

THRIVING LIVES TOOLKIT FOR EARLY YEARS

PRINCIPLE 7 GUIDANCE

developed by CREC on behalf of the SCiP Alliance



PRINCIPLE 7: STAFF ARE WELL-INFORMED

Evidence Suggests that ...	What Might This Look Like	Emerging, Developing and Embedding Practice
<p>...whole setting understanding of the context for Service children enables more consistent support.</p> <p>...setting leaders and staff teams who understand the complex and diverse needs of Service children and families can make a vital difference to children's development, learning and wellbeing.</p> <p>...supportive and well-informed practitioners with regular access to Armed Forces focused professional development can be a protective factor for children, especially during times of transition and separation from the parent.</p> <p>...staff teams who adopt a warm, nurturing and compassionate approach to Service children and families can make a positive difference to their lives.</p>	<ul style="list-style-type: none"> • A designated lead member of staff with responsibility for training, development and support for staff teams working with Service children and their families. • Training and staff development led by specialist support staff or outside experts. • Supporting staff attendance at local and national conferences and events to keep up to date. • Drawing on the knowledge and staff from an Armed Forces background. • Providing evidence-based resources and training for all staff to be able to dialogue professionally about and with Service children and families. • Working with other early years and primary school settings and professional services that work with Service children and families. 	<p>Emerging: Early Years providers will be exploring how to support staff to effectively work with young children from Armed Forces families but may not have implemented targeted actions. There are limited specific resources and no member of staff has been designated to take a specific lead.</p> <p>Developing: Early Years providers will recognise how to support staff to effectively work with young children from Armed Forces families and may have begun to implement targeted actions. Some staff awareness may exist, but further CPD and support is required. A designated member of the team has been identified to lead on supporting children from Armed Forces families.</p> <p>Embedding: Early Years providers will have a clear plan of how to train and support their staff team to work effectively and knowledgeably with children from Armed Forces families. Expertise will be regularly called upon from internal and external sources to improve the quality and consistency of the offer. A designated member of staff may lead or co-ordinate activity but all staff will be knowledgeable, and the setting consistently offers a nurturing and caring environment.</p>



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Practical Illustrations of Good Practice

To support this process, a number of practical examples are set out (in the form of practitioner quotes) at the end of this document. These examples can be used to inspire new ways of working, provoke reflective dialogue, and to demonstrate what things are possible across the range of different early years provider types that exist.

Examples from Practice: Principle 7

We have highly trained staff that are able to support the children's needs. We employ a SENCO who is trained to level 4 and has a sound understanding of how to support children with additional needs, We know how to apply for additional funding and will provide resources and support where needed. The manager is a qualified Mental health First Aider and is able to support staff and parents who are struggling. (Online survey)

We ensure good team development, so everyone understands the challenges military families experience. (Online survey)

We train all our staff on the uniqueness of military life. (Online survey)

Staff within our setting all have military backgrounds, past and present, so we have a great understanding of the disruption that can be caused through moving around and from living away from friends, family and parents when deployed. With this in mind we forge good relationships with parents to help them feel settled and valued as a parent. (Online survey)

We have developed our own training for new staff as part of their induction. (Online survey)

We draw a lot of our knowledge from the military wives past and present who are employed with us. Our setting has recently received an Armed Forces Covenant Grant to fund the wages of a staff member to deliver Forest school programme to our children on a daily basis. (Online survey)





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The SCiP Alliance is led by the University of Winchester in partnership with the Ministry of Defence

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