



**Working in partnership
to support children from
military families**

RAF Waddington, 15th June 2018

Matt Blyton, SCISS Executive
vice-chair

Welcomes
House-keeping
Packs / evaluations
Agenda & discussion
groups

AIMS

1. To consider what works well when supporting children from Service families
2. To hear updates and develop knowledge and understanding of this unique group
3. To strengthen partnerships

WELCOME ADDRESS

RAF 100



COMMEMORATE. CELEBRATE. INSPIRE.



SCISS

Service Children in State Schools

What is SCISS NEAC all about?

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.

What has happened so far?

- Informed and engaged with key partners
- Celebrated Service children ([SCISS film](#))
- Advised Government and Ofsted
- Supported 1000s of schools e.g. HANDBOOK
- Researched welfare and performance data
- Helped establish the Service Pupil Premium
- Managed the Education Support Fund
- Supported MKC (Military Kids Club Heroes)
10,000+ children globally

What next?

- Continue to champion service children
- Develop and pilot a SCISS Charter
- Consult with Government
- Support schools with few service children
- Support Headteachers new to service children's / families' needs
- Provide training and guidance
- Research the impact of what SCISS has enabled.

Table top introductions

The impact of separation and deployment on C&YP

Introduction to afternoon workshops:

- Locations on the agenda
- Please sign up to 2 at break / lunch
- First come, first served!



RAF Benson Community Primary School

Effective School Practice and Getting Your Story Across

Steph Fawdry
Headteacher

Topics Include....

- About RAF Benson Community Primary
- Approaches that work for us in supporting Service children
- Getting your unique story across
- Questions

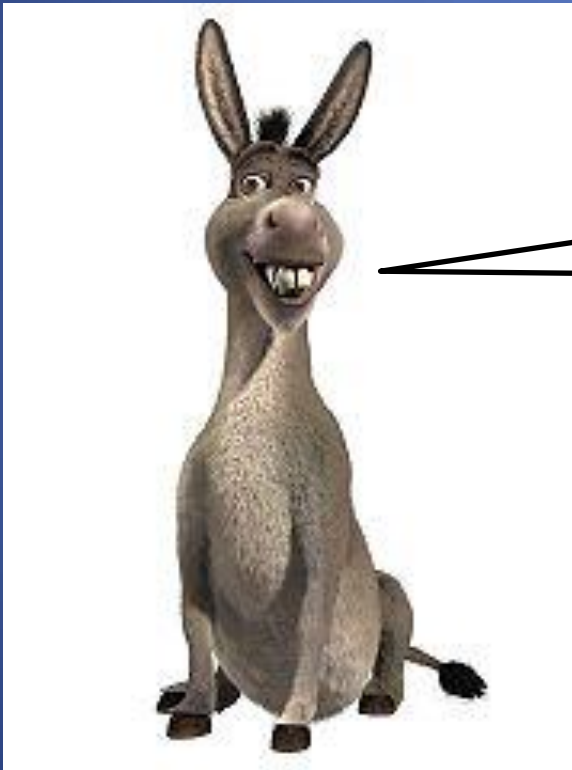


RAF Benson Community Primary School

'per conatum ad astra'
Through endeavour to the stars



And Finally.....



Pick me!
Pick me!



RAF Benson Community Primary School

'per conatum ad astra'
Through endeavour to the stars



Service Children's Progression

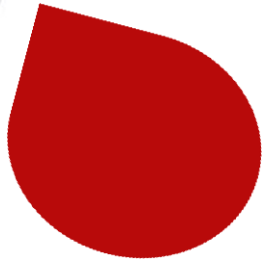


How to work with universities to improve service children's outcomes

@scipalliance

Philip Dent, Director

**Service children are around
one third less likely to go to
University than the general
population**



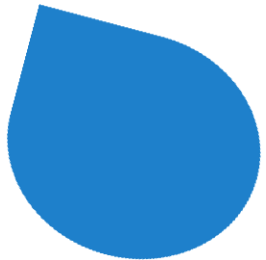
Practice

It is only what we do differently that will deliver different outcomes



Research

We need to understand the service child's journey and how to improve it



Policy

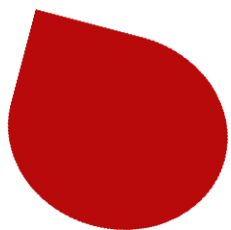
We influence policy, so that it supports our work for service children

Why it makes sense to work with Universities

- Universities spend c. £800 million each year supporting under-represented groups to access and succeed in higher education
- Service children are an official target cohort of the Office for Students (OfS), the higher education regulator
- SCiP Alliance effective practice hubs are developing across the country
- Attitudes to learning and life-long aspirations are formed in early years
- Universities are not yet well-informed about Service children's lives and support needs
- Universities need to develop connections with schools to fulfil their duties regarding Service children
- Universities want to help... and can

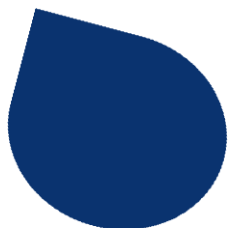


SCiP Alliance Discussion Group



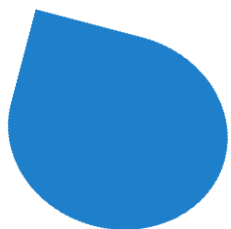
Practice

How can schools work with Universities to improve children's education and wellbeing?



Research

What does research say about the experiences of Primary and Secondary pupils?



Policy

What needs to change to make the system more supportive for you?

Service Children's Progression



An Alliance Needs Allies





Supporting the emotional well-being and
resilience of Service children and families
- keeping family members close and
connected through shared reading

Tri-Service charity for Service children and families since 2011

Open to all British Forces serving, injured, retired, reservist

Working through individuals, families, supporting structures

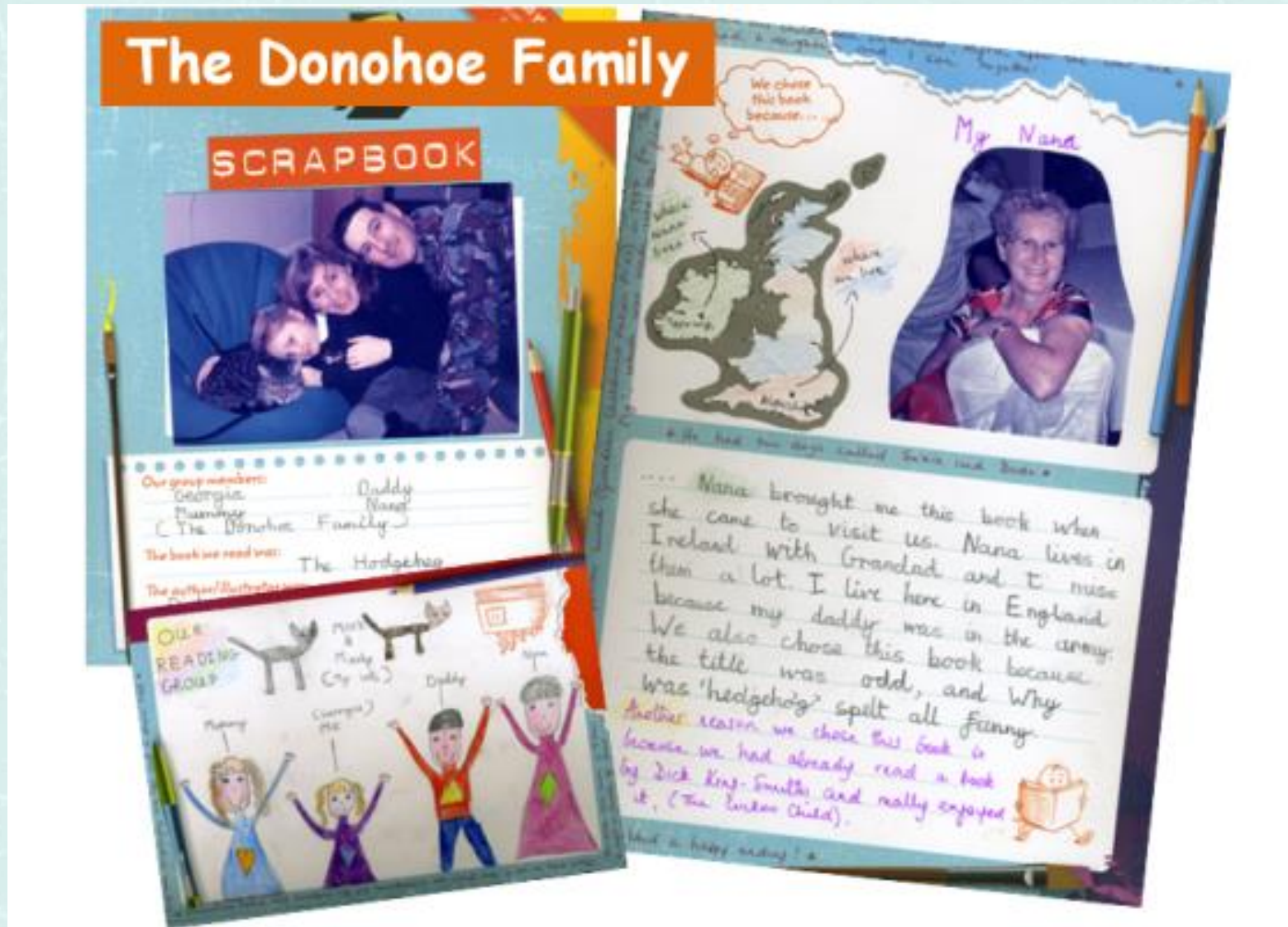


Reading Force in essence

Supporting good communication between Service families to keep them close and connected

- Families encouraged to form informal book groups and choose a book all would read/have read to them
- Deployed parents can read and chat about the book over Skype or FaceTime and/or send messages about it
- Families pool their thoughts in a special scrapbook - text, emails, drawings, photos, e-blueys – to be kept as a memento
- All families who return completed scrapbooks receive a special certificate and book prize

Families submit scrapbooks for feedback



How families feel about Reading Force

‘The memories of doing this scrapbook together will always be with us and when we were having a bad day or not a lot of time we would have five minutes doing this scrapbook and we all felt better.’

The Warren Family

‘We met every evening after bath time and read one chapter each night. If daddy was at home he read to us or listened too. We like reading books together because we can talk about what is happening and can all join in the conversation.’

Newlyn and Seren

A short video by *The Broome Family*... [Play](#) BBC clip

Thank you Reading Force!



Register your school today and receive free Reading Force scrapbooks and materials for all your Service children and families (including ex-Service children)
- please see information in your delegate pack.

Supporting C&YP with SEND

Anna Vrahipi
DCYP

Mid morning break

*Please sign up to 2
workshops & visit
stands*



SCISS Conference 15th June

Voices of Service Children

Martin Lennon – Head of Policy and Public Affairs
Charlotte Mannix-Pole – Policy Officer

**Promoting & protecting
children's rights**



Who is the Children's Commissioner?

The Children's Commissioner for England is Anne Longfield OBE.

She speaks up for children and young people so that policymakers and the people who have an impact on their lives take their views and interests into account when making decisions about them.

Independent of Government and Parliament, the Children's Commissioner has unique powers to help bring about long-term change and improvements for all children, particularly the most vulnerable.

She is the 'eyes and ears' of children in the system and the country as a whole and is expected to carry out her duties 'without fear or favour' of Government, children's agencies, and the voluntary and private sectors.

Primary legislation

Primary function: children's rights, views and interests

- (1) The Children's Commissioner's primary function is promoting and protecting the rights of children in England.**
- (2) The primary function includes promoting awareness of the views and interests of children in England.**
- (3) In the discharge of the primary function the Children's Commissioner may, in particular—**
 - (a) advise persons exercising functions or engaged in activities affecting children on how to act compatibly with the rights of children;**
 - (b) encourage such persons to take account of the views and interests of children;**
 - (c) advise the Secretary of State on the rights, views and interests of children;**
 - (d) consider the potential effect on the rights of children of government policy proposals and government proposals for legislation;**

Children's Commissioner's strategic objectives

- 1. Building children's digital resilience**
- 2. Improving the lives of children in care**
- 3. Shining a light on the lives of 'invisible' children**
- 4. Shining a light on the lives of children 'behind closed doors'**
- 5. Putting children at the heart and the start of policy-making**

Methodology

Our research involved engaging with and interviewing 40 children in nine focus groups across the country. These focus groups took place in the following formats:

- 1 group of 8-9 year olds**
- 2 groups of 10-11 year olds**
- 2 groups of 11-12 year olds**
- 2 groups of 14-15 year olds**
- 2 groups of children who were mixed in age: one group with a range of children from 8 to 11 years old and one group with a range of children from 13 to 15 year olds.**

The locations and schools were selected with the support of Forces link workers at Local Authority level. This enabled the research team to speak to children from within families from a range of backgrounds i.e. Army, RAF and Navy.

Mobility

“I've been in 12 different houses. This is my tenth school.” (14 yr old girl)

“When I go into a new school I normally just stay quiet and just bite my jumper because I, I don't know why, it's just a habit.” (10 yr old girl)

“For me, when you're older it's not so much about making new friends, it's about the potential for messing up your life...like ... will I have to change my [GCSE] options, will I get to go to the 6th form I want?” (15 yr old boy)

Mobility

“I always kind of enjoy it because when I move to a new school, I enjoy starting again ... I'm always happy to start again.” (10 yr old girl)

“Because we've been brought up to move, so you're here, then you move, then you get used to it ... I don't want to move, just do it, and then you get used to it.” (15 yr old boy)

“I repeat maths, I repeat PE and I've repeated a bit of English, or I've not learned English, or when I moved here they carried on from the year before and I was just stuck in the middle, like I don't know what I'm doing.”(15 yr old girl)

“He [Dad] is currently in Edinburgh. Yeah, we stayed here because of my brother - he's in a special school so we couldn't go up to Edinburgh, so he only comes here.” (13 yr old boy)

“It felt really different because like there was no-one you could relate to or talk to about what was happening, because if you talked to a teacher about it they would have no clue. They don't know how the children feel because they only know what children that don't have their parents in the services really feel.” (10 yr old girl)

“A lot of the time, he’s out in some city, or he goes off to another country for a day or so and he keeps different price on different materials they need to use the money provided by the South Sudanese government. With the ban going on, there’s not much, he needs to go and see and what materials they can actually afford.” (11 yr old boy)

“I live in married quarters ... you don’t know what that is do you? It’s Navy language for the houses that we live in. You can only live there if you’re a Navy child.” (9 yr old girl)

“You can run free in camp because you don’t have to be worried about anybody. But when you’re in a village it’s a bit...” (8 yr old girl)

Deployment

“Not having Mum there, not having to talk, not talking to her lots. Because Mums are usually the person that you talk to when you’ve gone back from school and you’ve had a really rubbish day.”
(9 yr old girl)

“I always ask my Mum to tell her boss that she doesn’t have to go anywhere, she should stay home for my birthday.” **(10 yr old girl)**

“When you're older you know that in reality in war, obviously I've seen stuff, people getting shot and stuff like that and then you go, my Dad could be watching his friends get shot to pieces and all that. And then you just think... you can't stop thinking about him and if he's OK, if he's dead or not and then seeing him in a funeral coming out of a plane, it's just, that's what you always think about, that's what I always think about.” (14 yr old girl)

“Yeah, there's always the thought that you're never going to see them again, that's always the thought that's in my head all the time. So that's the only one that I ever get.”(15 yr old boy)

“You don’t think about it when you’re at school because you’re doing work, and I miss him a lot, but I don’t think about it, try not to when I’m at school doing work and then the one is at home, when it’s really sad.”(10 yr old girl)

“Me and my Mum just argue constantly. Because obviously she's upset that my Dad's gone and I'm upset and we've ended up just arguing for a full six months and then it just, we're still always arguing now, it's just never stopped, I don't know why though”. (13 yr old boy)

“It was bad this year, because they were both away for Christmas ... it would have been good if one of them could of come home.” (9 yr old boy)

“When Mum and Dad go away I have to live with my gran. She makes nice dinners, but it takes me ages to get to school every day.” (8 yr old boy)

“What I’d do is every time I’d wake up I’d go onto, I would check Mum’s iPad, every time I get home from school onto Mum’s iPad, it was so infuriating...The day before we got answered I started to think maybe he wouldn’t reply...” (10 yr old girl)

Support

“I used to have this special Help for Heroes Build a Bear and my Dad would record a message on it... so when you go to the bedroom, you press its hand and it's like, ‘Night night gorgeous, love you loads’, but in his voice, and it's so nice and reassuring. It's like him being there, it's lovely.”(10 yr old girl)

***“Yeah, because I think if I wanted to speak to someone now, I don't have a clue who to go to really... I wouldn't go to school.”
(14 yr old girl)***

“I'd want to speak to someone in the actual Army though, not a teacher at school.” (14 yr old boy)”

Recommendations

Mobility

- **All schools must have and use Pupil Information Profiles (PIPs). These must be kept up-to-date to give teachers as much information about transferring pupils as possible, including SEND information.**

Recommendations

Mobility

- **The DfE and MoD should improve their data collection around service pupils. They must establish a clear understanding of the numbers of service children in schools and their patterns of mobility and parental deployment. This must include a better identification of children who are part of a non-traditional service family – i.e. with unmarried parent, separated parents or stepparents in the Forces.**

Recommendations

Mobility

- **The MoD and DfE should develop clear policy on the transfer of support services for children in military families. Service children with EHCP plans, social service support or those receiving specialist NHS services (including places on waiting lists) should not experience disruption to their support due to MoD relocation.**

Recommendations

Mobility

- **It is important that siblings are placed together in a new school. MoD/DfE should work with Regional Schools Commissioners to ensure schools comply with school admissions codes on this matter.**

Recommendations

Deployment

- **When both parents are serving personnel and subject to overseas deployment, every effort must be made to make sure that both parents are not deployed at the same time. Both parents should not be deployed unless suitable care and accommodation is secured for their child/children at home.**

Recommendations

Deployment

- **The increased instability and the impact on children of deploying both parents at the same time must be recognised by the MoD, and service children's best interests should be taken into account when making deployment decisions, or assessing deployment requests from service personnel.**

Recommendations

Deployment

- **MoD and DfE should enhance their policies on minimising the disruption to children's education, in particular this should look at the need to keep siblings together during school moves and recognise that wherever possible posting moves should be timed to minimise disruption to a child's education (ie not in a GCSE year). This should include advice to parents on ensuring a stable educational experience and the importance of engaging with schools concerning deployment.**

Recommendations

Support

- **MOD play and youth work strategy should be developed to ensure effective emotional support is provided for children from service families. This is particularly important for teenagers who are often unwilling to seek support from home or school.**

- **Tuesday 26th June 5pm**
- **Committee Room 9 Houses of Parliament**
- Report launched by Anne Longfield with contributions from **Nia Griffiths MP** and **Johnny Mercer MP**.

charlotte.mannix-pole@childrenscommissioner.gsi.gov.uk
martin.lennon@childrenscommissioner.gsi.gov.uk

Life as a Service pupil:

*North Kesteven Academy
RAF Cranwell Primary
& Grahame Shepherd*

Military Kids Club (MKC) Heroes



LIVE ON

THE ROYAL BRITISH
LEGION



What is MKC Heroes?

...a unique international pupil voice initiative formed to support Service and Veterans' children and young people. The group works actively and 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 are ambassadors and young advocates for Service families across the world. MKC Heroes is supported by The RBL and the groups across the nation are affiliated to the Legion.

Heroes' Standard



Why does it exist?

Words from members

‘We all get together to make sense of what’s going on.’

‘I can talk to other people who feel the same.’

‘I can get away from everything and be with my group.’

‘I can talk without feeling weird about it ‘cause they know what it’s like.’

‘I know there’s an adult who will understand.’

What do MKC Heroes' groups do?

Standard events
Radio and TV broadcasts
M.Ps, VIPs and Royal Family
Assemblies
School 'Passport'
Visiting speakers
Fund-raising
Team working projects
School club development
Community Profile: sports and cultural events
Military Kids Choir
Little Troopers activities...

Values

Strength
Hope
Trust
Care
Support



For more information
please visit the website
www.mkcheroes.co.uk
or email
mkcheroes@btinternet.com

Evaluations / reflections

LUNCH / sign up for pm discussion group



Some key partnerships: overviews

- 1/ The Royal British Legion (TRBL)
- 2/ Department for Education (DfE)
- 3/ Royal Air Force Benevolent Fund (RAFBF)
- 4/ Little Troopers
- 5/ Directorate of Children & Young People (DCYP)
- 6/ Armed Forces Education Trust (AFET)

The Royal British Legion

Karl Hobley
Public Affairs & Campaigns Officer
(Midlands)

The Royal British Legion is interested in education...?



What we're known for

- The Poppy Appeal
- Remembrance
- A membership organisation
- Social activities & clubs

What we also do...

- Look after the whole armed forces community – regular, reserve, veterans & their families
- Campaign & lobbying
- Produce guidance and best practise



Supporting Service children in school in ...

SUPPORTING SERVICE CHILDREN IN SCHOOL IN ENGLAND

A BEST PRACTICE GUIDE



LIVE ON 

Registered charity number 219279
www.britishlegion.org.uk

SUPPORTING SERVICE CHILDREN IN SCHOOL IN WALES

A BEST PRACTICE GUIDE



© Crown copyright 02/11

LIVE ON 

Registered charity number 219279
www.britishlegion.org.uk

LIVE ON 

The purpose of these guides is to:



- Highlight issues
- Explain responsibilities and help
- Provide examples of best practice

Where to find them

At our stand

Website:

www.britishlegion.org.uk/get-involved/campaign/support-for-service-children/

(Or search 'Service children' from the homepage)

Email:

KHobley@britishlegion.org.uk

LIVE ON



Update from the Department for Education



Department
for Education

Phil Bannister
Disadvantage Division
Education Standards Directorate
phil.bannister@education.gov.uk

DfE objectives over this Parliament

- Secretary of State for Education, Damian Hinds, has now set out his priorities
- DfE single departmental plan's objectives:

The Department's ambition is to deliver a world-class education system, by:

- *ensuring our **academic standards** match and keep pace with key comparator nations*
- *striving to bring our **technical education** standards in line with leading international systems*
- *ensuring that education builds **character**, **resilience** and **well-being***

To achieve this the Department will:

- *remember that in education and care, by far the most important factor is the **people** delivering it – so we will strive to **recruit**, **develop** and **retain** the best*
- *prioritise in all we do the people and places left behind, the **most disadvantaged***
- *protect the **autonomy** of institutions by intervening only where clear boundaries are crossed*
- *make every pound of our **funding count***

Ministerial oversight of policy on Service children's education

- Minister of State for School Standards, Nick Gibb, now oversees education policy in support of Service children (and wider DfE commitments under the Armed Forces Covenant)
- Represents DfE on cross-government Ministerial Covenant and Veterans Board
- Board will be overseeing development of Veterans strategy, due for publication in the autumn

The Service Pupil Premium

- Funding guaranteed at current rate until 2020
- DfE now starting to plan for Comprehensive Spending Review
- Case for continuation of additional funding for schools to support Service children will need to be made to Treasury
- Requirement for a robust evidence base on how the SPP is being used by schools – and what practices appear to be effective in improving Service children's wellbeing and other outcomes
- Would like to hear about examples of good practice – particularly in secondary schools/where Service children are in small numbers

School admissions and SC

- DfE and MOD are working together to better understand how school admissions processes are experienced by Service families, and the particular challenges they can encounter
- Will consider what more both departments could do – now and in the longer term – to help address key problems faced
- Initial need to gather more systematic evidence on nature of difficulties encountered in accessing school places and how widespread these are
- Keen to receive evidence on how Service families are placed at a disadvantage by current admissions arrangements – and examples of helpful practice by schools and admissions authorities

RAFBF

John Ferguson, CDO
RAF Waddington

WHAT IS A LITTLE TROOPER?

Someone who handles adversity well

Courageous, persistent person

All children of regular or reserve British Armed Forces personnel are Little Troopers, as a charity we are here to support them all through the unique challenges they face



LITTLE TROOPERS AT SCHOOL

Little Troopers is a national, registered charity providing tangible resources and initiatives supporting the unique challenges faced by service children

School Project launched by Little Troopers in 2017



PROJECT OVERVIEW

Recent service child school transitions case study

Year 5 - Surrey Junior School

Posted due to military requirements

Year 6 - Dorset Primary School

Year 7 - Dorset Secondary School

Posted due to military requirements

Year 8 - Berkshire Middle School

Year 9 - Berkshire Upper School

Year 10 – Berkshire Upper School

Posting due to military requirements

Year 11 – Dorset Secondary School

Why now? Why Little Troopers?

What is available now?

- *Information Sheets*
- *Schools website section*
- *Recommended Reads list*
- *Primary School Resource pack*
- *Specific schools quarterly newsletter*
- *Closed Facebook group for teachers*
- *Story book series*



PRIMARY SCHOOL RESOURCE PACK

Over 30 resources included, one pack can support up to 25 children;

- USB full of forms, templates, certificates
- Lesson plans, circle time scenarios, role play plans
- Short story from author Tom Palmer
- Activity Sheets
- Everything to create a Little Troopers Board – maps, stickers, location fact files

"The end of the MOD Education Support Fund meant we had to relook at our provision. This is one of the reasons we're super excited about the Little Troopers at School pack"

Deputy Head Berks First School

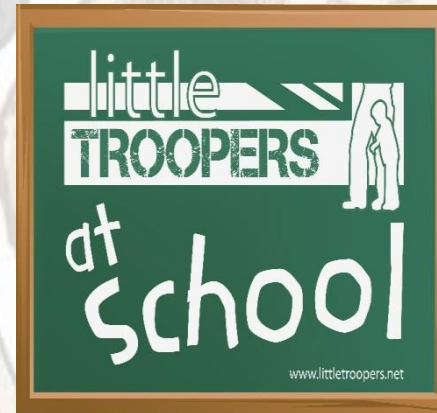


WHAT IS TO COME IN 2018?

Secondary School Resource Pack

Service Pupil Premium Audit Tool

Military Child Well Being Course



Enhancements to Schools website area

More information sheets, forms and templates

Little Troopers military theme role play dress up





Ministry
of Defence

DCYP Updates

Russell Collier, Principal
Education Officer



SCISS

Service Children in State Schools



ARMED FORCES
EDUCATION
TRUST



Our Purpose

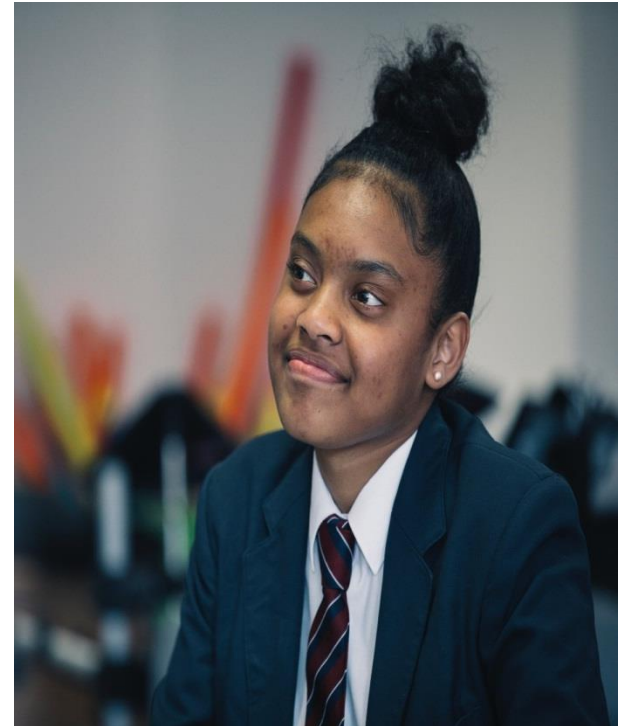
We are here to help mitigate the disadvantage that sometimes befalls children of members of the armed forces. We support the most disadvantaged children to improve education that has been compromised or put at risk by their parents' service.

Change in Focus

- Past 5 years Trust has given grants of over £1million.
- Helped numerous service children through **individual grants**.
- Helped 100s of service children through **collective grants**.
- Committed collective grants of £150k+ this year.

Individual Grants

- Grants given to individuals (meeting criteria) for educational purposes.
- Could cover education related fees or specialist support
- Often short term support to parent leaving services or being affected by CEA decisions.



Collective Grants

- Grants to education providers (with large numbers of military/ ex military children in the school) for various education related purposes.
- Supporting projects that help service children but for which there is little or no additional funding available.
- Looking to finance or partially finance interventions where service pupil improvement can be demonstrated.



Next up...

1355-1435 Workshop 1

1435-1510 Workshop 2

**1515 - 1535 Supporting Service Children
and Young People through drama (*An
Invisible Man: Stephen Burke & Rachel
Harris*)**

Table top discussion & evaluations

Closing military remarks

Wing Commander

Paul Yates

OC Base Support Wing

Please remember to complete the
conference evaluation form in the
delegate pack.

Safe journey home and thank you
for attending.

SCISS NEAC