

## **SCISS HANDBOOK**

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## 1 What is SCISS?

**Service children in state schools (SCISS)** was formed as a working group to look into the issues relating to English state schools providing for children whose parents serve in the armed forces.

Convened by CEAS (Children's Education Advisory Service) in 2003, CEAS is a UK wide Ministry of Defence (MOD) service providing information, guidance and support to service families, schools and local authorities.

### Who are we?

SCISS is an affiliation of thousands of state-maintained schools in England which have Service children on roll and is led by a National Executive Advisory Committee (NEAC) of headteachers, Local Authority officers/advisers, representatives from the three Armed Forces Families Federations and personnel from the DfE and MOD's Directorate for Children and Young People (DCYP).

### How are schools identified as SCISS schools?

SCISS schools used to be entirely self-nominating, having become aware, by default or design, of the work of the Children's Education Advisory Service (CEAS), part of the MOD's DCYP. Since the introduction of the Service Pupils' Premium (SPP) in England, the DfE now shares information with CEAS about the identity of those schools which draw down the SPP. Work is ongoing to expand CEAS's database of SCISS schools to include all such schools.



Since 2010, SCISS has been part of the MOD's Directorate for Children and Young People (DCYP).

SCISS is now an affiliation of more than 6000 state-maintained schools in England which have children of service personnel on roll.



## 2. What does SCISS do?

### What do we do?

The NEAC acts as an advisory group to Government, to identify good practice in the provision of education and welfare for Service children and to propose solutions to those issues and concerns held by English schools which may result in educational disadvantage to such children.

Through use of the database held by DCYP, the NEAC seeks to ensure that its knowledge of current practice, issues and concerns is up to date and as exhaustive as possible, so that it can continue to be an authoritative voice on behalf of SCISS schools.



The NEAC currently holds a number of conferences which focus on the sharing of good practice. It also publishes a handbook on the CEAS web pages of the gov.uk website at: <https://www.gov.uk/government/publications/service-children-in-state-schools-handbook>. This resource endeavours to help school and Local Authority staff to understand many of the implications for schools in

providing for Service children and to identify sources of further help and information.

### What are its achievements to date?

An overview of SCISS and the achievements of the NEAC can be viewed in a short film at <https://www.scipalliance.org/resources/service-children-in-state-schools-film>. These include:

- The introduction of the Service child 'marker' on the annual school census, providing a clear picture of the number and location of pupils of Armed Forces personnel;
- The SEND and Admissions Code now include the education of Service children;
- Submissions were made that were influential in persuading the Government to introduce discrete funding for schools in England to help them provide more effectively for Service children, in the forms of the Service Pupil Premium and the MoD's Education Support Fund for Schools with Service Children (2011-2018).

### Our partners

Alongside close working with the MoD, DfE and the three Families Federations, the NEAC has developed a strong working relationship with the Service Children's Progression Alliance whose creation in 2017 was *to bring people together to improve educational outcomes for children from military families so that they can make informed and confident transitions through further and higher education into thriving adult lives and careers*. SCISS resources are currently being housed on its website: <https://www.scipalliance.org/>. Links are being established with other professional bodies.





## **Core purpose of the SCISS NEAC**

To influence and advise the MoD, DfE and Local Authorities on national policy issues regarding the education and well-being of Service children in schools in England and to develop and disseminate an informed national perspective about the issues facing those schools and local authorities which serve them.



## **Roles and Responsibilities**

The current key tasks of the SCISS National Executive Advisory Committee are to:

1. Continue to represent, champion and raise awareness of Service children, including those of Reservists;
2. Provide guidance for schools and local authorities, including maintaining a handbook for school leaders and other staff, to help support Service children;
3. Influence national policy via consultations with government members;
4. Oversee a 'SCISS-approved' charter for schools outlining recognised good practice;
5. Address the need of schools with only a few Service children.

**The National Executive Advisory Committee members are:**

John Stephens	(Chair) Headteacher, Goosewell Academy, Plymouth (primary)
Matt Blyton	(Vice-Chair) Senior Education adviser, Education and Skills Service, North Yorkshire County Council
Hilary Alcock	Headteacher, Buntingsdale School, Shropshire (primary with nursery)
Steph Fawdry	Headteacher, RAF Benson Primary School, Oxfordshire (primary)
Mary Kiely	Access and Admissions Strategy Team Manager, Nottinghamshire LA
Andrew Malcolm	MoD schools
Angela Maxted	Headteacher, Cheriton Primary, Folkstone, Kent (primary & nursery)
Sue Mason	Headteacher, Brompton Westbrook Academy, Medway (primary)
Amanda Rowley	Headteacher, Wavell School, Farnborough, Hampshire (secondary)
Phil Bannister	Department for Education
Lucy Scott	Education and Childcare Specialist, Army Families Federation
Bridget Nicholson	Director of Evidence and Strategy, Naval Families Federation
Lisa Thipthorp	AF Covenant Manager, Royal Air Force Families Federation
Russell Collier	Principal Education Officer, Directorate Children and Young People
Philip Dent	Service Children's Progression Alliance, Director (Uni of Winchester)
Alex Bostock	Retired Headteacher (Wiltshire)
Julie Muspratt	(Secretary) Education Allowances Officer, DCYP

### **3 Who is the Handbook for?**

The SCISS handbook is intended to help school staff become familiar with the range of features which can affect service pupils and families.

## 4 What are the issues facing schools, pupils and families?

### ***Mobility, Deployment and Separation***

#### ***Mobility***

Almost all Armed Forces personnel regularly move between assignments/postings for career development and to meet the MOD's requirements, typically every 2 – 3 years, but also sometimes at short notice. The MOD makes provision for accompanied service for married personnel in the Armed Forces. This means that when the serving member of the family moves home because of his/her job, the spouse and any children have the option to move too. Army families are typically more mobile, and are more likely to move their family home. Naval Service families tend to be more stable, and are more geographically dispersed outside base ports. Naval Service personnel are more likely to be weekly commuters when not deployed. RAF mobility patterns vary between roles. Aspects of mobility include:

#### ***Unit moves***

This term is used when a whole unit of personnel (often Army) moves from one location to another. Sometime the moves are to and from stations abroad, sometimes the moves take place between one UK garrison and another. The term may also apply to a ship changing her base port.



#### ***Trickle postings/assignments***

This term is used when Forces personnel move as individuals from one location to another. This is the most common type of move for Naval Service personnel, and for the RAF.

#### ***Patterns of mobility are changing***

Service mobility is changing with the government's long term plans for the Armed Forces.

As a result of the 2010 Strategic Defence Review, the MOD introduced the 'New Employment Model'. This programme aims to mitigate the impact of service life on families and on the careers of spouses and partners. Ultimately, over a period of decades, it aims to allow families to be more geographically stable, but it will take time to embed, and Service mobility will not disappear completely. The MOD will encourage more Service families to buy their own homes. Most Service personnel will continue to be deployed away from home

for days, weeks or months at a time, depending on the needs of the Services and the requirements of the government.

Service mobility will change rather than disappear altogether, and may result in increased commuting and family separation.

Greater turbulence than normal may be experienced as bases are closed or amalgamated. Armed Forces from all garrisons in Germany will be withdrawn by 2020. In the cases of whole unit moves, it is essential that the military units involved, local authorities and schools plan effectively together to ensure that there is sufficient school capacity in the areas affected by the moves.



## Implications of mobility

### ***(i) For children***

Like all children, children of Service personnel are individuals from a wide variety of backgrounds. Consequently, their responses to a mobile lifestyle will vary.

Mobility brings both benefits and problems in different proportions for each child. Children may be affected significantly by the attitudes and approaches they encounter both at home and at the schools they attend.

This handbook seeks to highlight ways in which many of the benefits may be harnessed and the problems minimised.

### ***The possible benefits for mobile children include:***

- *strengthened resilience*
- *adaptability*
- *the ability to socialise and make new friends quickly*
- *experience of travel*
- *experience of foreign languages and cultures*
- *independence/confidence*
- *a sense of perspective gained from a wider range of experiences than their 'civilian' peers*



***The possible issues for mobile children include:***

- *a sense of loss at each move*
- *extrovert or introvert behaviour, especially if a parent is on active service insecurity*
- *a dependence on adults and/or other children of service personnel (including siblings)*
- *identifying special educational needs , and lack of continuity of provision for SEND.*
- *language difficulties (for children who have been learning in languages other than English)*
- *difficulties in making commitments to relationships with peers, adults and schools as a whole, the danger of disaffection*
- *curricular discontinuity*
- *complications with public examinations courses*
- *poor school transfer of information leading, for example, to lack of challenge*
- *emotional and social development difficulties*



## ***(ii) For families***

*From a family perspective, a mobile lifestyle can throw up a range of issues.*

*These include:*

- *selection of schools/obtaining useful information/making school visits*
- *admissions to schools/admissions appeals*
- *the transfer and transit of useful information to new schools*
- *SEND - continuity of provision*
- *term-time holidays*
- *the consideration of a boarding option*
- *significant differences between areas, with variations between different countries, together with differences between the quality of accommodation, lifestyle, standards of education, accessibility of schools, access to extended family support, attitudes of schools towards children of service personnel and communities*
- *unrealistic expectations regarding school standards and/or support in moving from one local authority to another*
- *notice of postings/availability of advance information about accommodation addresses*
- *choices between meeting individual children's needs (e.g. re the continuation of chosen public examination courses) and keeping the family as a whole intact*
- *remaining focused on meeting children's needs when there are many other issues competing for attention when family moves occur*

## ***(iii) For schools***

*For schools, SCISS head teachers have identified the following as potential issues which face them in respect of pupil mobility:*

- *the swiftness and accuracy of transfer and transit of useful information about pupils, including prior learning data*
- *different approaches to the curriculum and assessment in different UK countries*

- *meeting SEND quickly and effectively*
- *meeting children of service personnel's pastoral needs effectively and recognizing that many of them may have only one parent at home for long periods of time*
- *the availability of funding within the context of School Funding, specifically for a mobile service pupil population*
- *the timing of the release of AWPU funding, together with the implications of funding for staffing and curriculum planning*
- *the impact of mobility on the availability of material resources*
- *the administrative costs of mobility*
- *curricular discontinuity*
- *term-time holidays*
- *the fairness and accuracy of Ofsted judgements on schools with mobile pupil populations*
- *stability of the parental community and availability of parent governors (more frequent induction and training may be required)*
- *effective liaison with the military community*
- *threats to the viability of small schools both because of the changing geographical profile of the military in the UK and because of changes to or delays in the planned movements of groups of service personnel*
- *an increased likelihood of pupils of service personnel engaging in a variety of risky behaviours and having behavioural, social or emotional difficulties*





#### ***iv) For local authorities, academies***

**For local authorities and academy chains, the implications of service mobility include:**

- *marrying their planning for school places with the shorter term, changeable MOD planning for the location of service personnel, together with the possible expansion of academies and free schools in their areas*
- *ensuring the smooth transitions, in and out of the schools within their boundaries, of children with completed statements/ECHPs*
- *considering how best to support schools, including those serving military communities which are affected by large unit moves, and those adversely affected by changes in school funding*
- *ensuring, if necessary through representations to the Office of the Schools' Adjudicator , that the admissions arrangements of all the admissions authorities in their area meet the needs of Service families, in accordance with the recommendations and requirements set out in the 'School Admissions Code'*
- *ensuring that there are effective channels of communication between military and educational communities within the boundaries of each authority*



### ***Deployment and Separation***

Deployment is the term used when serving forces personnel are required to be away from home either on active service or for training purposes. Even when not deployed, a serving parent may live away from home for much of the time. The three Services each have different 'Harmony guidelines' which stipulate the amount of time a serving person can be separated from their family, which can be up to 50% of the time. This separation can be unpredictable and subject to change at short notice.

Deployment and separation may have a significant impact on a pupil's behaviour and on their emotional and social well-being. Transitions around deployment can result in complex feelings at all stages of the deployment cycle which can be challenging for pupils and families to navigate. Many schools ask parents to notify them of deployment so as to cater with better understanding of changes in concentration levels and/or behaviour patterns. Schools which only have small numbers of Service children may need to make a particular effort to provide appropriate resources to pupils who do not have the benefit of peer understanding and support.

It is also worth considering that deployment and separation have an impact on the person who is the primary care-giver for pupils while the serving person is away. They may be operating as a lone parent for long periods of time, without necessarily having a wider support network, particularly if the family is mobile.



Service children may become Young Carers at such times, and will need an understanding of their situation.

Some bases are in rural and isolated locations, which can exacerbate situations.



## **5 What can be done to help?**

### ***Moving Schools Pack and Mobility Toolkit***

Many schools and families find the CEAS 'Moving Schools' pack and the Mobility Toolkit to be useful.

The Moving Schools pack is intended for primary phase children and is in three parts. The second part contains a booklet for use by the children themselves to help them think about and prepare for their forthcoming move. The other two parts of the pack are for parents.

Copies are downloadable from the CEAS web site at:

[www.gov.uk/childrens-education-advisory-service](http://www.gov.uk/childrens-education-advisory-service)

[serviceschoolsmobilitytoolkit.com](http://serviceschoolsmobilitytoolkit.com)

Information on prospective new schools can also be found using the Ofsted data base

[reports.ofsted.gov.uk/](http://reports.ofsted.gov.uk/)

Many schools dealing with service mobility have developed considerable expertise in minimising its negative effects. Examples of this expertise can be found on Service Children's Education's (MOD SCHOOLS) web site at: <http://www.MOD-Schools-web.com> , in the mobility section.

### **Transfer of Records and Information**

#### ***Data transfer of children's schooling records***

Receiving schools appreciate prompt high quality information about the attainment and progress of a transferring pupil from the previous school.

The provision in the Pupil Information Regulations for securely transferring educational records as a pupil changes schools, apply to all schools throughout the United Kingdom and includes transfers from maintained schools to academies, free schools and independent schools.

Schools must transfer a pupil's educational record as the child changes schools and specifies the information which must be transferred securely using the department's school-2-school system (DfE's S2S) and common transfer file. This must be done within 15 school days of a pupil ceasing to be registered at the old school.



It is also recommended that schools encourage new pupils to bring work from their previous school and use this information to make judgements on early progress and quick assessments to establish baselines and determine learning priorities.

Schools that do not receive a common transfer file from the pupil's previous school may ask their local authority to search this database. Also, if the new school is unknown, the DfE recommends that the school should still complete the common transfer file and load it on the s2s secure file transfer service area on the department's website.

To access the s2s secure file transfer service and download a useful handbook for schools and for LAs please visit:

s2s secure file transfer service

Many schools also use the 'Pupil Information Profile', (PIP) to support schools in the electronic transfer of curricular and other information about mobile children of service personnel, regardless of where in the world they may be moving from or to. This is strongly recommended.

## **SEND**

Parents of children with special educational needs which entail having an EHCP (Education Health and Care Plan) must make sure that they are registered with CEAS.

This means they can be supported with any difficulties which may arise in relation to a move of school. The EHCP is designed to ensure provision is in place for the pupil, and local authorities and schools should accept the responsibility to ensure the plan is acted upon when pupils move from one location to another.

Information regarding SEN should be passed on to the receiving school in advance of the move if at all possible.

## **Admissions**

Many Service families move at times which do not fall in line with school term dates. This can cause issues when pupils move into an existing class structure, and have budget implications when pupils do not trigger AWPU for some time after their arrival. Even so, schools need to take into account the needs of incoming pupils. Many schools and academies are now their own admissions authorities whilst others use the local authority.

In all cases the Admissions Procedures and Policies should be available from the school.

Some general advice:

Whenever children are involved in selecting schools to apply for and are given information about the process of making applications they tend to be in a better position to anticipate and manage their emotional responses to the changes.

Prior visits to new areas and new schools are always helpful to children.

Encourage children to take as much responsibility as possible for helping their moves to go smoothly (without them feeling they are to blame if problems arise!)

Peer to peer support systems can be very helpful.

Moving house is regarded as one of the most stressful experiences there is in modern life. For service families this is often a regular part of their lives.

## **6. Liaison with the services**

Where good communication exists between schools and the Service community, there are benefits to all involved.

*Examples of strategies to aid communications are*

- Having Service personnel or family on school governing bodies/boards
- Having school representation on military civilian partnership groups
- Ensuring schools have a named point of contact with local units, establishments, garrisons or regiments.
- Being aware of the roles of Unit Welfare officers and of the Army Welfare Service, and their equivalents



## 7. Help from other sources

There are many groups, bodies and charities which offer support, some of which are listed here

i. **Children's Education Advisory Service (CEAS)** is part of **The Directorate Children and Young People (DCYP)** , which provides appropriate professional direction, support and advice in order to ensure that children and young people are provided with every opportunity to achieve the best possible outcomes and fulfil their potential.

CEAS's mission statement is:

***To support operational effectiveness in the armed forces by enabling service (and eligible MOD civilian) families to secure appropriate provision for their children in the UK and overseas.***

[www.gov.uk/childrens-education-advisory-service](http://www.gov.uk/childrens-education-advisory-service)

enquiries@ceas.uk.com

0044 (0)1980 618244 (civilian) or (9)4344 8244 (military)

CEAS may also be able to provide an impact statement in other circumstances where there is strong evidence that a child's education and/or well -being may be significantly damaged by a change of schools at the juncture determined by a new parental assignment.



## **ii. Service Children's Education (MOD SCHOOLS)**

MOD SCHOOLS provides the children of Her Majesty's Armed Forces and other members of the Ministry of Defence and sponsored organisations, stationed overseas with access to a first-class education system.

MOD SCHOOLS aims to mirror the state education system in the United Kingdom, from nursery through to sixth form and to ensure that children benefit from their stay overseas.

MOD SCHOOLS, nurseries and foundation stage settings are located in Belgium, Germany, Gibraltar, Italy, the Netherlands, Cyprus, Falkland Islands, Belize and Brunei.

More information about MOD SCHOOLS and its provision is available from [info@schools.com](mailto:info@schools.com) [www.MOD Schools-web.com](http://www.MOD Schools-web.com)

### **Admissions to MOD SCHOOLS**

#### **Age of first admission**

Children are admitted termly to foundation stage 1 settings. A child is eligible for admission from the beginning of the term following his / her third birthday. For this purpose, terms are defined as beginning on 1 September, 1 January, and 1 April regardless of actual term dates.

#### **Admission to an MOD SCHOOL as a boarder**

For children who live beyond daily travelling distance of an MOD secondary school, MOD SCHOOLS maintains boarding houses at King's School in Gutersloh, and at the Duke of York (Dover).

Admission to boarding is subject to the parents' / carers' written agreement to accept a range of responsibilities.

Head teachers of MOD SCHOOLS boarding schools have the right to refuse admission as a boarder.

For further information about boarding places please refer to HQ MOD SCHOOLS, [www.MOD Schools-web.com](http://www.MOD Schools-web.com)

### **A. Entitlement to education free of cost to parents**

Children of the following personnel are entitled to education in MOD SCHOOLS free of cost to parents if their posting overseas is recognised officially:

- Royal Navy, Army, Royal Air Force





- children of United Kingdom-based civilian staff and employees of the MOD and its agencies.
- some children of lone service personnel: For clarification, please refer to HQ MOD SCHOOLS
- children of parents serving on exchange with British Forces where reciprocal arrangements exist: For clarification please refer to HQ MOD SCHOOLS
- children of staff of other government departments who are recruited and based in the United Kingdom, if the department concerned has approved the attendance of the children in MOD SCHOOLS schools and has agreed to meet the fees determined by MOD SCHOOLS, which are published annually.
- for the British section of SHAPE school only: children of parents who have non fee-paying status under the SHAPE International School Memorandum of Understanding

#### **B. Entitled fee-paying pupils**

There are three categories of entitled fee-paying pupils:

1. Children of United Kingdom-based employees of the Service institutions and welfare organisations

- SSVC / BFBS
- NAAFI
- Meteorological Office
- SSAFA-Forces Help
- Relate
- Homestart
- Salvation Army
- Soldiers' and Airmen's Scripture Readers Association (SASRA)
- YMCA
- YWCA
- Other Council for Voluntary Welfare Workers (CVWW) Member Organisations
- Field Commissioner, BFG Scout Organisation



- Probation Service

- BFG Health Services (civilian personnel)

2. Children of US forces personnel whose admission to an MOD SCHOOLS school is approved by DoDDS

3. Children of members of the Allied Rapid Reaction Corps (ARRC) whose countries are signatories to the ARRC Agreement

- Belgium, Canada, Czech Republic, Denmark, Germany, Greece, Holland, Hungary, Italy, Norway, Poland, Portugal, Spain, Turkey, and USA

Application for admission of an entitled fee-paying child to an MOD SCHOOLS school should be made by the parents / carers to the headteacher of the school.

Admission is subject to the availability of a place in the school.

For further clarification please refer to HQ MOD SCHOOLS [www.MOD Schools-web.com](http://www.MOD Schools-web.com)

Admission of non-entitled children

Where there is spare capacity at an MOD SCHOOLS, non-entitled children may be admitted on a fee-paying basis.

Application for admission of a non-entitled child to an MOD SCHOOLS should be made by the parents / carers to the headteacher of the school.

For further clarification please refer to HQ MOD SCHOOLS [info@MOD Schools.com](mailto:info@MOD Schools.com)

### **iii. SSAFA – the Armed Forces Charity**

SSAFA is a charity that has been established to provide a range of support to current and former Service personnel and their families.

Information about these services in the way of flyers and contact details are available from the RAF/SSAFA Forces Help and should be displayed in schools and communities to highlight the diverse range of services provided by SSAFA.

### **iv. Army Welfare Service (AWS)**

AWS is a mixed military and civilian organisation that delivers welfare support to army personnel and their families. AWS has 3 main delivery strands: community support, personal support and HIVE. It operates across GB and NI, Germany and other overseas theatres and

works with, but is separate from, a soldier's 'chain of command', offering comprehensive confidential advice and support (subject to civilian and military law).

Schools and/or local authorities who wish to identify the point of contact for their areas should contact CEAS for confirmation of his/her identity and contact details.

#### **v. Royal Navy and Royal Marines Welfare (RNRMW)**

RNRM Welfare offers:

A comprehensive social work service for Royal Navy and Royal Marines personnel and their families.

A professional service to the Royal Navy and Royal Marines Executive and Divisional/Regimental system.

A link between Service Personnel and their family in times of difficulty.

A proactive community service.

Welfare Information Support Team.

A fully moderated online forum and social media presences.

#### **vi. RAF community support**

The RAF community primarily includes RAF personnel and their families and reserve personnel and their families but can also extend to wider groups connected with the RAF.

Joint Units and within RAF HQ at Air Command are able provide information, practical support and guidance on a range of personnel issues.

<http://www.raf-ff.org.uk>



RAF HIVEs are often at the very centre of its communities. HIVEs provide a focus for tri-service, local and national information and assist families with solving many of their day to day problems including those related to schooling, employment for spouses and housing. RAF HIVEs also provide family information packs during deployment.

#### **vii. Army Families' Federation (AFF)**



The Army Families Federation (AFF) is an independent, worldwide charity which supports and empowers the thousands of families linked to the British army.

It helps with issues around housing, education and childcare, employment, Foreign and Commonwealth, and health and additional needs. It campaigns for a fair deal for army families, including those of TA and reserve forces.

More information about the AFF can be found at: [www.aff.org.uk](http://www.aff.org.uk)

#### **viii. Naval Families' Federation**

The Naval Families Federation exists to speak up for Naval Service families. It represents their views and experiences to those who make the policies and decisions that affect them. It meets regularly with the Royal Navy's Chain of Command, Government Ministers, other Government Departments and other key stakeholders. It also supports appropriate and relevant research. The NFF can offer advocacy, assistance, support and guidance to individual families on many issues including: education and childcare, accommodation, pay and allowances, access to healthcare, and community/family support.

[www.nff.org.uk](http://www.nff.org.uk)

#### **ix. Royal Air Force Families' Federation (RAF FF)**

The RAF Families Federation was launched in November 2007 and its small team of 8, based at RAF Wittering, provides a confidential service to all members of the RAF family. The federation has its own website. [www.raf-ff.org.uk/](http://www.raf-ff.org.uk/)

The role of the RAF Families Federation is to provide an independent voice for all RAF Service personnel – Regular and Reserve, married, single or in a partnership – and their families. The evidence gathered is presented to RAF and MOD, as well as ministers across government, in order to provide a snapshot of current issues and to help inform the delivery of future policies.

The Federation also provides a signposting service for those who need advice and guidance with a problem or query, working closely with the RAF's Community Support network, MOD, Other Government Departments. It also works with organisations such as the RAF Association, RAF Benevolent Fund, SSAFA, the NHS, private companies and, especially, with local authorities in support of the Armed Forces Covenant.

#### **x. HIVE information services**

[www.army.mod.uk](http://www.army.mod.uk) › *Welfare and Support* › *Army Welfare Service*

The Army HIVE information service



“The Army HIVE information service supports the chain of command and the service community through the delivery and feedback of up to date and relevant information.”

#### **xi. RAF HIVE**

“RAF HIVE information offices support the chain of command and tri-service community through the provision of up to date and relevant information.”

Contact your local RAF HIVE for further information and assistance. Ministry of Defence HIVE Website (including tri-service HIVEs)

HIVE Europe Website (including Germany, Belgium, the Netherlands and Italy)

#### **Xii State Boarding Schools Association (SBSA).**

Maintained boarding schools

There is a small but thriving state boarding school sector, consisting currently of 37 schools. These are not independent (private) schools. Nearly all state-maintained boarding schools are secondary schools. Education is free, as in any maintained school, and a fee is charged for the boarding provision only.

It is called the SBSA has its own web site which will show the number of schools ([currently 37](#)) and gives details of how to contact each school.

<http://stateboarding.org.uk/armed-forces>

#### **xiii The Service Children’s Progression (SCiP) Alliance**

The Service Children’s Progression Alliance is a partnership of organisations focused on improving outcomes through further and higher education for children from military families. Allies include local authorities, the families federations, colleges, universities, DfE, OFFA, MoD, devolved governments, and, of course, SCISS. Its mission is to:

**Champion the progression of the children of military personnel, so that they can make informed and confident transitions through further and higher education into thriving adult lives and careers.**

The Alliance is working to fill gaps in research, support professionals and practitioners and inform policy makers. You can get involved and access the SCiP Alliance’s resource bank at [www.scipalliance.org](http://www.scipalliance.org). The resource bank includes guidance, case studies and templates for schools (search by primary or secondary) or view the SCISS film: <https://www.scipalliance.org/resources/service-children-in-state-schools-film>

The site also lists details of upcoming SCISS events and holds papers and presentations from previous national and regional SCISS conferences.



<https://www.scipalliance.org/get-involved>

Katherine Lawrence, SCiP Alliance Manager: [katherine.lawrence@winchester.ac.uk](mailto:katherine.lawrence@winchester.ac.uk)

Phil Dent, SCiP Alliance Director: [philip.dent@winchester.ac.uk](mailto:philip.dent@winchester.ac.uk)

Follow [@scipalliance](https://twitter.com/scipalliance) on Twitter to keep up to date with the latest news, research and views

### **Liaison with military communities**

The distinct nature of life in and with the armed services ensures that service communities share many common bonds and experiences, both negative and positive. From the outside they can appear to be self-sufficient and separate from other members of local communities.

#### *Exemplars of good liaison arrangements*

**North Yorkshire** has within its borders one of the largest military populations of any local authority in the country. Together with its schools, neighbouring local authorities, the army, the RAF, the MOD and DCYP, it has developed a pro-active approach to meeting the needs of children of service personnel and their families. This approach includes the development of resources for school leaders to support them in managing successfully the implications of providing for children of Service personnel, in large or small numbers and the convening of a SCISS conference each year, which this enables best practice to be shared, not only within North Yorkshire but also with colleagues from outside the county and within the military and MOD frameworks.

In **Staffordshire**, the MOD's Project Borona team, the County Council and Stafford Borough Council, forums of head teachers and local authority education officers are established to liaise regarding the incoming number of families and pupils.

In **Gloucestershire**, the local authorities, with other local public services, the MOD, DCYP and the Command, under the auspices of Project Borona, work in partnership to ensure the ARRC and subsequent changes to pupil numbers generated is successful.

**Hampshire** - With just over 6200 pupils from a service family background, making up 3.6% of the maintained school population, Hampshire has the highest number of service pupils in the country. Hampshire County Council (HCC) signed the MoD Armed Forces Covenant in 2011, committing the local authority to ensuring that children and young people from service families are not disadvantaged by their circumstances, and set up the now well-



established Civilian Military Partnership (CMP). The CMP brings together representatives of the three armed forces, families federations, military charities, HCC, the Hampshire Office of Police and Crime Commissioner, and community organisations to deliver on the Armed Forces Covenant. Each district has a school-based district coordinator who takes a lead in their district in terms of bringing teachers together, communicating with schools, information sharing and disseminating good practice. HCC also enjoys an excellent relationship with The University of Winchester which is leading the way with ground-breaking research into the progression of service children into FE and HE. Together, HCC and The University of Winchester are planning a 'Festival of Friends' conference for April 2018."

In **Wiltshire**, the local authority, with the support of many of its headteachers has convened for several years an annual conference on the education of Service children which focuses on the sharing of good practice and relevant information. For example in Tidworth heads have representation at primary and secondary age ranges on TCAP ( Tidworth Community Area Partnership)

In **Plymouth**, the local authority has been the driver behind the establishment of an exciting project called 'Military Kids Club Heroes' (formerly 'HMS Heroes') which involves schools and Service children directly in activities which help to celebrate their status and needs as children of Service personnel and to represent the Service community with pride. 'MKC Heroes' is spreading, with the help of charitable and other funding, across the UK and not just to Royal Navy communities. More information about 'MKC Heroes' can be found at: [www.plymouthcurriculum.swgfl.org.uk/hmsheroes](http://www.plymouthcurriculum.swgfl.org.uk/hmsheroes) now [Military Kids Connect'](#)

A network of adults supporting service pupils and their families in schools in and around Plymouth, meets termly to share and learn from best practice. Facilitated by the LA link officer for service families, themes have included attachment issues, deployment, mental health concerns, self-harm, celebration days, promoting good attendance and leave issues, the roles of welfare support, the Padre and Chaplaincy. This collaboration of support is building up a sustainable knowledge base to support schools and their communities

*There are other similar forums around the country and no 'one size fits all' approach is advocated. The size, membership and purposes of a local forum must be determined locally but it has certainly been the case that, where the types of forums outlined in this sub-section exist, there are better opportunities for all interested parties to work successfully together to meet the needs of children of service personnel and their families.*

### **Continuity of Education Allowance (CEA)**

The aim of Continuity of Education Allowance (Board) (CEA(Board)) is to assist Service personnel to achieve continuity of education for their children that would otherwise be denied in the maintained day school sector due to the mobility of their family as a

consequence of consecutive assignments. CEA (Board) does not cover the full fees; parents must make a compulsory contribution of a minimum of 10%, even when the fees are less than the full rate of CEA (Board). Service personnel should refer to their pay office or admin unit to establish their entitlements to claim CEA (Board). If parents are eligible and can be supported, children qualify for CEA from the age of 8 up to the age of 18. CEA (Board) can be claimed for weekly and full boarding.



#### Quick Reference Summary Table of Issues and Actions

Issue	Action
I am a new headteacher to a school with Service pupils on roll	<p>Make links with cluster school colleagues and local Armed Forces personnel with an interest in your school.</p> <p>Adopt an experienced head as mentor. Consider SCISS database registration with CEAS. Attend SCISS regional and local events and conferences.</p>

Individuals, battalions or the regiment is on the move (either in or out)	<p>Contact relevant local Service personnel such as the Unit Welfare Officer.</p> <p>Attend briefing and community meetings to ascertain the facts.</p> <p>Ascertain the number of pupils in each class and give notice to staff so they can prepare records etc in good time if possible.</p> <p>Liaise with schools pupils are going to, and with school sending you pupils.</p> <p>Use exchange visits if possible.</p> <p>Plan for growth or reductions as relevant.</p> <p>Plan a “show off” route through your school and train pupils and other staff to use it.</p>
Families are becoming stressed about future deployment or change of location	Engage with Educational Psychologist, Family/Parent /School liaison worker, appropriate Welfare Service
New parents are choosing schools from a distance and with limited information	<p>Ensure your school website is up to date and showing your school at its best.</p> <p>Provide a named point of contact for newcomers.</p>
Families wish to go on holiday in term time.	Ensure the school has an agreed policy, in cooperation with other local schools if possible
Families wish to take a child out of school for a ship’s deployment or homecoming. The serving parent may be absent on deployment for periods of up to 9 months.	<p>Ships’ deployments and homecomings provide an opportunity for children to process a complex transition and may have a positive impact on adjustment to change.</p> <p>Where attendance is otherwise good, schools should make every effort to allow pupils to say goodbye or to meet a returning parent.</p>
Families seem reluctant to engage in school life in case they are posted out relatively soon	Make extra efforts to engage, promote pupil-parent activities and hold regular induction meetings.
Parents may be unwilling to approach school for support, fearing a detrimental effect on their career	Ensure parents and pupils know that confidentiality means exactly that.





## 9 My Local Contacts

Role	Name	Tel	email

