach-Avoidance Dimensions

Cultures vary in how far they focus on or avoid the bereavement experience in both the loss and restoration dimensions. Some cultures cope by confronting, revisiting and replaying the experience of bereavement whereas others tend to avoid memories and distract themselves by keeping busy and active. Whatever the general tendency, most people (in Western cultures at least) will show signs of both dimensions in their feelings, thoughts and actions and will move between the two, sometimes confronting or engaging, sometimes avoiding. Sometimes, too, they need to rest from confronting either dimension – to take time off from 'coping'.

Implications of the Dual Process Model for Supporting Bereaved People

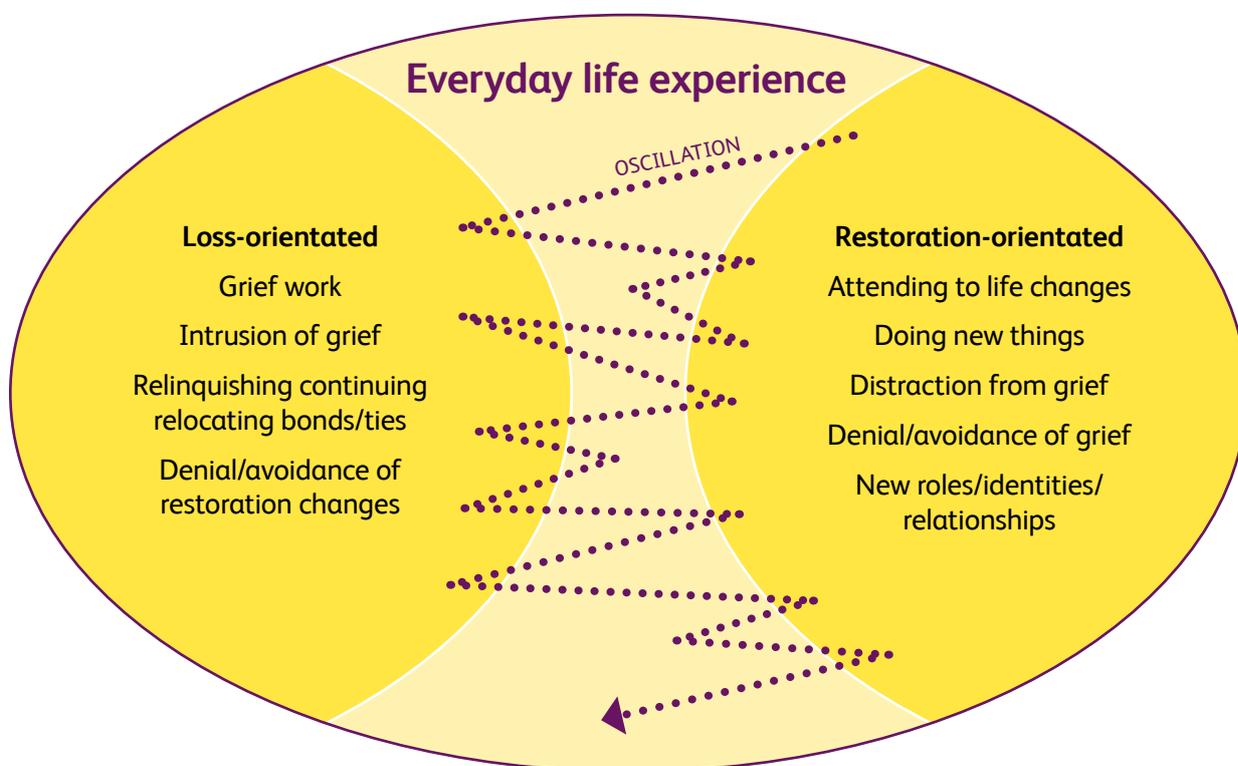
The main points of this model for those providing support are:

- To recognise the need to pay attention to both dimensions of loss and restoration
- To recognise the need both to 'avoid' and 'approach' the bereavement
- There is a need not only to attend to the loss, but also to pay attention to the secondary changes that have occurred as a consequence of the loss, which are often a significant source of stress.
- To acknowledge the need to take time off from either coping orientation, changes that have occurred as a consequence of the loss, which are often a significant source of stress.

Oscillation and Counselling Interventions

Stroebe and Schut argue that 'a bereaved person could neither face nor avoid grief unremittingly without severe costs to mental and physical well-being'. From their research and other sources, they conclude that oscillation is probably a regulatory process, allowing confrontation or avoidance in 'doses' that can be managed healthily. Their theory suggests that counselling or similar interventions need to support both kinds of dimension, and not to focus entirely on grief work.

This theory suggests that where oscillation does not occur, there is a risk of pathology. Chronic grief is given as an example of pathology where there is no oscillation and the entire focus of the bereaved person is loss orientated. Similarly, when a person denies the reality of the death, there is no oscillation but the entire focus is on restoration. Parallels are drawn with 'inhibited' and 'delayed' grief (Lindemann and Parkes and Weiss).



Tonkin's Model

Another way of looking at grief and recovery

In essence, Tonkin's model of grief challenges the idea that 'time heals all wounds' or that grief disappears with time. Indeed, if you have recently lost a loved one, you might feel as though it is impossible to ever move on from grief. Dr Tonkin suggests that this is because we do not move on from grief, but grow around it.

The model arose from a conversation with one particular client about the death of her child several years before. At this time, she said, grief consumed her totally, filling every part of her life, awake and asleep. She drew a picture (Figure 1) with a circle to represent her life and shading to represent her grief. She had imagined that as time went by the grief would shrink and become neatly encapsulated in her life, in a small and manageable way; though she was realistic enough to assume it would not go away entirely (Figure 2).

But what happened was different. The grief stayed just as big, but her life grew around it (Figure 3). There were times, anniversaries or moments which reminded her of her child, when she operated entirely out of the shaded circle in her life and her grief felt just as intense as it ever had. But, increasingly, she was able to experience life in the larger circle.

What some people find very helpful about this model (and it does not fit everyone) is that it relieves them of the expectation that their grief should largely go away. It explains the dark days, and also describes the richness and depth the experience of grief has given to their lives. Many people feel comforted by this model as it explains how they can continue to grow in their own lives without the sense of disloyalty to the deceased which so often holds back bereaved people. In this way they continue the process of integrating the loss with their lives, and moving forwards.

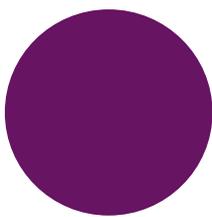


Figure 1

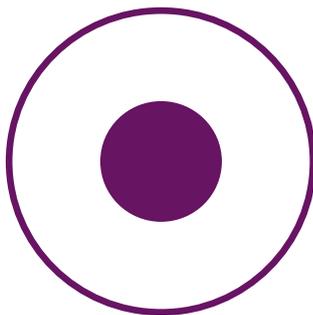


Figure 2

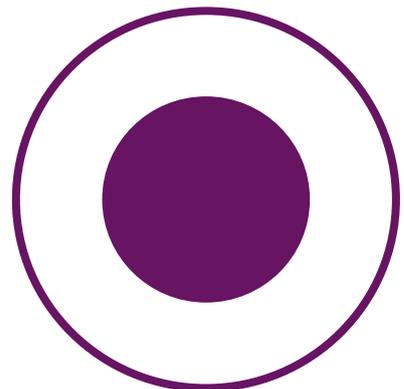


Figure 3

What to say to a Bereaved Person

People who have been bereaved may want – or need – to talk about the person who has died. One of the most helpful things you can do is simply to listen, and give them the time to express their grief. Offering specific help, according to the particular circumstances, may also be very useful in helping recognise they are not alone with their particular issue.

DO

- ✓ Offer your condolences: “I’m sorry ...”
- ✓ Be fully present for the person who is grieving by listening intently.
- ✓ Slow the pace of your speech down a little if necessary.
- ✓ If the bereaved person begins to cry, give your permission for them to do this in a gentle manner: “It’s okay, I’m comfortable with tears.”
- ✓ Encourage the person to begin speaking by using open questions, if allowing them to speak freely about their bereavement would help. Use phrases such as:
 - “What do you need from me?”
“What can I do to help you?”
“Is there something else?”
(i.e. just one thing rather than a general statement).
 - “What makes this situation difficult for you?”
 - “What would make it easier?”
 - “I am here to help you with ... (particular task), and we will get through it together.”

- ✓ Be aware that grief can take a long time to process. Some people have a need to repeat parts of their story to help make sense of it.
- ✓ Leave comfortable pauses and silences to slow the conversation down and allow the grieving person some ‘thinking’ time.
- ✓ Provide a brief summary of any discussion and any actions you are taking as a result of the conversation. Offer an avenue for them to come back to you at a later date:
 - “Please do get in touch if there is anything we discussed which you are unsure about or need to talk through again.”
- ✓ Listen out for cues to respond. Convey empathy rather than sympathy. Ensure they can ‘sense’ your empathy through facial expressions, sensitive manner, tone of voice, etc.
- ✓ Remember that ‘wants’ and ‘needs’ may be continually changing during the grieving process. Offer practical help (within boundaries permitted, according to the situation).
- ✓ If you feel the bereaved person would benefit from having information about support which is beyond your remit, pass on appropriate details about Cruse Bereavement Care and other charities.

Helping other people

If you are supporting someone else following a bereavement – family, friends, work colleagues – these are some suggestions that may help you, and them. People who have been bereaved may want to talk about the person who has died. One of the most helpful things you can do is simply listen, and give them time and space to grieve. Offering specific practical help – not vague general offers – can also be very helpful.

Do...

- ✓ **Be there for the person who is grieving.**
Pick up the phone, write a letter/email, call by or arrange to visit. Don't avoid, ignore or 'cross the road'.
- ✓ **Accept that everyone grieves in their own way – there is no 'normal' way.**
Accept and acknowledge all feelings. Let the grieving person know that it's okay to cry in front of you, to get angry, or to break down. Don't try to reason with them over how they should or shouldn't feel. The bereaved should feel free to express their feelings, without fear of judgement, argument or criticism.
- ✓ **Offer comfort and reassurance without minimizing the loss.** Tell the bereaved that what they're feeling is okay. If you've gone through a similar loss, share your own experience if you think it would help. However, don't give unsolicited advice, claim to "know" what the person is feeling, or compare your grief to theirs.
- ✓ **Accept that you can't make it better.**
Your instinct may be to try and make things better for the bereaved family; instead, give your condolences, and then be quiet.

Don't use clichés: 'I understand how you feel'; 'You'll get over it'; 'Time heals.' If you get halfway through saying the wrong thing, just stop. No one will ask you to finish. Some things are OK for the bereaved person to say, but they are not OK for you to say when supporting them; such as 'He's in a better place now'.

- ✓ **Encourage the person to talk if they want to.**
Let the bereaved talk about their loved one, including how they died. People who are grieving may need to tell the story over and over again, sometimes in minute detail. Be patient. Repeating the story is a way of processing and accepting the death. With each retelling, the pain lessens.
- ✓ **Listen to them and tolerate silences.**
Be willing to sit in silence. Do not press if the grieving person does not feel like talking. You can offer comfort and support with your silent presence. If you can't think of something to say, just offer eye contact, a squeeze of the hand, or a reassuring hug. Listen to what's being said and what might be unsaid. Listen in a non-judgemental way.
- ✓ **Create an environment in which the bereaved person can be themselves and show their feelings, rather than having to put on a front.**
Don't take angry or distressed responses personally.
- ✓ **Be aware that grief can take a long time.**
Contact the person at difficult times: special anniversaries and birthdays, for example. Be aware of diversity in relation to rituals and anniversaries such as this.
- ✓ **Respect autonomy and offer choice where possible.** Statements that begin with "you should" or "you will" are very directive. Instead you could begin your comments with: "Have you thought about..." or "You might..."
- ✓ **Offer practical help and fulfil what you've offered.** Cook a meal, take the children out for a walk, empty the dishwasher. Don't wait to be asked.
- ✓ **Be familiar with your own feelings about death, grief and loss, and offer empathy, not sympathy.** Seek support for yourself if you need to, or employ self-care strategies and techniques such as mindfulness, or doing exercise, or whatever helps you with the emotional burden of providing support.

Listening Skills

To truly listen to another person is one of the most caring acts that we can perform.

A key skill in supporting is to be able to listen. Helpers may need to listen to a “story”:

- allowing it to be told and encouraging its telling
- trying to make sense of what is being said.

There are two major types of listening:

- **Passive Listening:** In passive listening there is no attempt to make sense of another person’s story. The ‘listener’ is physically present but is not concentrating on the message. Personal thoughts may intervene so that the thread of the story is lost. The other person may become aware of what will appear to be a lack of interest and this may affect their ability to continue their story. Although the listener may have heard every word and can repeat what was said, the speaker can be left feeling unheard and unimportant. Helpers not only have to listen but also be seen to listen and to attend to what is being communicated by the other person.
- **Active Listening and Attending:** In active listening, the helper concentrates on the person’s story. The helper’s responses actively encourage communication of the other person’s thoughts, feelings and needs. A prompt may be verbal: ‘OK...’; ‘Go on...’; ‘Can you tell me some more?’; ‘And then...?’ or non-verbal, through body language.

Body Language: This is a very important part of communication. Body movement and body language can be used to show concentration and attendance; remember the various channels of communication:

- looking interested – facial expression
- attentiveness/good eye contact – gaze
- reinforcement – gestures/body movements
- positioning –
- personal space – spatial behaviour

It’s not what you say, it’s the way that you say it. It is important to ensure we are congruent, i.e. that our body language is saying the same as our words.

Using Silence: Using silence effectively is a skill. It can help the other person reflect, give them space and enhance listening. Most people are uncomfortable with silence, which can sometimes lead to the helper asking questions or making comments rather than allowing the speaker to formulate their own thoughts when disclosing personal, and often distressing, thoughts and feelings. Prolonged silence may create barriers. A gentle acknowledgement of the problems, e.g. ‘You seem to be having problems talking about...’ can help the person continue the story.

Looking to the future

Life will never be the same again after a bereavement, but the grief and pain should lessen and there will come a time when the bereaved person is able to adapt and adjust and cope with life without the person who has died.

Many people worry that they will forget the person who has died – how they looked, their voice, the good times they had together. There are so many ways you can help them to keep their memory alive. These are just a few suggestions:

- Talk about them and your special memories
- Write down your memories
- Keep an album of photos
- Keep a collection of some of their special possessions, make a memory box.
- Do something that commemorates them, such as planting a tree, paying for a park bench, or making a donation to a charity

Blocks to Listening

Comparing

Thinking of your own experiences and comparing them whilst the other person is talking

Mind Reading

Trying to figure out what the other person is really thinking and feeling

Rehearsing

Giving attention to the preparation and delivery of your next comment

Filtering

Listening to some things but not others

Judging

Not listening to what is being said, because you have already come to a judgement

Dreaming

Half-listening whilst something the other person says triggers off thoughts and chains of association of your own

Identifying

Referring everything the other person says to your own experiences

Advising

Being the great problem-solver. Only listening for the first few words or sentences before you start searching for the right advice

Sparring

Arguing and debating: You disagree so quickly that the other person never feels heard. This can either be by “the put-down” or not accepting compliments

Being right

Going to any lengths to avoid being wrong including not listening to criticism

Derailing

Changing the subject suddenly – particularly when bored or on a track of your own

Placating

e.g. “Right.....absolutely....I know....of course you are incredible!”

Core Counselling Skills: Paraphrasing, Reflecting, Clarifying, Summarising

These basic skills enable us to show empathy for the other person. They become a powerful and effective method of communicating our care and attention for those we are trying to help.

Paraphrasing

- Focuses on the content and the facts rather than the emotions and enables the helper to cut through the mass of details and get to the heart of the matter
- States in the helper's own words what the other person has said, not merely repeating in a parrot fashion
- Lets the other person know they have been listened to and gives them the opportunity to hear they have been understood.

Reflecting

- The art of good listening is the ability to respond reflectively to what has been said
- Focuses on the feelings being expressed
- Acts like a mirror. It shows the other person they have been heard and understood. It helps them to be more aware of what they are feeling and helps identify the cause of those feelings.

Useful starter phrases for both paraphrasing and reflecting are: 'You seem to be saying...' 'In other words...' 'It sounds like...' 'It feels as if you mean...'

Clarifying

- Helps the other person to focus, expand upon and explore further what they said
- Enables the helper to better understand what the other person means rather than make assumptions.

Useful starter phrases are: 'Are you saying...?' 'Do you mean...' 'I'm not sure what you meant...'

Summarising

- A summary is the brief outlining of the main points, issues and themes that have been raised by the other person. It can usefully take place after a period of listening or towards the end of the time together. It can also be a way to get started next time, taking up from where you left off
- Helps the other person gain for themselves a more complete picture of their issues and concerns. It gives them the opportunity to correct any misunderstandings or assumptions.

Useful starter phrases are: 'It may be useful if I could summarise what you have said...' 'It seems to me that the main points we have talked about are how you now feel about...'

Six Special Features of Sudden or Traumatic Death

Sudden deaths occur without warning and give rise to special grieving difficulties. They include death from accidents, heart attacks, suicide and murder. The special features include:

A strong sense of shock and unreality about the loss

Coming to terms with the reality of death is much harder. Viewing the body may help, if properly supported. Survivors of sudden death may be shocked and dazed. Common reactions include flashbacks and intrusive images, nightmares, sleep disturbance, panic attacks, memory impairment, confusion, numbness, a sense of being out of touch and avoidance.

More guilt feelings and need to blame

Strong guilt feelings may be expressed through 'if only' statements. There may be a strong sense of injustice and a need to blame. Feelings of anger and shame may surface in the case of suicide. Family members may become scapegoated for a sudden death in an attempt to pin responsibility somewhere and find a defence against the pain.

Anger

A strong angry reaction may be directed at the perpetrators, employers, deceased, or the person delivering the message.

Strong sense of helplessness

Sudden death may leave survivors feeling powerless. There may have been no opportunity to prepare mentally or to talk through the practical consequences of a death in the family. Inability to prevent the death may lead them to believe they can do nothing to change the future.

Grieving deferred by involvement of the legal and medical authorities

Mourning tasks are inevitably made more difficult while the legal aspects such as inquests are being resolved, and sometimes this may take years. Survivors may feel further victimised by the system and be unable to get on with their lives.

Increased need to understand

The search for meaning is often very strong, affecting people's religious beliefs. Legal and medical processes may also play a positive role in identifying the causes and responsibilities for death when they reach a conclusion.

Counselling may help victims clarify the questions they need answering.

Supporting bereaved children and young people

Children are no different to adults when it comes to bereavement, in that there is no 'right way' to react and every child will respond differently. How they react will be affected by a lot of different things: their age, their understanding of death, and how close they were to the person who has died.

Like adults, children may feel hopeless and despairing when someone they love dies. They may feel angry that the person has left them; they may question why it has happened and blame themselves. They may express their feelings of loss and pain in different and sometimes, to an adult, surprising ways: it may seem as if they do not care.

Because children cannot sustain emotional pain in the way that adults can, they tend to move in and out of grief. They may appear to be coping much better than we expect. Don't be surprised by a child's ability to set their grief aside and have fun and play. Play enables children to express themselves and release anxiety. It is important to remember, too, that children may not have the words to express their feelings, and may show how they feel through their behaviour.

Children who are bereaved may react in some of these ways:

- mood swings: happy one minute, and very angry or distressed the next
- unable to concentrate on schoolwork or other focused activities for some time after the death
- quiet and withdrawn: some children find it difficult to share and express their thoughts and feelings, and may prefer to be alone
- disturbed sleep patterns: some children may find it difficult to settle to sleep for a while. They may wake in the night and have bad dreams

- behaving like a younger child: many children start doing things they did when they were younger, like sucking their thumb, wetting, or clinging to you
- difficulties with friends: the death may make a child feel different from their friends and less confident with other people. They may be bullied, or even bully others
- breaking rules, stealing, truanting from school: a child may feel there is no point in behaving well
- being very good: some children may become frightened of causing further upset. They may be hoping that, if they are very good, the dead person will come back. Some children work very hard at school, or behave like an older child and try to take care of the adults around them
- being aggressive towards other people, or behaving destructively, with toys, for example.

For the majority of children, these behaviours will pass in time. If you are worried, ask your GP or a support organisation like Cruse for help.

If a child is harming him or herself or talking about wanting to be dead, you should seek help urgently.

What can you do?

Here are some suggestions, based on our experience, for what you can do to support a child/young person who has been bereaved. One of the first things to bear in mind is the importance of looking after yourself, particularly if you were also close to the person who has died. You will be better able to help if you are taking care of yourself too.

‘What should I tell him?’

It is best if a parent or someone who knows the child well tells them about the person’s death. They should be told as soon as possible. Explain that you have sad news and then talk to the child honestly and openly, using words they can understand. Many adults worry that they will frighten a child by telling them the truth but a child’s own ideas about what has happened may be far more frightening to them. Use words like ‘death’ and ‘dead’, not ‘gone to sleep’ or ‘gone away’.

Tell them what happened. Explain that death happens to everyone at some time, but that not everyone dies at the same age and in the same circumstances, and most people live a long time.

You may need to tell younger children several times that when a person dies they will not come back. You could explain that the body no longer works, and that the dead person does not eat, sleep or breathe.

People have different ideas about what happens to the essence of a person after death, and it may help to share your own ideas with your child, bearing in mind the child’s family background and wishes of their parents.

Bear in mind that younger children may find it harder to understand, and may ask more questions. Answer these as simply, honestly and truthfully as possible. If you don’t know the answers, say so. You may have to repeat things several times over the weeks and months following the death, especially with younger children.

Many children worry that something they said or did, or didn’t say or do, caused the person to die. It is important that they are allowed to talk about this and are reassured that this is not the case.

‘Should I show my feelings?’

Don’t hide your feelings. If you are sad, don’t hide your tears. If children see you cry, it will let them know that it is alright for them to cry too. If you are angry, explain why, so the child doesn’t think it is their fault. Reassure the child that it’s ok to talk to other people if they want to.

‘How can I make sure he doesn’t forget her?’

Children and young people may need help to hold on to memories. They may want to draw and write their memories of times spent with the person who has died. Being mindful of parents’ preferences, you could help them create some kind of memory box containing items that remind them of the person who has died: photos, drawings, a piece of clothing, something picked up on a walk together, something that smells of their perfume/aftershave. The box can be added to over time. Older children may prefer to put the box together on their own.

As much as possible, try to provide stability and routine in what can be a chaotic time for a child.

It is important for staff working with a bereaved child to be sensitive to the child’s needs and understand why they may be behaving in particular ways. Staff should confirm with parents what the other children should be told, and should also be aware that particular anniversaries and dates will be significant for the child. Keep in regular contact with the parents to discuss how the child is coping.

Children and young people, like any bereaved person, need understanding, time, space, reassurance, to be held and to be listened to when they need to talk. Over time, with love and support, children and young people can be helped to get through this difficult and painful time.

Other useful organisations

Adult bereavement and befriending

- WAY Widowed and Young www.widowedandyoung.org.uk
- Gingerbread: Single parents, equal families www.gingerbread.org.uk
- The Jolly Dollies: Social network for widows www.thejollydollies.co.uk
- WAY Up: For those widowed in their 50's and 60's www.way-up.co.uk
- The Silver Line: helpline for older people www.thesilverline.org.uk
- Age UK: Bereavement Information Guide www.ageuk.org.uk

Loss of a child

- The Compassionate Friends www.tcf.org.uk
- The Lullaby Trust www.lullabytrust.org.uk
- Child Death Helpline www.childdeathhelpline.org.uk
- Child Funeral Charity: Financial Support for Families www.childfuneralcharity.org.uk
- Child Bereavement UK www.childbereavementuk.org

For children and young people

- Hope Again www.hopeagain.org.uk
- Winston's Wish www.winstonswish.org
- Childline www.childline.org.uk
- Childhood Bereavement Network www.childhoodbereavementnetwork.org.uk
- Child Bereavement UK www.childbereavementuk.org
- Grief Encounter www.griefencounter.org.uk
- Papyrus: prevention of young suicide www.papyrus-uk.org

Loss in pregnancy

- The Miscarriage Association www.miscarriageassociation.org.uk
- Sands: The stillbirth and neonatal death charity www.sands.org.uk

Special Educational Needs / Learning Difficulties

- National Autistic Society advice pages www.autism.org.uk
- Mencap bereavement advice pages www.mencap.org.uk
- Child Bereavement UK factsheets www.childbereavementuk.org

Counselling

- British Association for Counselling and Psychotherapy (BACP) www.bacp.co.uk
- Royal College of Psychiatrists www.rcpsych.ac.uk
- National Counselling Society www.nationalcounsellingsociety.org
- Counselling Directory www.counselling-directory.org.uk
- Samaritans www.samaritans.org

Practical matters

- Step by Step guide www.gov.uk/when-someone-dies
- Money Advice Centre www.moneyadviceservice.org.uk
- Bereavement Advice Centre www.bereavementadvice.org

Pre-bereavement

- Dying matters www.dyingmatters.org
- Hospice UK www.hospiceuk.org
- The Good Grief Trust www.thegoodgrieftrust.org
- Marie Curie: Care and support through terminal illness www.mariecurie.org.uk

Traumatic bereavement

- Victim Support www.victimsupport.org.uk
- Support after Murder and Manslaughter www.samm.org.uk
- Survivors of Bereavement by Suicide www.uksoobs.org
- Inquest: advice to bereaved people on contentious deaths www.inquest.org.uk
- AfterTrauma: helping survivors of traumatic injury www.aftertrauma.org

Specific illnesses and causes of death

- RoadPeace: the national charity for road crash victims www.roadpeace.org
- Adfam: supporting families affected by drugs or alcohol www.adfam.org.uk
- Sudden: supporting people after sudden death www.suddendeadth.org

Pet loss

- Blue Cross www.bluecross.org.uk

Please note that this isn't a comprehensive list of organisations offering advice and support following bereavement. In addition we are not responsible for the activities of any external organisation.



Where next?

Further training

We can offer specialist group training in how to support and communicate with bereaved people, including clients and colleagues. Our experts can tailor courses to suit your specific business requirements, at a place which suits you.

Please contact training@cruse.org.uk to find out what we can do for you.

Volunteering

If you would like to do more to support bereaved people, our local teams would be delighted to hear from you. Our bereavement volunteers are the backbone of Cruse; offering expert support, advice and information to children, young people and adults.

Please visit www.cruse.org.uk/volunteer for more information.

Fundraise

From jumping out of aeroplanes, holding office bake sales and running marathons – our fabulous fundraisers do it all. It costs an average of £162 to provide 6 support sessions to a bereaved person and we are heavily reliant on donations to keep our services running.

To find out how you can get involved or for your free fundraising pack contact fundraising@cruse.org.uk

Charity partnership

If your business would be interested in exploring the opportunity to partner with Cruse Bereavement Care, we'd love to hear from you. There are lots of exciting ways we can work together to improve your services as well as raise much needed income.

Please contact fundraising@cruse.org.uk to find out more.

Campaign

We act as the 'voice of bereaved people', speaking up about issues which impact on those bereaved. This includes government policy on benefits and customer service.

To add your voice visit www.cruse.org.uk/get-involved/campaigns

Cruse Bereavement Care Vision, Mission and Values

Cruse's vision is that all bereaved people have somewhere to turn when someone dies. Our mission is to offer support, advice and information to children, young people and adults when someone dies and to enhance society's awareness of bereaved people.

All support services are delivered by volunteers and are free at the point of need.