

Our objectives.



At Rainbows Bereavement Support GB (Rainbows GB) we have five principal objectives and activities.



Raising awareness of the impact of bereavement and loss on children, young people and adults



Offering practical, realistic and sensitive guidance to help schools ensure they have appropriate bereavement policies and procedures.



Providing high quality education and training in bereavement and loss which is based on current research and supports best practice. (Current Govt. recommendations and Ofsted guidelines)



Nurturing and developing the emotional health, resilience and well-being of children, young people and adults who have experienced a significant loss through death, relationship breakdown or other Adverse Childhood Experiences (ACEs).



·Providing structured, developmentally appropriate peer support programmes for grieving children and young people aged 4 to 19.



We believe that our Rainbows training and programmes support and endorse a number of recent government documents and research which focus on the needs of children and young people who experience loss and bereavement and other Adverse Childhood Experiences (ACEs)

Below we have highlighted recent government documents and research which relate directly to the work of RainbowsGB.

NICE National Institute for Health and Care Excellence



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Social, emotional and mental wellbeing in primary and secondary education.
July 2022.

In meeting these recognised needs, the NICE guidelines identify:

- The importance of recognising SEND.
- The value of Trauma Informed approaches.
- The need to monitor impact.
- The role of the Trusted Adult.
- The need to offer targeted support at individual and group level.

Rainbows programmes are developmentally appropriate, inclusive and our SUNRISE programme is designed specifically for young people with additional learning needs.

The Rainbows programmes support and promote a trauma informed approach.

The Rainbows programmes involve specific tools whereby impact can be measured and monitored from a wide range of people, including children and young people, families and carers, the facilitators of the programmes, school staff.

The two facilitators in every Rainbows programme are school staff who have received specific training and who fulfil the role of the Trusted Adult. Rainbows programmes are about targeted support at group level with an emphasis on the positive role of peer support in terms of efficacy and positive impact.



NHS 75

Digital

Mental Health of Children and Young People in England Survey.

Updates in October 2020, September 2021 and November 2022.

The updates to the 2017 survey identify an increase in the probable mental disorders in Children and Young People

- The role of early intervention in equipping pupils to be resilient.
- The recognition of Adverse Childhood Experiences (ACEs).
- The increase to 16% of children and young people experiencing probable mental health issues.

The Rainbows programme and model enables schools to offer early and time appropriate intervention to children and young people experiencing loss and bereavement. Rainbows aims to support developing emotional resilience following bereavement and loss.

Rainbows training to facilitators recognises ACEs and our programmes cover different types of loss which relate to ACEs.

The increase in the number of young people experiencing probable mental health issues highlights the ongoing need for programmes such as Rainbows which follow a Psychological First Aid approach but which also enable school staff to identify children and young people who might require more medical and therapeutic interventions and then refer them to appropriate professionals.



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The Children's Society



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The Good Childhood Report. *September 2022*

This report from the Children's Society (September 2022) describes:

- A continuing decline in young people's sense of well-being.
- Recognise the role of schools as a "vital setting to support young people and improve their well-being".
- The argument that schools need more support.

Rainbows programmes are designed to be delivered within school settings, with school staff who have received specific training.

The aim of the Rainbows intervention is to support the emotional health, resilience and well-being of young people who have experienced significant loss and other Adverse Childhood Experiences ACEs.

The Rainbows training and programmes provide additional support and resources to schools.



COMMISSION YOUNG LIVES



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Commissioning Young Lives *April 2022*

The Commission on Young Lives April 2022 emphasises;

- The need for a more inclusive, trauma informed and trauma responsive school system is more necessary than ever.
- A greater focus in schools on nurture and therapeutic support for vulnerable children.

Rainbows training and programmes are inclusive and trauma informed and enable school communities to be trauma responsive in terms of loss and bereavement.

Rainbows training and programmes provide nurturing environments and therapeutic support.





Children & Young People's Mental Health Coalition



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HM Government

Promoting children and young people's mental health and wellbeing.

September 2021

The Children and Young People's Mental Health Coalition September 2021 identify;

- That a child's emotional health and well-being influences their cognitive development and learning.
- Eight principles for promoting mental health and well-being.

Rainbows training and programmes argue that if loss and bereavement are not acknowledged there may be a negative impact on a young person's emotional health and well-being which in turn may harm their cognitive development and learning.

Rainbows programmes directly support and promote all of the identified eight principles for promoting mental health and well-being.



The UK Commission on **Bereavement**



Bereavement is Everyone's Business.
2022

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The UK Commission on Bereavement 2022 identified many different challenges associate with bereavement

It identifies Eight Principles for Change;

1. I am supported by my family, my friends and the community around me
2. I am sensitively supported by my school, college or workplace during my bereavement
3. I am well supported during the death, and feel confident that the person who died received appropriate and compassionate care
4. The things I must do after death are simple and straightforward
5. I am compassionately and helpfully supported by those whose job brings them into contact with me through my bereavement
6. I have access to an affordable and meaningful funeral
7. I feel secure in my home and have the right financial support
8. I can easily find and access the right emotional bereavement support for my circumstances

Rainbows training and programmes fully support the identified principles for change especially in regard to enabling schools and colleges to sensitively support young people following loss and bereavement.





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Separating families: Experiences of separation and support September 2022

The Nuffield Family Justice Observatory research November 2022 identifies resources which make a positive difference to the separation process:

- Access to supportive, informed and well-resource networks.
- Importance of access to emotional and relational resources.
- Need for more thought about how parents are supported to help their children through the process.
- Need for age appropriate information.

Rainbows training and programmes enable access to supportive and informed advice in school settings.

Rainbows training and programmes offer a specific emotional and relational resource for young people experiencing loss.

We are currently piloting a programme specifically designed for parents and carers.

Our programmes are developmentally appropriate across early years, primary, secondary and additional learning needs.

