

**Service Children's Progression**



**NE & Yorkshire Hub**

**16.11.18**

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@scipalliance

# 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?



# What next?

- Continue to champion service children
- Consult with Government
- Evaluate the 2018 & 2019 MoD Education Support Grant bids
- Develop collaboration with SCiP
- Contribute to the SCiP Alliance – NCOP project *‘Working Together to Improve Outcomes for Service Children’*

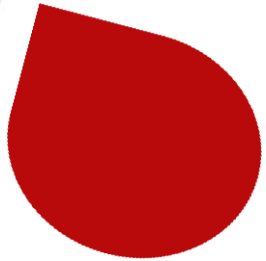
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# Who are the SCiP Alliance?

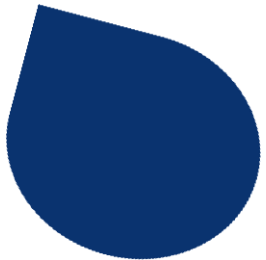
Louisa Dobson, NCOP Outreach Hub Officer

November 2018



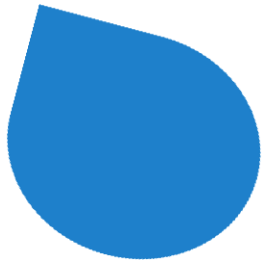
# Practice

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

## We want to ensure that:

- Practitioners are actively engaged with the Alliance and are championing the progression of children of military personnel
- The Alliance and its online hub provide one 'go to' source of information and support for practitioners
- Service children are included in the basket of indicators targeted by HE/FE providers
- Research is supported and translated into carefully evaluated practice



# SCiP Alliance Hubs – Allies in Action

## Local

- Local hubs for local solutions
- Build relationships with key partners
- Share effective practice, common challenges, new ideas, and achievements

## National

- Contribute to national priorities and practice
- Influence national (and UK-wide) policy
- Engage in new projects and research

## Highlights:

- Office for Students have confirmed Military Service Children as a target group
- Working with UCAS to support applications
- Creative Forces Days – universities offering campus visits to local MSC
- Producing research briefing papers to support practitioners
- NCOP/SCiP collaboration project – producing framework and guidance for schools



# Kin & Country report – June 2018

With thanks to:

Martin Lennon – Head of Policy and Public Affairs

Charlotte Mannix-Pole – Policy Officer

**Promoting & protecting  
children's rights**

## **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

*“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 6<sup>th</sup> 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)*

*“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)*

*“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)*

*“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)*

## **We recommend:**

‘The majority of service children we spoke to were happy, resilient and proud that their parents were serving in the Armed Forces. However, it is clear that a number of changes should be made to help children growing up in service families with the unique challenges they face.’

**But...let's be aware of the sample group.**

## **Recommendations : Mobility**

1. The Ministry of Defence (MoD) needs to better promote its policies aimed at minimising disruption to family life, especially to minimise educational disruption – including better advice to parents about informing schools of deployment
2. More must be done to ensure additional support, for example for special needs or mental health issues, is not disrupted when service children move between local authorities or devolved nations

## Recommendations : Mobility

3. Schools should be supported to manage the "timely transfer" of children's information to improve continuity, through the revised CTF 'and other methods' [Pupil Information Profile]

4. Admissions - Children must be placed in "the most appropriate school with siblings": MoD/DfE should work with LAs and RSCs on this



## **Recommendations : Deployment**

5. Service children's interests should be taken into account when making deployment decisions

6. When both parents are serving personnel, every effort must be made not to deploy both at the same time unless suitable care and accommodation is secured

## **Recommendations : Support**

7. The MoD play and youth work strategy should be developed to ensure effective emotional support is available for service children, especially teenagers

8. The MoD and Department for Education should improve their data collection on service pupils, to build a clearer picture of the numbers of these children in schools and their patterns of mobility and parental development

# What can we do?

# What about SCiP and SCISS?

## Discussion

- What one practical resource/opportunity would make the biggest difference to your ability to effectively support service children's success?
- What one answered (research) question would make the biggest difference to your ability to effectively support service children's success?
- What one system change would make the biggest difference to your ability to effectively support service children's success?

**Service Children's Progression**



**What's next?**

16<sup>th</sup> November 2018

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**Thank you**

**More information:**

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16<sup>th</sup> November 2018