

Meeting the needs of pupils from Armed Forces families: ONE YEAR ON

Greetham Valley, Rutland
26.11.19

Matt Blyton, Senior Advisor, NYCC Education & Skills

Welcomes House-keeping Resources Agenda

AIMS

1. To review / reflect on progress since the January conference
2. To hear updates, research and develop knowledge and understanding of this unique group
3. To strengthen partnerships

Opening words:

Cllr Ian Razzell
Armed Forces Champion

Setting the scene:

Gill Curtis

Head of Learning & Skills

Table top introductions & discussion



Service children's educational progression

Kath Lawrence
Head of Operations, SCiP Alliance

@scipalliance

November 2019

THE NEED

WHAT NEEDS TO CHANGE

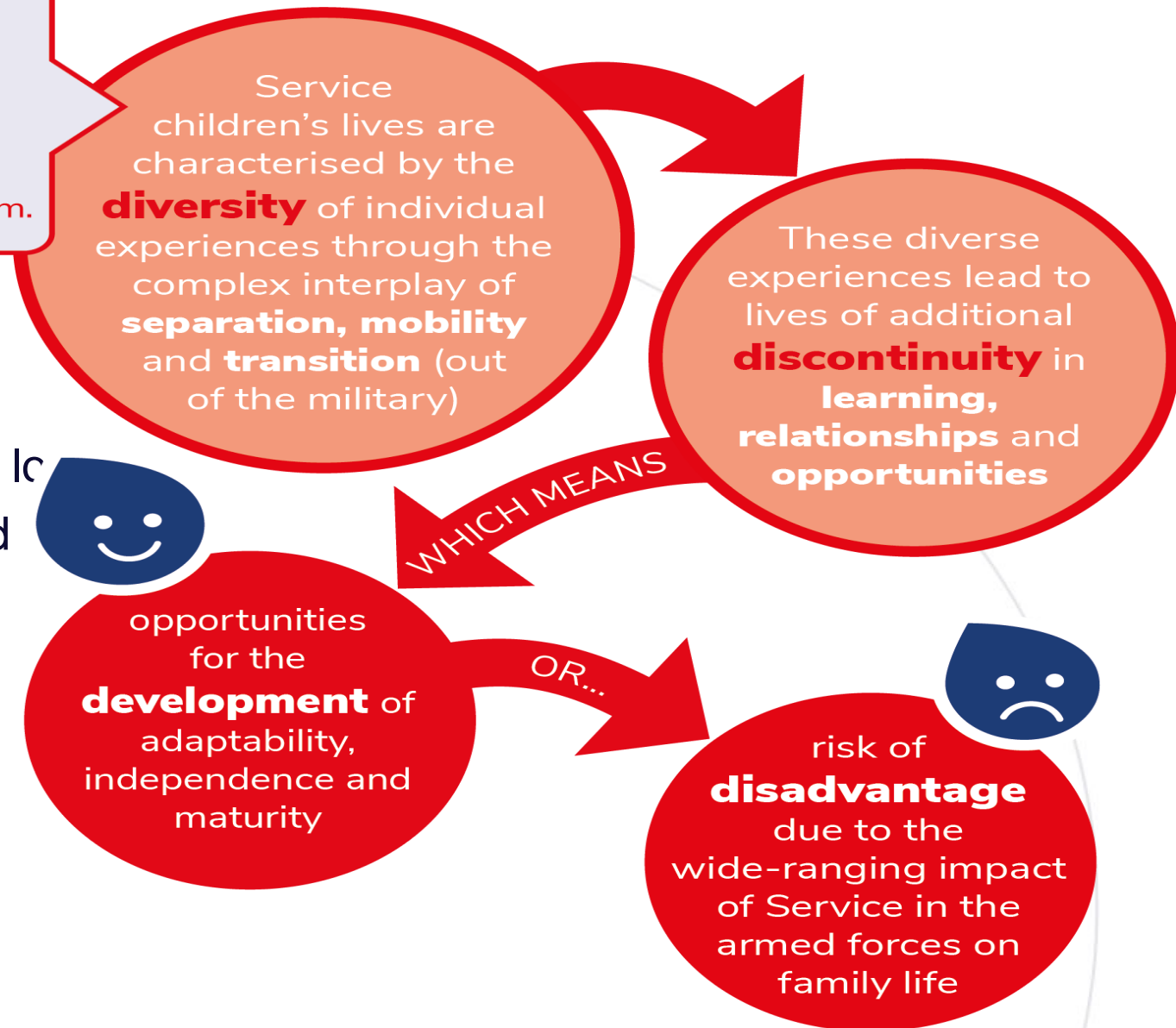
The children of armed forces personnel have huge potential, but are at risk of underachieving and too few practitioners are equipped and confident to support them.

Service children:

- Are less likely to access higher education
- May attain less well, if they move schools a lot
- Can have hidden caring responsibilities and mental health and wellbeing challenges

But definitely:

- Have huge potential



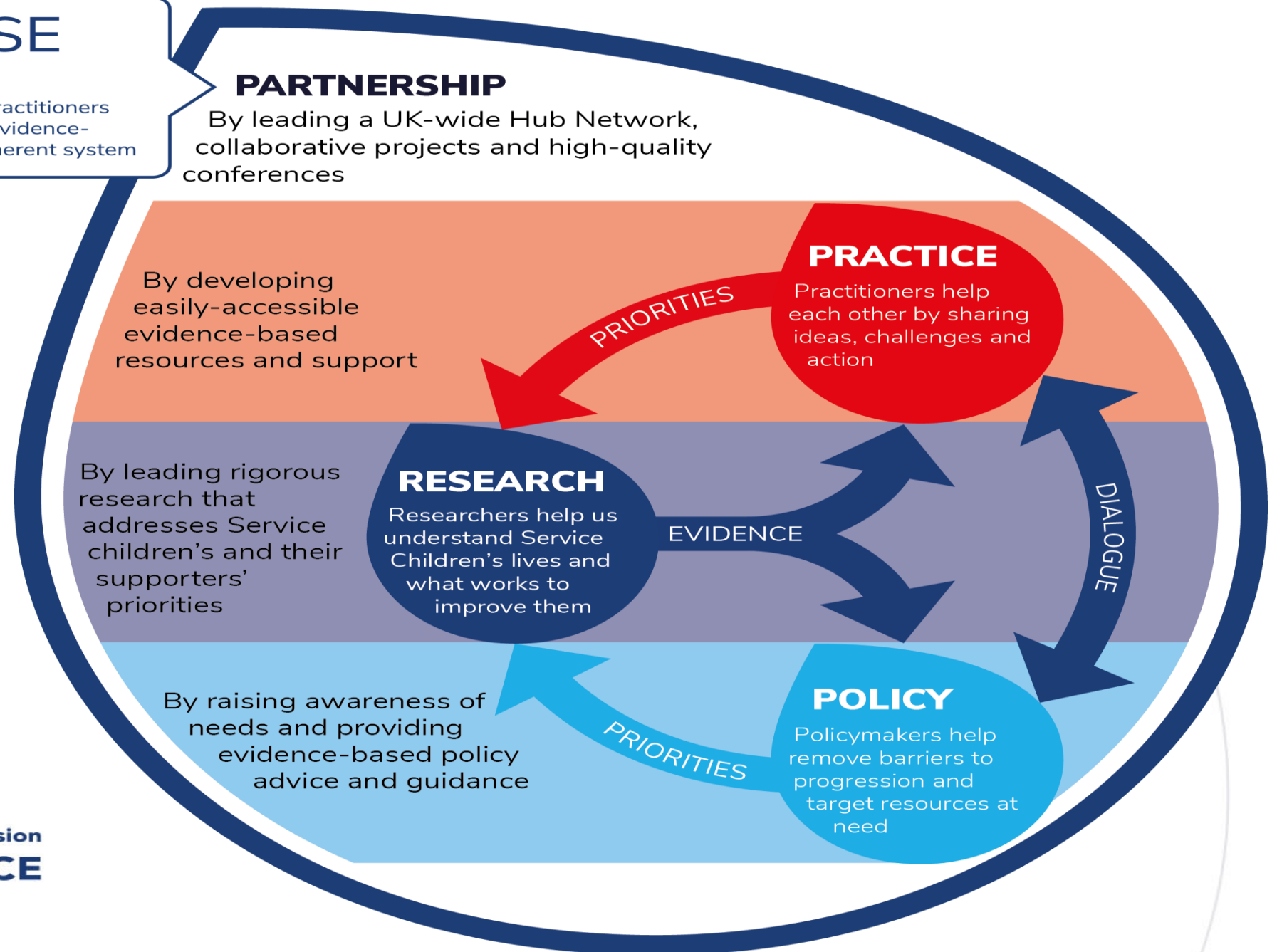
OUR RESPONSE

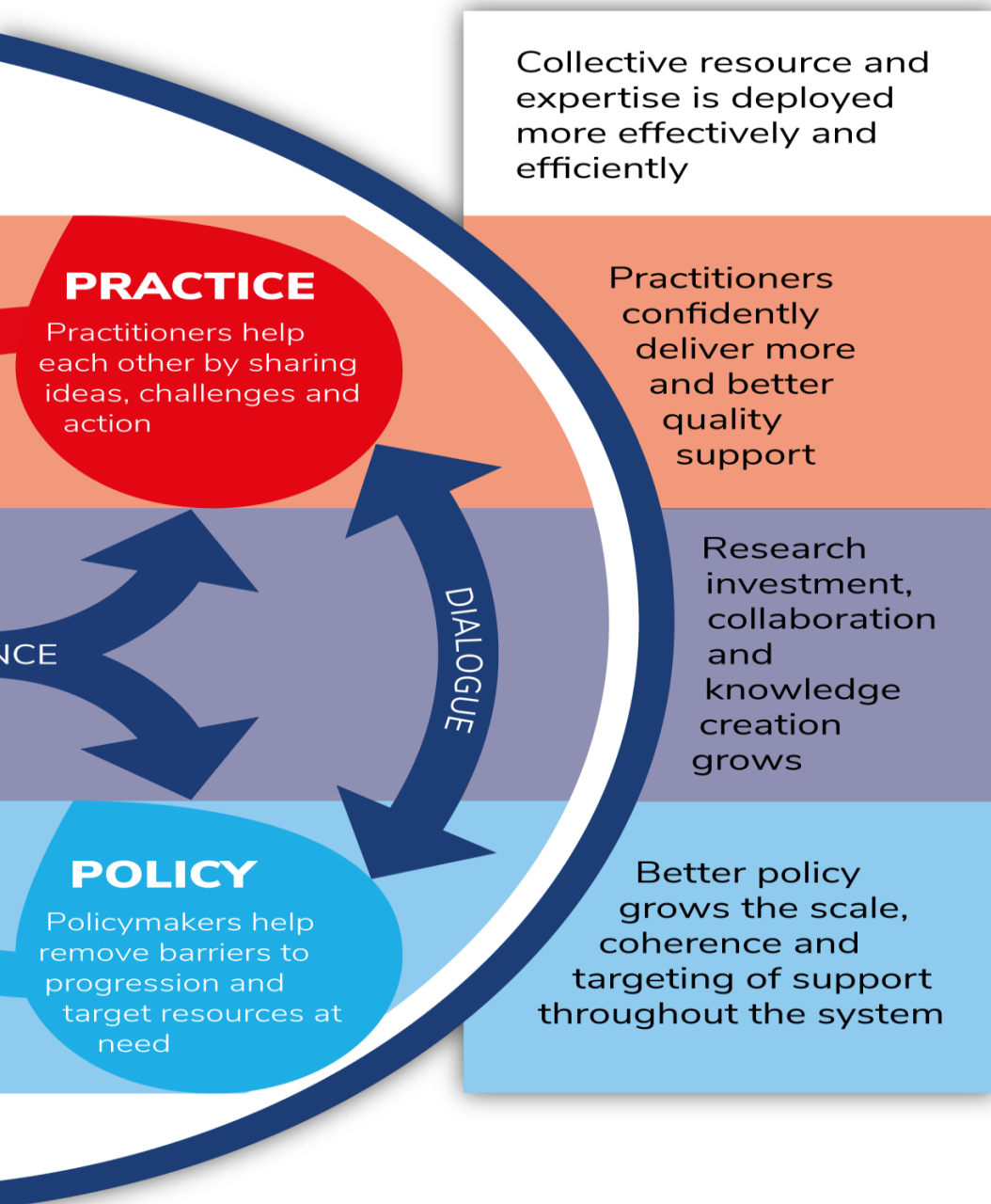
HOW CHANGE HAPPENS

We help researchers, policymakers and practitioners work more effectively together to target evidence-based support at identified needs in a coherent system

For example:

- SCiP Alliance Hubs and conference
- Online resource bank
- Research briefings
- NCOP project
 - School support framework
 - CPD suite
 - Mapping tool
- International review





THE OUTCOMES

THE CHANGE THAT RESULTS

The scale and quality of support for Service children grows and they have the ambition, skills, and opportunities to make the most of their unique talents and experiences

For example:

- Seven Hubs established (more planned this year) and hundreds of allies engaged across the UK
- Creative Forces university days
- UCAS marker and tailored guidance
- Increased research and development investment
- Service children are a target group in Office For Students Access and Participation Plan guidance

OUR THEORY OF CHANGE

THE NEED

WHAT NEEDS TO CHANGE

The children of armed forces personnel have huge potential, but are at risk of underachieving and too few practitioners are equipped and confident to support them.

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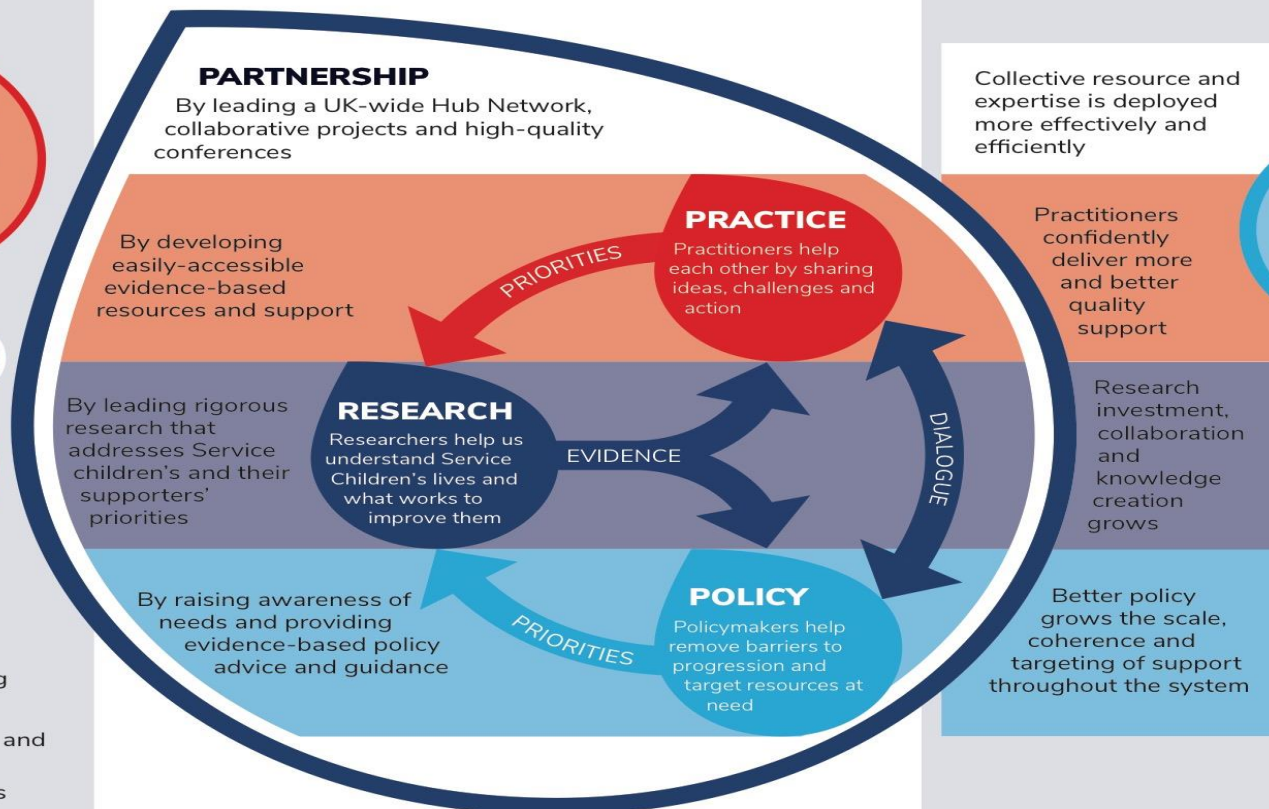


For example, Service children

- Are less likely to access higher education
- May attain less well, if they move school a lot
- Can experience considerable social and emotional disruption impacting their mental health and wellbeing

And most professionals in schools, colleges, universities and other organisations:

- Have low awareness of Service children and their lives
- Do not access evidence-based resources and support
- Do not feel confident about providing the right support



Collective resource and expertise is deployed more effectively and efficiently

Practitioners confidently deliver more and better quality support

Research investment, collaboration and knowledge creation grows

Better policy grows the scale, coherence and targeting of support throughout the system

THE IMPACT

Service children want to, know how to and are able to realise ambitious future careers and lives

Service children access more coherent learning journeys and development opportunities

Service children can make informed and confident transitions through further and higher education into **thriving lives**

The SCiP Alliance Thriving Lives toolkit

University of Derby research
International Centre for Guidance Studies

- Literature review
- Survey
- School focus groups (SLT, staff and students)
- Specialist advice and input
- SCiP Alliance's board, practice group and Hub network advising, piloting and testing outputs
- Review and recommendations by key policy stakeholders including Ofsted, MoD, DfE

Policy maker feedback and recommendations

MoD DCYP, Ofsted, DfE

“I like the way it’s almost encouraging the school to go on a journey”

“It hits on the key issues but it doesn’t labour the point about Service children being somehow a kind of alien species”

The researchers asked how the framework fits with existing mechanisms:

The framework was observed to represent a holistic approach to supporting the education of Service children. This approach was said to chime well with Ofsted’s recently implemented Education Inspection Framework.

THE 7 PRINCIPLES OF
EFFECTIVE SUPPORT

PRINCIPLE

VISION STATEMENT

1 Our Approach is clear

There is clear and transparent representation, expenditure and support for Service children.

2 Transition is effective

There is a collective strategy to support Service children when they transition in and out of a school.

3 Achievement is maximised

Service children are supported to ensure that Service life is not an obstacle to achievement.

4 Well-being is supported

Schools have a pastoral strategy which takes into account the needs of Service children.

5 Parents are engaged

Schools will establish a working relationship with parents to support both Service children and Service families.

6 Support is responsive

Service children support will be revised and updated based on Service child feedback.

7 Staff are well-informed

There is a whole school awareness of the needs of Service children and good understanding of their context.

1 Our Approach is clear

THE SEVEN PRINCIPLES OF EFFECTIVE SUPPORT

Thriving
Lives
toolkit

Evidence suggests:

- Clear policies and strong cultural awareness of the life of a Service child at a school's strategic level are key to effective support
- A central aspect of school transparency and support is the targeted deployment of resources, including dedicated funding where available
- Monitoring Service children's outcomes and the impact of spend and activity can improve the effectiveness of support



Examples from practice:

"in English or History, this can be used for additional resources when discussing topics including the military... SPP is also used to buy out some of my time so I am free to do mentoring and some of the money is used to liaise with the Service community's counselling organisations"

(secondary school's Service children lead)

"Time for staff to be involved with local cluster group for Service families; transport costs for Service Children to participate in activities organised by the cluster; half-termly 'get-togethers' with the Service Children at our school and the neighbouring junior school."

(SLT in a primary school with only 2 Service pupils on roll)

What this might look like:

Research identified that practice supporting this principle may include:

- Having a clear strategy for the targeted deployment of dedicated funding (e.g. Education Support Fund or Service Pupil Premium in England)
- Publishing a dedicated strategy for supporting Service children, for example through the school website
- Evaluating the impact of a dedicated strategy, changing it when it is deemed not to be presenting good value for money
- Specific reference to Service children's priorities and outcomes in Headteacher reports to governors
- Governing body minutes evidencing challenge around Service children's academic progress, achievement and wellbeing

Emerging practice	Developing practice	Embedding practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent	Schools with developing practice will be addressing this principle to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation	Schools with embedding practice will fully address this principle with well-established work that is routinely monitored and evaluated and showing evidence of impact

1

Our Approach is clear

THE SEVEN PRINCIPLES OF
EFFECTIVE SUPPORT

 Thriving
Lives
toolkit

REFLECT	EVIDENCE	ACTION	SELF-ASSESSMENT		
Reflect with stakeholders on where you are now	Identify the practice you can build on together	Agree together on actions to enhance your support	Agree together on an assessment of your current practice		
			Emerging	Developing	Embedding
To what extent are all leaders including governors aware of the Service Pupil Premium (English government-funded schools only)?					
To what extent do you record how, and for what, the Service Pupil Premium is spent?					
To what extent is Service Pupil Premium strategically used to address Service children issues?					
To what extent is expenditure of Service Pupil Premium informed by examples of practice?					
Where possible, to what extent does your admissions policy include specific reference to accepting Service children and/or additional siblings?					
To what extent do you support non-standard enrolment?					
To what extent is careful consideration given to admitting Service children mid-year, even if this means going above the published Pupil Admission Number or the Infant Class Size regulations (England)?					

An opportunity to explore the Framework

Principle 1: 'Our approach is clear'

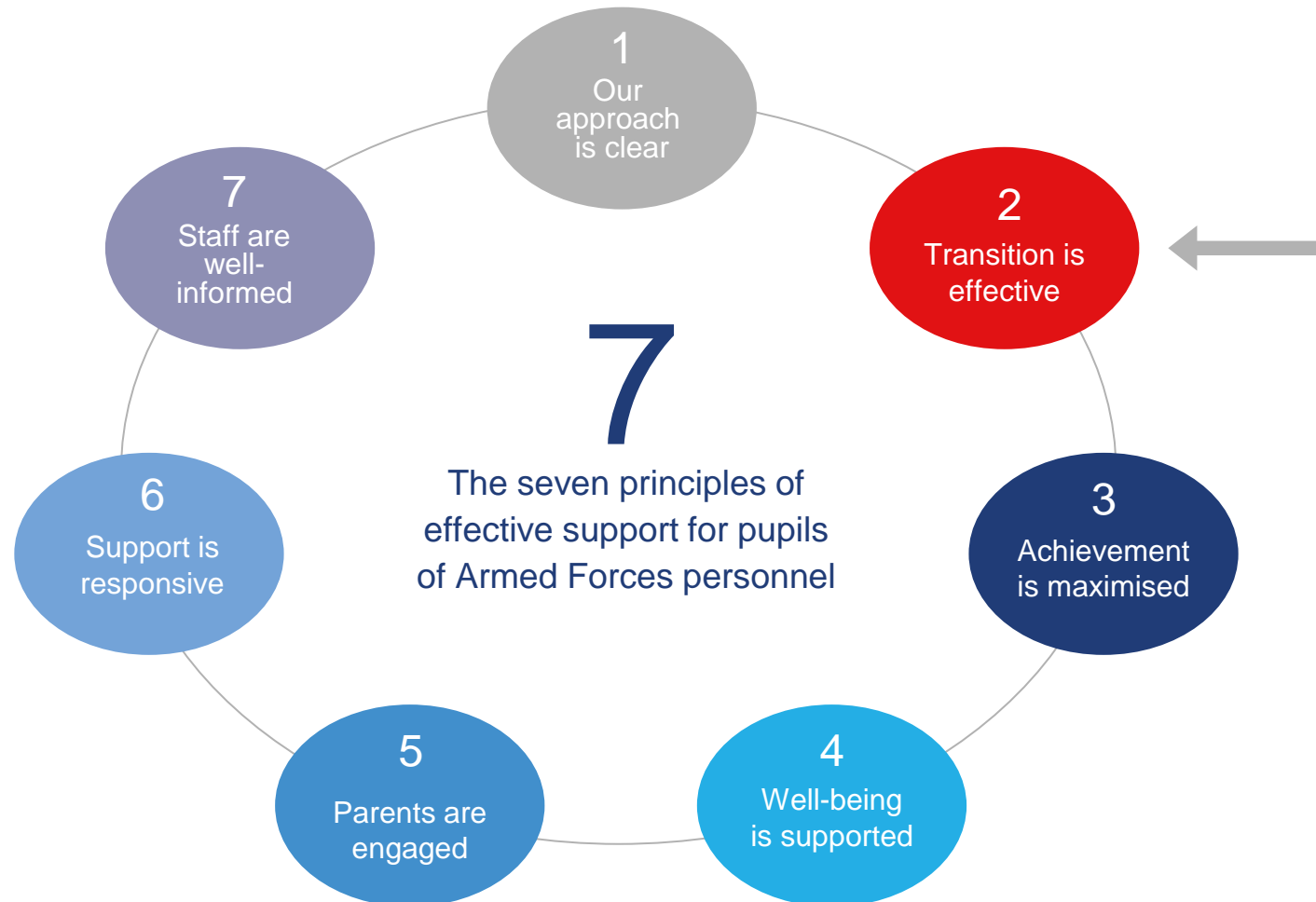
1. Quiet reading and reflection

2. Table top discussion

3. Feedback:

- How would you use this (who, how and why?). What process would a school go through and how could we support that?
- What else do you need to make the most of this?
- Any ideas you'd like to share?

The Framework's CPD offer



FORMAT

TIER 1

Animation video overview

Tier 2

e.g. explanatory short narrated PowerPoint and / or Talking Head film presentation

e.g. briefing sheet

Tier 3

e.g. ESF case study

e.g. Research papers

e.g. Other related reading

ENGAGE

INFORM

ENHANCE

Take Action

1. [Sign up](#) to , and [follow us](#) on Twitter for 'live' updates
2. Visit <https://www.scipalliance.org/cpd>
 - search resources and guidance
 - sign up to hear about updates and events
3. Let us know when you listen to Service children's voices:
<https://www.scipalliance.org/voice>
4. Take your reflections on the framework tool today back into school and get in touch if you have any feedback in this pilot phase.

@scipalliance

Break



SERVICE CHILDREN: A CASE STUDY EXPLORING THEIR EDUCATIONAL EXPERIENCE AND THE USE OF THE SERVICE PUPIL PREMIUM

Lucy Robinson, MEd in Primary
Education, University of
Cambridge

lr432@cam.ac.uk

OUTLINE OF PRESENTATION

- Researcher's background
- Brief overview of the research literature
- Research approach and methodology
- Key data findings and implications for SPP funding choices

RESEARCHER'S BACKGROUND

- Daughter and sister of serving members of the British Army
- Own childhood and education greatly shaped by father's job
- Personal experience combined with professional interest led to MEd research on service children
- Hoping to continue research (funding dependent) at PhD level

OVERVIEW OF THE RESEARCH LITERATURE

- Growing field of research into service children's educational experiences
- Voice of service children themselves becoming increasingly prominent
- Introduction of SPP marks an ontological shift in government discourse
- No attempt to evaluate the interplay between the educational experience of service children and the use of the SPP

“...We are not convinced that this expenditure is adequately monitored for value for money for the taxpayer, and to ensure that it is used to the best possible advantage to the service children themselves.” Defence Select Committee, 2013

RESEARCH APPROACH AND METHODOLOGY

- Quasi-ethnographic case study of two contrasting English primary schools
- Perspectives of key stakeholders (parents, educational practitioners and service children) regarding service children's educational experiences and the use of the SPP
- Qualitative data collection: questionnaires (parents – 9), interviews (educational practitioners- 2) and semi-structured activities (children –18)
- Findings categorised by stakeholder and into the two major factors that influence service children's educational experience: family mobility and parental deployment
- Current use of SPP funding was then examined and recommendations made in light of data findings and research literature

KEY DATA FINDINGS: FAMILY MOBILITY

- § Impacts of family mobility on service children's educational experience centre around the difficulties with transitioning between schools and ensuring a continuity of suitable educational provision
- § Service children felt strongly that the greatest impact of changing schools was on their social and emotional development particularly with losing old friends and having to make new friends
- § Educational practitioners and parents shared concerns surrounding educational continuity and admission and transition into new schools
- § Both felt strongly that such difficulties were exacerbated for vulnerable children and/or those with SEND

KEY DATA FINDINGS: PARENTAL DEPLOYMENT

- The impacts of parental deployment on service children's educational experience centre around the emotional response to a prolonged parental absence
- These include changes to home environment and routine and a strain on the service child's relationship with serving parent
- Educational practitioners also cited poor parental communication about deployments which they felt hindered the schools' ability to provide effective support

“Sometimes it's really hard to be a service child because you don't get to see your parents that much. The ones that go to war and stuff because they are doing their job over in a different country maybe so then you have to stay home and cope without having a dad.” Lenny, Year 4

KEY DATA FINDINGS: SERVICE IDENTITY

- Underpinning the findings related to both mobility and deployment is the concept of a 'service identity'
- The children's identity as a service child plays an important role in self-perception and social interaction with both service and non-service peers
- Some parents felt that their children's service background was not recognised or supported adequately
- Notably, one educational practitioner felt that there was no distinct difference between service children and pupil premium recipients

"If I say to them oh yeah when I was in my Army school I have this disadvantage and they say I don't know what you mean, I can't really talk to them because they haven't experienced it."

Amelia, Year 6

HOW CAN THESE FINDINGS INFORM THE FUNDING CHOICES MADE BY PRIMARY SCHOOLS REGARDING THE SPP?

- Clear need to make alterations to current spending choices to align better with children's needs and to better fulfil the purpose of the SPP as “mitigat[ing] the negative impact on service children of family mobility or parental deployment”
- Suggestions fundamentally hinge on the SPP being spent on dedicating a proportion of a dedicated staff member's time to implement and support ongoing provision

SUPPORTING FAMILY MOBILITY USING THE SPP

Admission into the school:

- Designated staff member to support the process
- Thorough understanding of service life & local admissions process
- Strong link to the local Army Welfare Officer

Transition into the school:

- Informative summaries of school and local provision provided (including the SPP)
- Completed forms about educational history and service background
- School tours (physically or remotely) and transition days
- Completion of an “All about me” pack

SUPPORTING FAMILY MOBILITY USING THE SPP

First day:

- Buddy system: small group of “buddies”, a mixture of service and non-service and those with similar interests

First few weeks:

- Ongoing formative assessments
- If required, entry into intervention or extension groups
- Check-in with parents

SUPPORTING FAMILY MOBILITY USING THE SPP

Ongoing provision:

- Tailored provision (i.e. MKC heroes, lunchtime club) for service children
- Grow awareness in non-service children about service life

Moving on:

- Opportunities for service children to say goodbye
- Complete educational record given to both parents and new school
- Contact between the current and new school established and maintained for the first six months

SUPPORTING PARENTAL DEPLOYMENT USING THE SPP

Communication:

- Local Army Welfare Officer and parents inform school of upcoming periods of leave
- Knowledge of leave should be shared with all staff involved with the service child's educational provision
- Increase staff vigilance and ensure support mechanisms are in place

SUPPORTING PARENTAL DEPLOYMENT USING THE SPP

Provision:

- Service children's group with a focus on parental absence
- Run by the designated staff member
- Space to share their feelings with their service peers and the designated adult
- Also providing an opportunity to write to serving parents or make crafts for them

ANY QUESTIONS?



Lucy Robinson, MEd in Primary Education, University of Cambridge,
lr432@cam.ac.uk

The Role of Governors in Schools with Service Children

Grahame Shepherd

Former Head, Le Cateau C.P. School, Catterick Garrison.

Former Chair, SCISS National Executive Advisory Committee.

Current Governor, Carnagill C.P. School, Catterick Garrison.

Why do we have school Governors?

If a school is part of an Academy Trust then the application of some of the following statements will, somewhat, depend on the delegated responsibility to the “Local Governing Body”.

Stating the obvious

Governors exist to improve educational standards so that children and young people have the chance to realise their full potential.

Setting the strategic direction

Creating robust accountability

Ensuring financial probity

In short

**The Governing Body must have eyes
everywhere!**

Local case studies

Casterton College Rutland

Meeting the needs of pupils from AFF one year on

Tuesday 26th November 2019

Director of Student Wellbeing: Mrs Kim Quigley

Wellbeing Lead: Miss Nikki Leeson

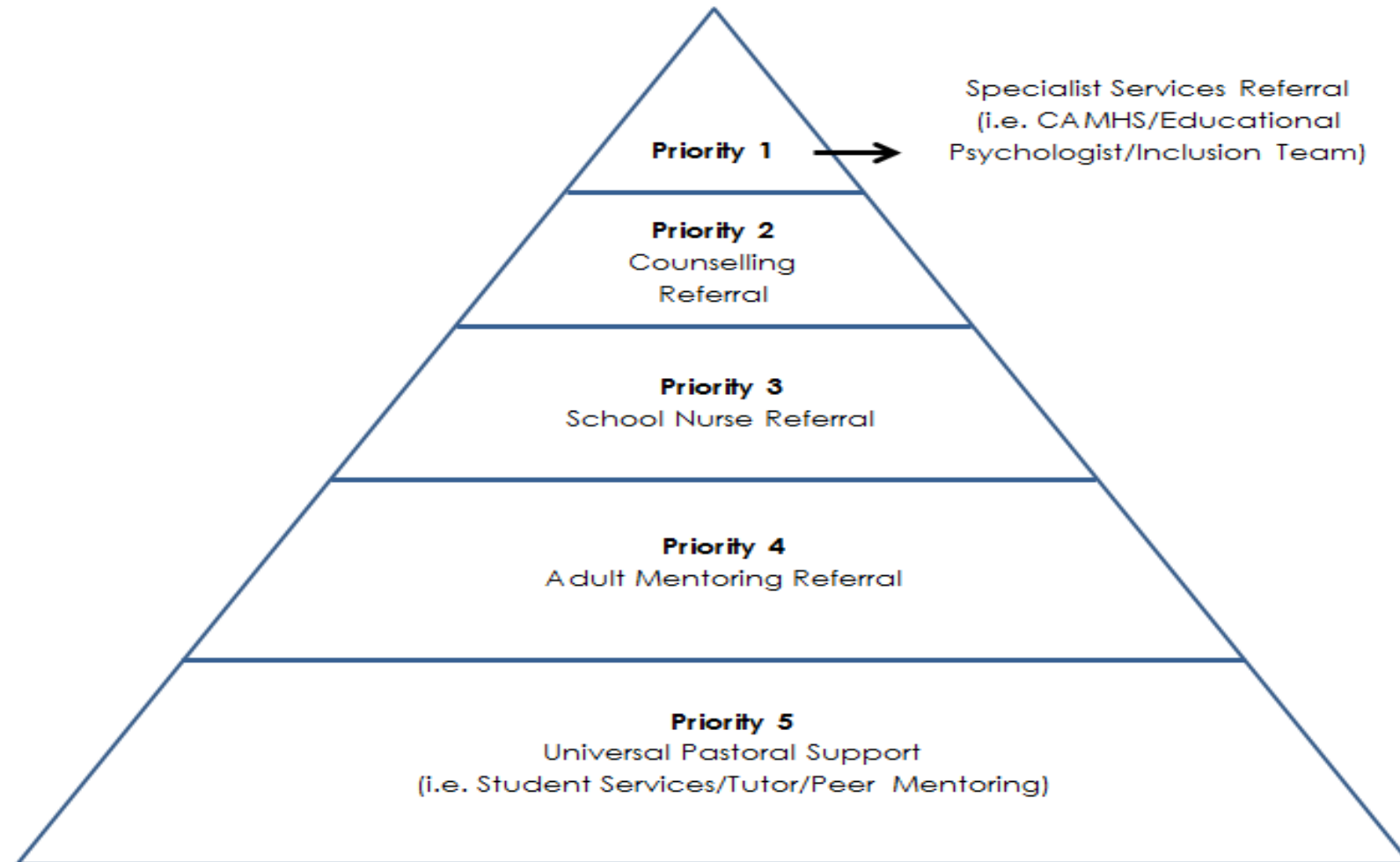
Transition

- Year 6 → 7
- Mid Year Transitions

Baseline Assessments

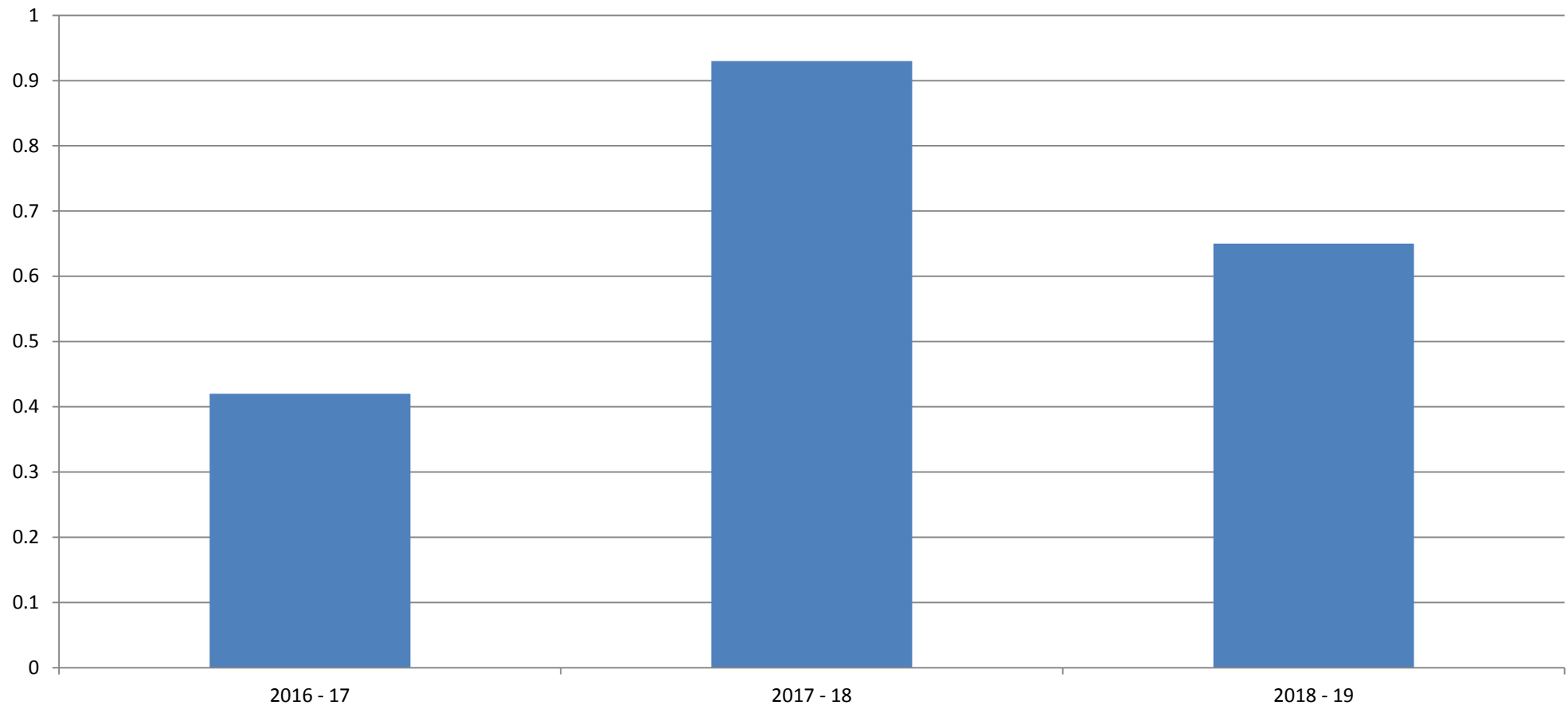
- Assessments on first day at CCR
 - Progress in Maths
 - Progress in English
 - GL Testing reading and spelling
- Identify gaps in skills knowledge
 - Subject sets
 - Interventions

Student Wellbeing



Progress 8

CCR Service Student Progress 8 Scores

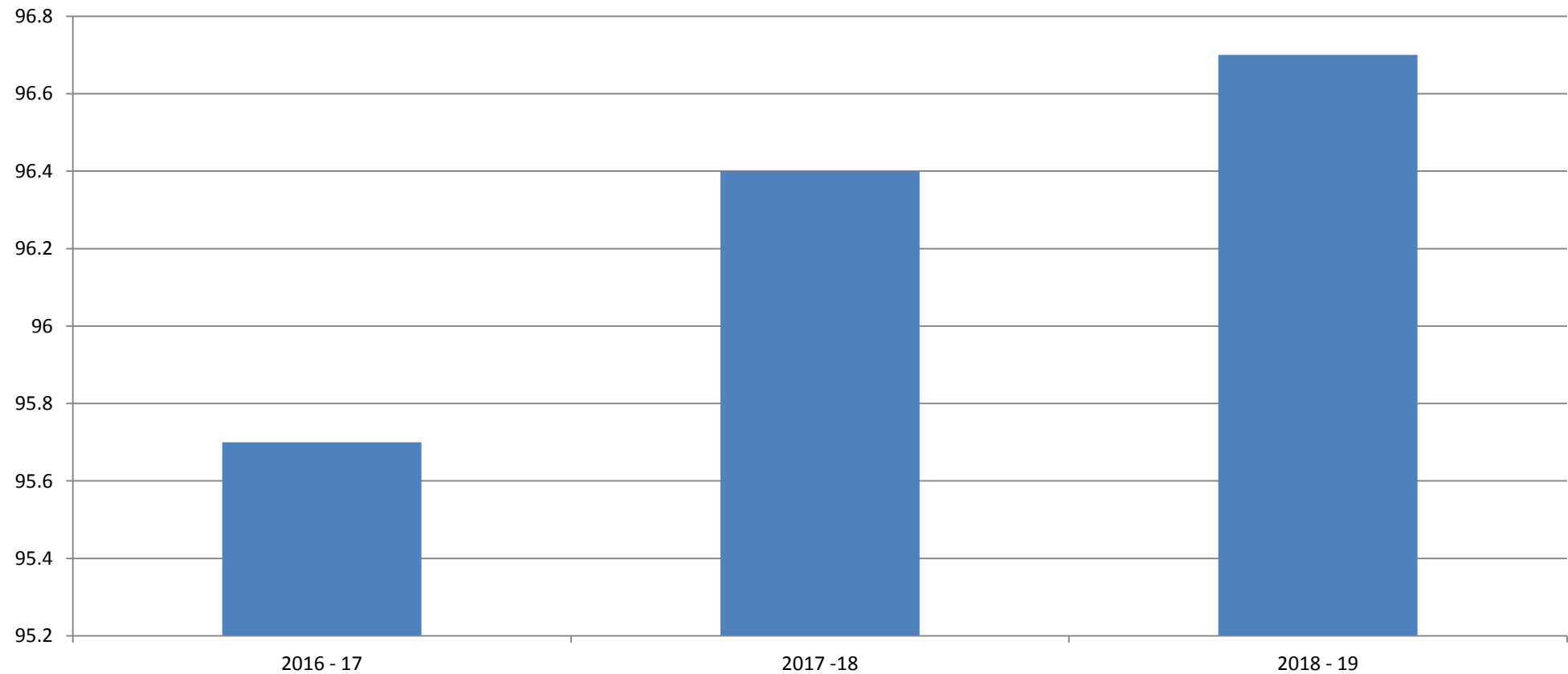


Progress 8

Progress 8 Scores				
	CCR – all students	CCR – Services students	CCR – Non -Services students	National (all students)
2018-19	0.69	0.65	0.70	-0.03
2017-18	0.79	0.93	0.77	-0.02
2016-17	0.52	0.42	0.53	0

Attendance

CCR Service Student Attendance





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of Defence

Defence Employer Engagement



Col (Retd) John Wilson OBE DL

Regional Employer Engagement Director
East Midlands



Engagement Strategy

OBJECTIVES:

- **Improve understanding of the Armed Forces community**
- **Generate support for the Armed Forces community:**
 - **reserves**
 - **veterans**
 - **mil families**
 - **cadet orgs**



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of Defence

The Armed Forces Covenant

“No member of the Armed Forces community should face disadvantage in the provision of public and commercial services compared to any other citizen”





Support for the Armed Forces community



- **school places** for children of serving personnel;
- equity of access to **health care services**;
- raise awareness of **housing** needs;
- employing **Veterans**;
- employing **Service Spouses & Partners**;
- supporting employees who are in the **Reserve Forces**;
- supporting employees who are volunteer leaders in military **Cadet Organisations**; supporting local cadet units;
- supporting **National Events**: Armed Forces Day, Reserves Day and Remembrance activities;
- supporting **Armed Forces Charities**;



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The Armed Forces Covenant

As on 22 Nov 19

UK = 4518

EM = 481





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Armed Forces Covenant - East Midlands



NOTTINGHAMSHIRE
POLICE

Chesterfield Royal
Hospital
NHS Foundation Trust



The University of
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA

NHS
East Midlands
Ambulance Service
NHS Trust



Experian



The Chartered
Institute of Logistics
and Transport

BOMBARDIER

Nottingham City
Transport



NOTTINGHAMSHIRE
Fire & Rescue Service



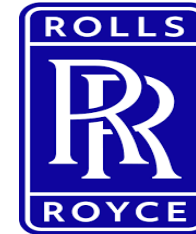
DERBY college



Nottinghamshire Healthcare
NHS Foundation Trust

acas

East Midlands
Chamber
Derbyshire
Nottinghamshire
Leicestershire



gleeds^G

TOYOTA
MANUFACTURING UK



Charnwood



Rutland
County Council

DERBY COUNTY
Community Trust

**citizens
advice** Mid Lincolnshire



Loughborough
University

Travis Perkins



Nottingham Forest
Community Trust



UNIVERSITY OF
LINCOLN



UNIVERSITY OF
DERBY

Derbyshire
Fire & Rescue Service
Making Derbyshire Safer



Defence Employer Engagement



The Armed Forces Covenant

As on 22 Nov 19

SCHOOLS

UK = 222

EM = 20



Benefits

- enhanced reputation and corporate social responsibility
- attract highly skilled military personnel, ex-Regulars or Reservists, with a portfolio of desirable skills and behaviours
- free staff personal leadership & development training with the Army and the RAF
- access to a variety of venues for hire, at discounted rates
- Defence '*menu of benefits*' website



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of Defence

Employer Recognition Scheme

Intent



UK = 2052

EM = 215

Demonstrate



UK = 879

EM = 129

Advocate



UK = 221

EM = 11

Ser	Name	County	Date Signed	ERS
1	Academy Transformation Trust Further Education	Nottinghamshire	12/09/2017	
2	Cranwell Primary School	Lincolnshire	13/05/2019	
3	Derby College	Derbyshire	22/11/2016	Silver
4	Grantham College	Lincolnshire	22/11/2016	Silver
5	Loughborough College	Leicestershire	26/01/2018	Silver
6	Loughborough Endowed Schools	Leicestershire	04/04/2017	Silver
7	Magnum Opus College Ltd	Nottinghamshire	25/06/2018	Bronze
8	Manor Leas Junior Academy	Lincolnshire	13/11/2019	Bronze
9	Nottingham College	Nottinghamshire	11/09/2018	
10	Ockbrook School	Derbyshire	01/02/2019	Bronze
11	Samworth Church Academy	Nottinghamshire	03/09/2019	
12	St George Preparatory School	Lincolnshire	09/05/2019	Bronze
13	Sutton Community Academy	Nottinghamshire	02/07/2019	Bronze
14	The Dukeries Academy	Nottinghamshire	02/07/2019	
15	The Elizabethan Academy Retford	Nottinghamshire	17/10/2019	
16	The William Alvey C of E School	Lincolnshire	09/08/2019	Bronze
17	Thomas Estley Community College	Leicestershire	25/09/2017	
18	Trent College	Derbyshire	18/09/2018	Bronze
19	Walter Evans C of E Primary & Nursery School	Derbyshire	20/06/2018	
20	Welbeck - The Defence Sixth Form College	Leicestershire	07/03/2017	Silver



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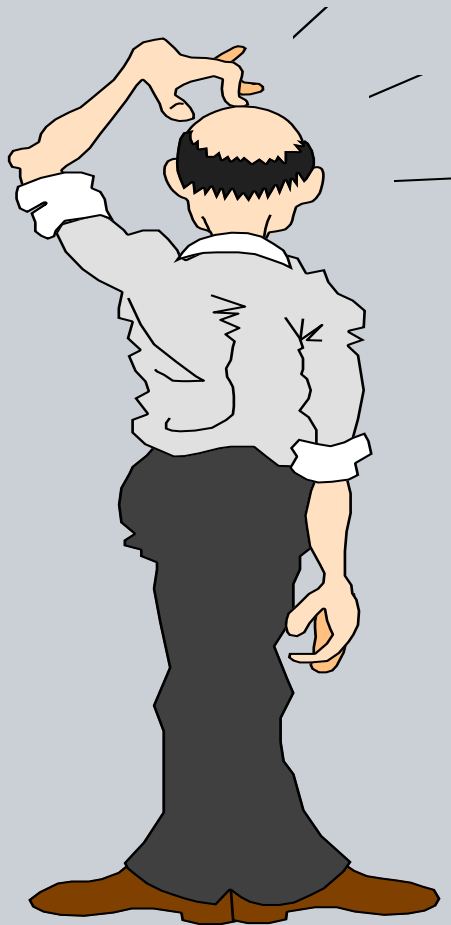
WHY NOT YOU?

Defence Employer Engagement



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Questions?



LUNCH

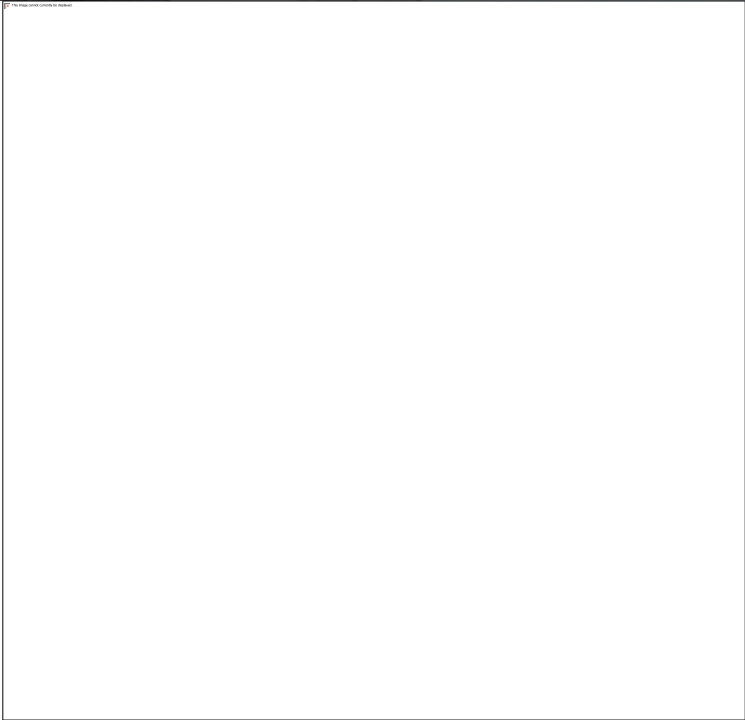


North Yorkshire
education services



Supporting Service children through drama





Supporting Resilience Processes for Children from Armed Forces Families

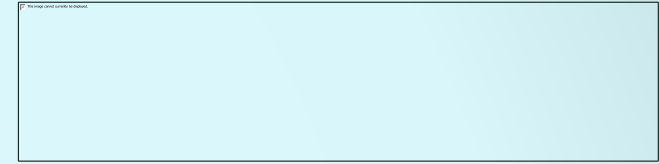


**Doctorate in Applied Educational Psychology, June 2018
Newcastle University**

**Dr Connie Taylor (nee MacFarlane)
Educational Psychologist
North Yorkshire County Council**

Ecological Resilience

Not just the ability,
but the opportunity to adapt



- Relationships and interactions with others are crucial
- Dynamic developmental process
- Focus on strengths and improving wellbeing
- Building on What Works
- CYP-FAFF face multiple challenges but these can also be opportunities.

Chapter 1:

Systematic Literature Review

Which interventions improve resilience for children from armed forces families?

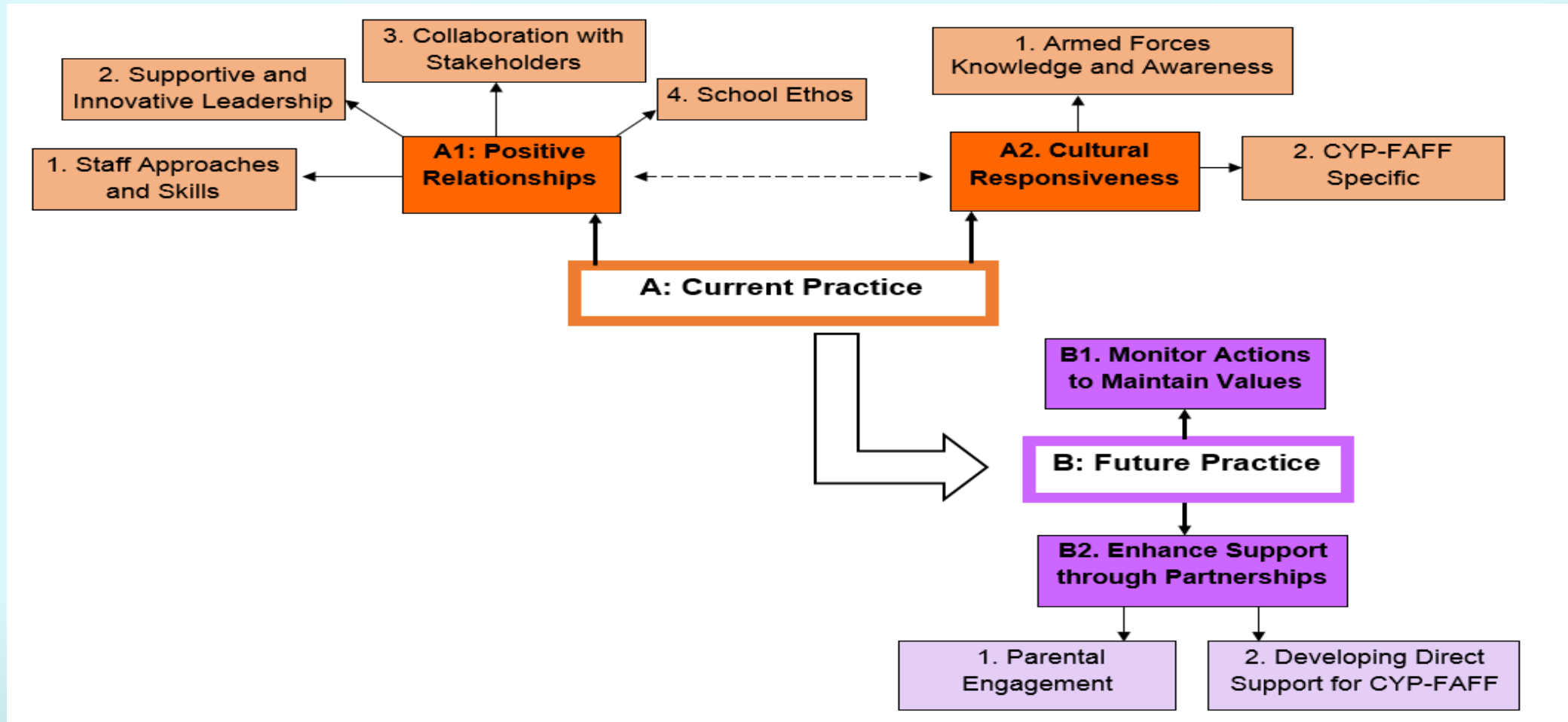
7 research papers:

- Attending interventions with peers increased bonding and social competence.
- Interventions which utilised child-friendly multimedia materials or supportive adults appeared to improve the resilience aspect of CYP-FAFF's coping skills.
- There are mixed results on targeting emotional literacy skills and limited results on the use of relaxation or mindfulness.
- It appears that CYP-FAFF who experience the most stress may derive more benefit from specific interventions.
- However, further research is required to support these findings.

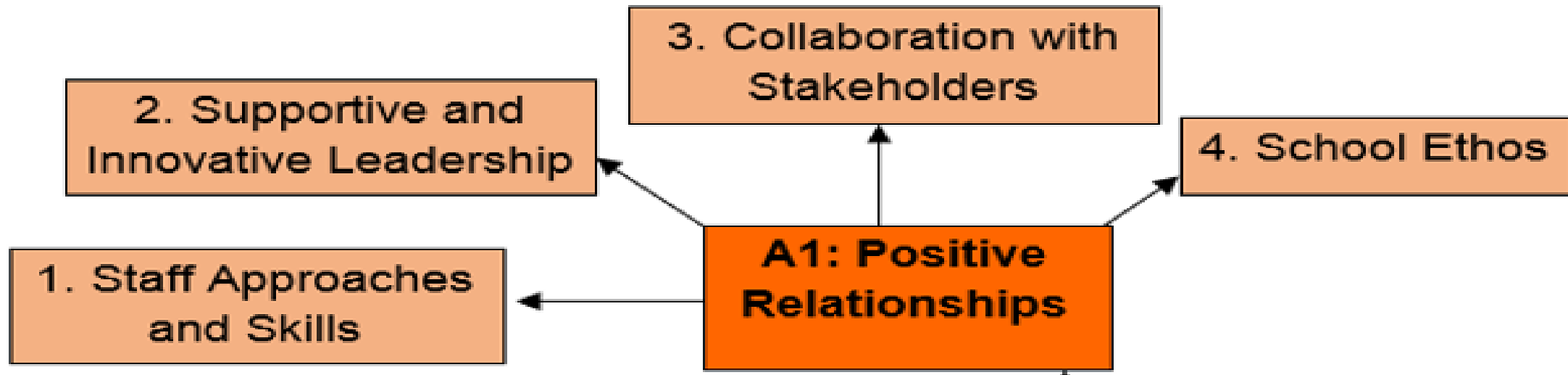
Chapter 2:

Empirical Study

What are the Perspectives of School Staff on Supporting the Well-Being of Students, from Armed Forces Families?



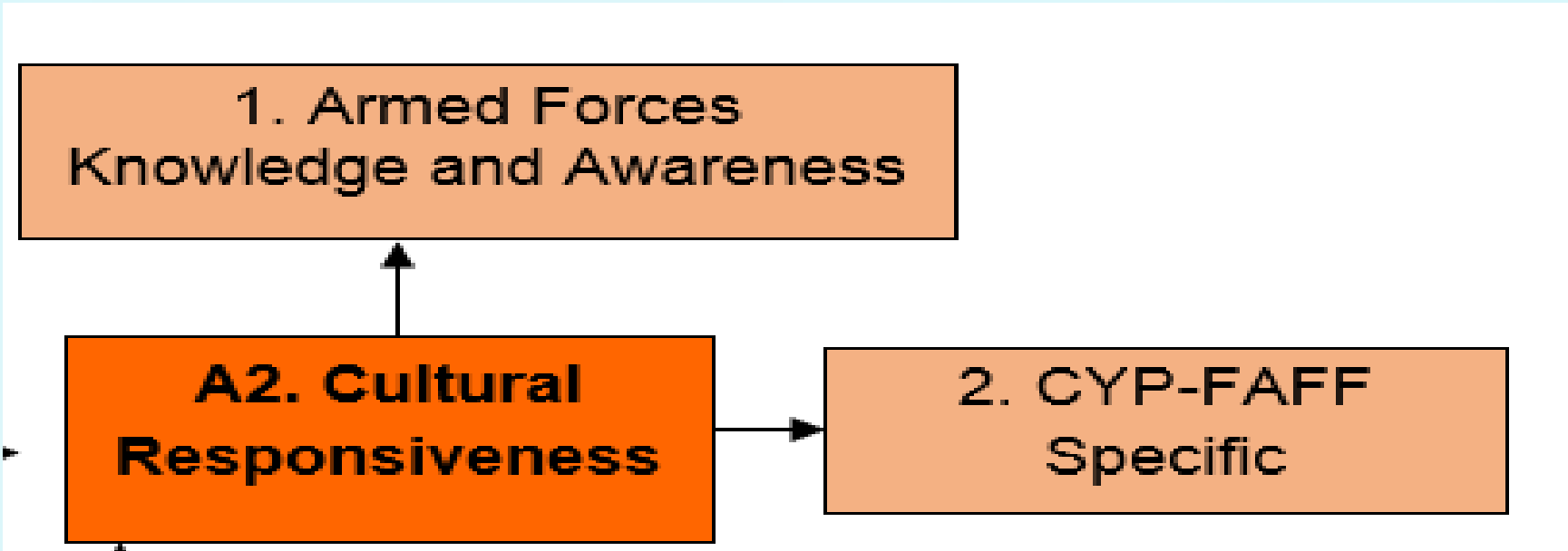
Positive Relationships



"[referring to Forest Schools] you'll be walking along having a conversation with a group of children about all sorts of things that you just wouldn't have time to have a conversation about in a maths lesson or a literacy lesson" (participant 2).

"It's working as a team and it's knowing that you're listened to, it's knowing that you're supported, it's knowing that you are making a difference every single day to the lives of children and supporting each other." (participant 3)

Cultural Responsiveness

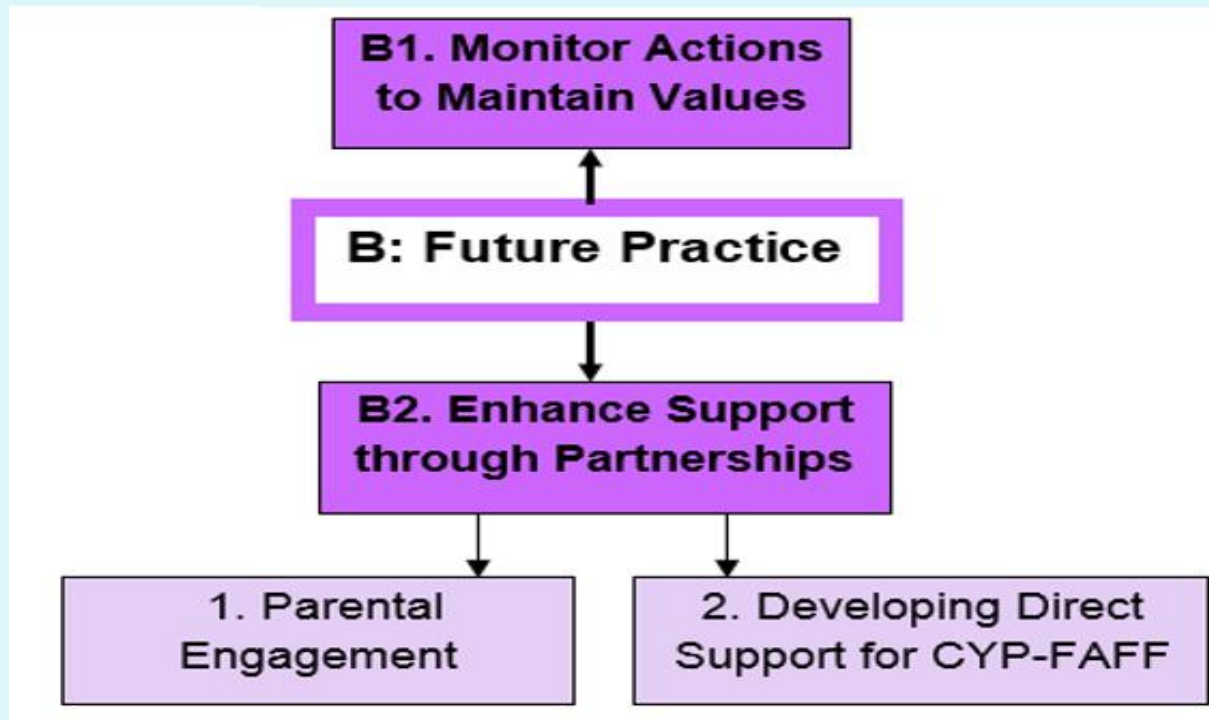


"...not making assumptions...Not to be judgemental about situations...because no situation...no one family is the same, no one child is the same" (participant 1)

"...when one of the autistic children's dad was sent to Afghanistan we had emoji cards...and once you've got that understanding and you've calmed their emotional stress and anxiety you can then pull them back into focus..." (participant 3).

Future Practice

"...It's following the decisions through and maintaining it, that's the challenging bit but it's also the most necessary part" (participant 1)



"It's somehow to give them [parents] the confidence to feel that it's okay to come and, do you know what, if they crochet, well let's all crochet blankets today and if it's a dad, and he wants to do some woodwork, well do you know what, we'll do some woodwork, whatever" (participant 2).

Links to other models:



Promoting children and young people's emotional health and wellbeing: A whole school and college approach. Public Health England - 2015

Table top discussion / Q&A

9.10.19 Rutland Service children's voice conference



North Yorkshire
education services





Creative thinking...group challenge!

PUPILS: Your vision for the perfect school – how would it either:

- A: support Service pupils arriving in the school
- B: Support Service pupils at times of deployment or exercise





MKC HEROES



MKC Heroes is a unique, national pupil voice group formed in the City of Plymouth for the support of Service children and young people. This group works, actively, in harmony, to ensure that every member has a voice and is able to use it for the benefit of all. Members of MKC Heroes ambassadors and young advocates for Service and veterans' families. Most importantly, they are friends for each other, especially in times of need.

MKC HEROES



Membership

- Over 9000
- United Kingdom; Belize; Falklands
- Website page, technical support, welfare link up, access to the logo, T shirts etc.
- MKCH Choirs (Plymouth & North Yorkshire)
- Youth Ambassadors



MKC HEROES



How do we find out what our issues are?

- Regular meetings of Ambassadors
- Talking to younger members when they meet up
- Worry boxes in MKC H schools
- Being part of City Youth Council
- Being part of Covenant
- Sharing the NSFPS student voice
- Meeting M.Ps and Armed Forces Champions



MKC HEROES



What have MKC Heroes' ambassadors discovered?

- Some find it hard to cope with features of Service family life
- Some find it hard to admit that it is hard to cope
- Some things we have to hide from adults as we worry what they will do / say
- Some don't like to 're-live' some experiences
- Some school staff don't understand us
- Support for our mental health is often not focused enough on our needs

MKC HEROES



What we would like...

- Faster mental health appointments and regular follow up
- Space and time with friends who understand - good MKC H groups provide this.
- Better staff understanding of military life
- Time out cards / calm spaces



MKC HEROES



What we would like...

- Adult reassurances about what we tell them
- The choice of a friend with us in counselling sessions
- Support and understanding during deployment when we may be young carers.



MKC HEROES



What we would like...

- Keep friends together
- Link tutors and tutor group days when staff listen to us
- Independent learning where students have control of the agenda.



MKC HEROES



How MKC Heroes can work and help each other

- In school clubs
- Primary school leadership training
- RBL support
- Competitions
- Armed Forces Day/Week activities
- Events to parade our Standards
- Network meetings for members
- Church services
- Research project with the SCiP Alliance
- Community Covenant involvement
- Remembrance events
- Awards
- MKC H Choir



MKC HEROES



How we help each other...what members say

- Talking has helped me to feel more confident about myself
- It can help me let my feelings out about being a Service child
- I have learnt how to handle self-esteem at MKC
- It has helped me be more confident through singing and presenting
- MKC Heroes can help kids by explaining fears and reassuring them



MKC HEROES



Focus areas of what we do

- Working together
- Developing initiatives as a team
- Exploring our learning styles
- Confidence/self-esteem building
- Developing a personal sense of leadership
- Intergenerational dialogue



MKC HEROES



Please remember what we might have to deal with

- Separation – planned or sudden – family and friends
- Becoming a carer
- Family break up
- Loss
- Serious injury or illness
- Regularly moving on



MKC HEROES



MKC Heroes key words are:

- Strength
- Hope
- Trust
- Care
- Support



MKC HEROES



Finally...As always, we are – **Together as One**



Table top discussion / Q&A



Ministry
of Defence

Russell Collier

**Principal Education Officer & Head of Global Education
Team**

@GET_DCYP

DCYP Role

- **Established in 2010 to provide a single MOD focus for all issues related to children and young people from Military families**
- **5 broad areas of responsibility;**
 - strategic direction and policy
 - provision of MOD schools and settings
 - advising the Armed Forces Covenant team on educational matters
 - direct support and educational advice to service families inc. SEND
 - educational psychology and social work services

Our role in overseas locations

- In overseas areas where the MOD acts in lieu of a UK local authority, DCYP fills a similar role to a local authority Children's Services Department. We either deliver, or ensure/assure the delivery of, key children's services so far as is reasonably practicable.

MOD schools overseas

- MOD schools deliver the English National Curriculum in our overseas locations
- Mostly located in Cyprus (primary and secondary), but with primary school provision located in;
 - Italy & Gibraltar
 - Germany & Belgium
 - The Netherlands and Brunei
 - The Falklands
 - Plus the embedding of UK teachers within a Canadian school serving personnel located at BATUS

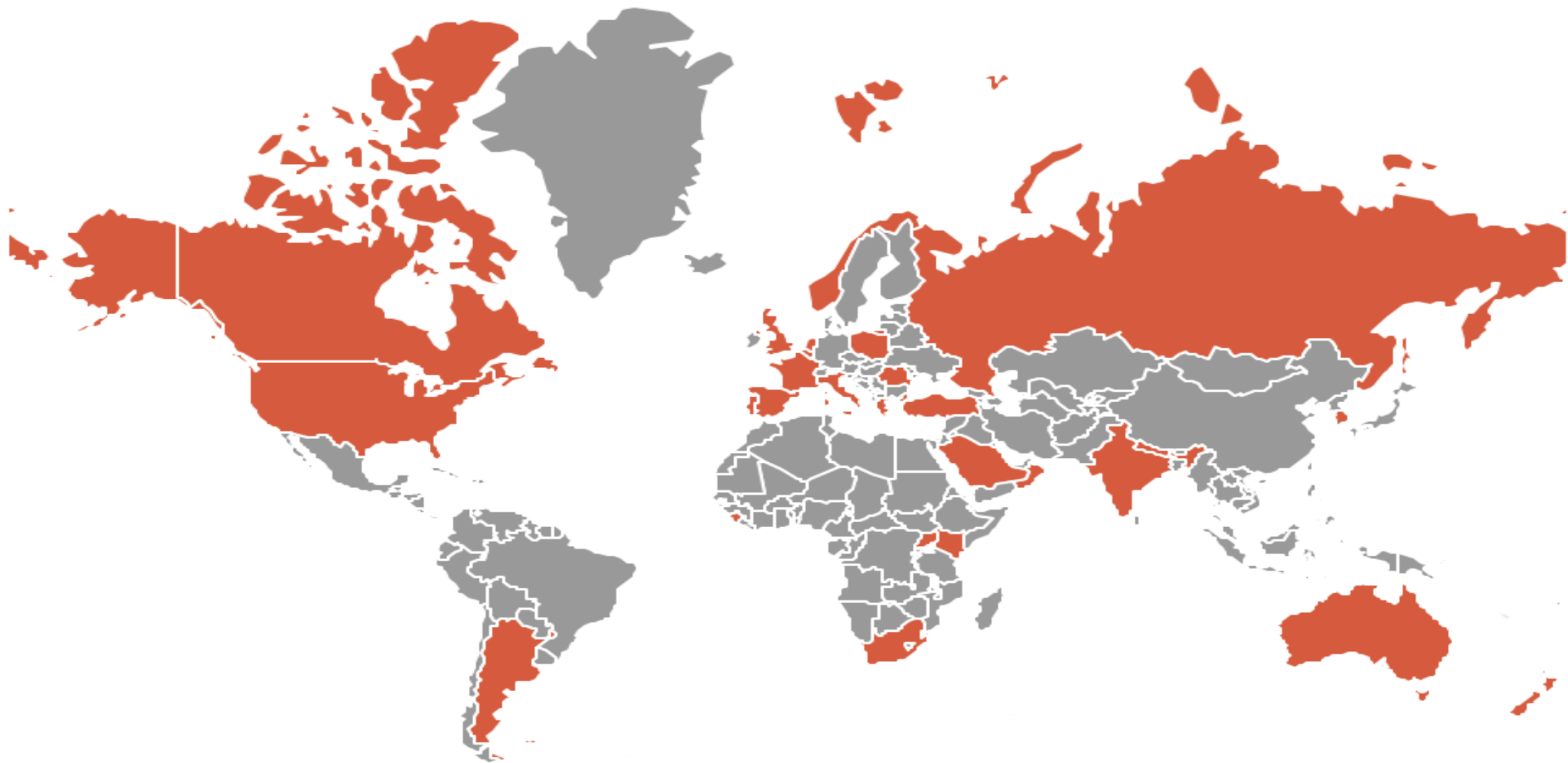
About the Global Education Team (GET)

- Principal Education Officer and Senior Education Officers
- Advocates for the educational outcomes of Service children in any educational setting that is not an MOD School – state provided and independent
- UK and world-wide focus

Global Education Team

Responsibilities

- Championing educational outcomes for all Service children both within the UK (100,000+) and across the globe (3000+)
- Engaging with and advising:
 - Government (e.g. MOD, DfE, FCO, devolved administrations)
 - Local Authorities, schools, academies and other stakeholders to inform & influence policy and practice
 - Ofsted, UCAS, Office for Students, Family Federations, Boarding Schools Association, etc
- Supporting educational transition and establishing best practice
- Quality assurance of educational provision in ISODET locations
- Influence policy change to support the Service child



Global Education Team – Strategic and policy

Outputs

- Policy change including:
 - (CTF) Common Transfer File
 - Service child flag on school census
- SCiP Alliance (Service Children's Progression)
 - Development of a national research and practice alliance of higher education institutions
 - Office for Students (OfS) formal recognition of Service children as an under represented group in Higher Education
 - Evidence gathered relating to outcomes and progression of service children
- Providing educational suitability reviews in ISODET locations
- SPP
- MOD Local Authority Partnership (15 LAs with the largest service family footprint)

GET outputs continued

- **SME advice to families ahead of assignment**
 - Individualised reviews of local education options
 - Impact assessments related to specific phase and stage of education
- **Advice and support to families transitioning back to the UK**
- **Advice to local commands**
 - Casework
 - Educational supportability in overseas locations

About Children's Education Advisory service (CEAS)

- The CEAS team is comprised of qualified teachers and experienced case advisors who are able to answer queries via email, telephone or in person
- Offers confidential, impartial advice to Service parents on a wide range of educational issues, including;
 - Special Educational Needs and/or Disability
 - School admissions and appeals
 - Retention of quarters for educational purposes
 - Continuity of Education Allowance

Some of the Key Issues for military children

- Greater number of educational transitions than their non-service peers – interrupted learning
- Movement between different education systems due to parents' overseas assignments
- Particular challenges for children from military families with SEND
- Lower proportion of children going onto Higher Education than their non-service peers, despite strong outcomes

Contact information

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- Follow us on Twitter [@GET_DCYP](https://twitter.com/GET_DCYP)

SCISS NEAC – reminder

Partnership group of:

- Headteachers: serving and former
- Local Authority Officers
- Ministry of Defence
- Department of Education
- Forces Families' Federations
- Service Children's Progression (SCiP) Alliance



Roles and responsibilities

- To represent, champion and raise awareness of Service children, including those of reservists.
- Provide guidance for schools and local authorities, including maintaining a handbook for school leaders and other staff, to help support Service children.
- Influence national policy via consultations with government members.
- Address the needs of schools with only a few Service children.

Evaluation & next steps

Closing words:

Gill Curtis

Cllr David Wilby