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Service Children's Progression



Welcome to the training conference for schools

28 June 2021

- All delegates are muted
- Please introduce yourself in the chat

SCiP Alliance London Hub



Service Children's Progression



Welcome to the training conference for schools

Dr Nicola Fear, Director of the King's Centre for Military Health Research, King's College London

SCiP Alliance London Hub



Service Children's Progression



Armed Forces families in London

Alex Page, Head of Community

Engagement, MOD HQ London District





Presence

Regular

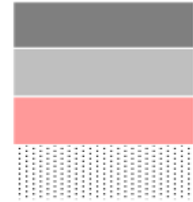
Reserve

Both

**Married
Quarters (MQ)**

**Maritime
Reserve**

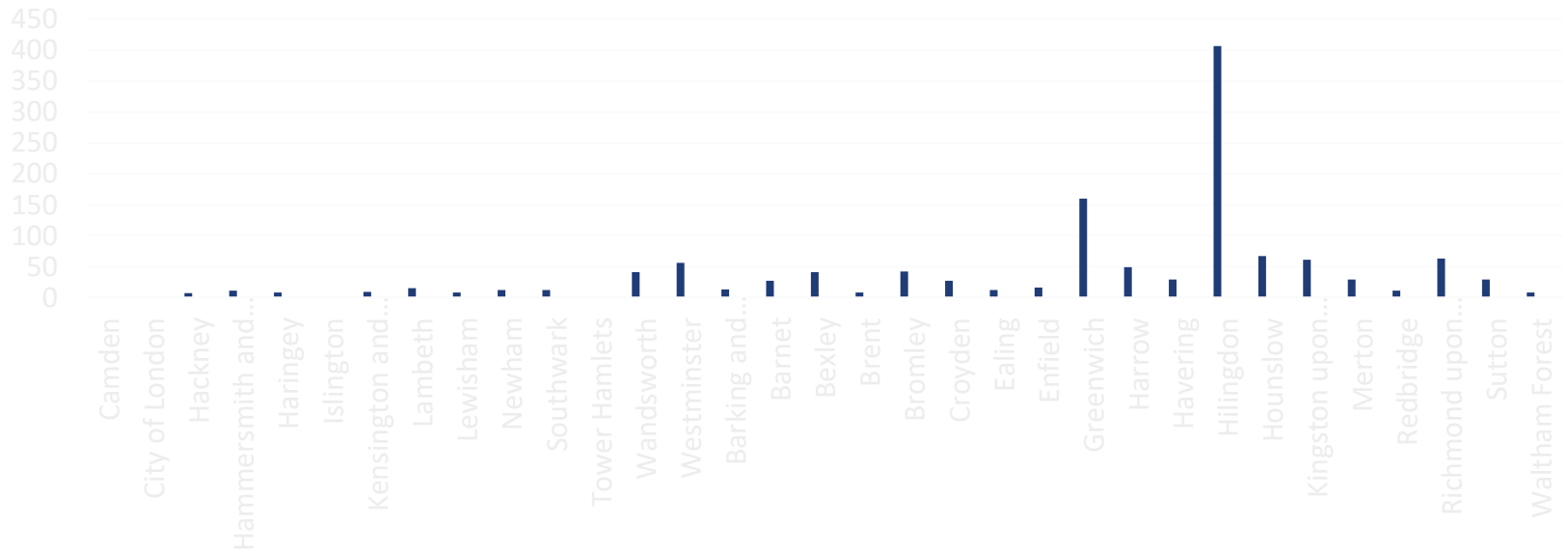
**RAF Regular
and Reserve**





Approximate number of
Service children in London:
1300

Service Children across London





New Army Regiment Princess of Wales's Royal Regiment starts to arrive to the Royal Borough of Greenwich from Cyprus this month



Service Children's Progression



The Thriving Lives toolkit

Katherine Lawrence

SCiP Alliance Head of Operations



The Service Children's Progression Alliance

Thriving Lives for Service Children

- Supports education practitioners to champion the progression of Service children, so that they can make informed and confident transitions through further and higher education into thriving adult lives and careers.
- Leads collaborative work to develop a robust evidence base, connect and support practitioners and inform the development of effective policy.



How schools can use the Thriving Lives Toolkit to help Service children thrive

Go to www.menti.com and use the code **5104 0074**

How many Service children in your setting (and what setting)?

Primary 75 children

14 primary school

0 children but plenty of ex-servicemen at the university with kids

Royal Navy Family and People Support - Plymouth approx 50 locally virtually- 3

73 primary school

20 primary school

link Services Governor

Approximately 40 most families move on every two years

SENDCo

Deputy Head

Press **ENTER** to guess again

Service C



7 principles of effective support



The 7 principles of effective support

Principle

Vision

1	Our approach is clear	Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.
2	Wellbeing is supported	Tailored pastoral provision supports Service children's mental health and wellbeing.
3	Achievement is maximised	Teaching, assessment and support ensure the continuity of Service children's learning and progression.
4	Transition is effective	Systems and support ensure seamless transitions for Service children arriving at and leaving school.
5	Children are heard	Service children's diverse voices are heard and inform the support they receive.
6	Parents are engaged	Strong home-school partnerships help Service families feel valued as part of the school community.
7	Staff are well-informed	Supportive training and networks ensure all staff understand and support each Service child.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

4 Transition is effective

Systems and support ensure seamless transitions for Service children arriving at and leaving school.

Evidence suggests:

- A robust and supportive transition procedure for pupils both entering and leaving schools is a priority
- Not only may Service children relocate more than non-Service children, but many move in the middle of the school year
- Service children require bespoke pastoral support for repeated transition
- Proactive and planned support can be particularly important for children with specific educational needs
- There are 6 key questions for schools to consider



What this might look like:

Research identified that practice supporting this principle may include:

- Identifying Service children on entry through admission forms
- Identifying current Service children through requests to parents for updated information
- A standing staff meeting item about Service children and any those joining or leaving the school
- Liaising with Service children's previous or next school
- Processes to ensure the first day goes particularly smoothly and a Service child feels welcomed, such as a buddy system (for both children and parents) and clear information for both child and parents
- Schools in England and Wales complete specific fields in the Common Transfer File (CTF)
- A clear, regularly reviewed mobility policy
- Leaving and arriving rituals, such as songs in assembly or special booklets of memories to keep
- Arrivals and leavers display boards with photographs and affirming messages

Examples from practice:

"Our ELSA will visit pupils in the current setting where possible and have conversations with the current school to get an understanding of the child."

(Senior leader, primary school)

"When we don't get paperwork, we phone up the previous school ... If there's an issue with a child, we phone their next school."

(Senior leader, primary school)

"The buddy system helps. It makes you have an automatic friend."

(Service child, secondary school)

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
- 2
- 3
- 4
- 5
- 6
- 7



4 Transition is effective

Systems and support ensure seamless transitions for Service children arriving at and leaving school.



REFLECT	EVIDENCE	SELF-ASSESSMENT			ACTION	DATE
		Emerging	Developing	Embedding		
Reflect with stakeholders on these key questions	Identify current practice that demonstrates where you are now	Assess your current practice			Identify actions to enhance your support	Agree a deadline for your actions
4.1 - To what extent does your school identify Service children?						
4.2 - To what extent do you work with outgoing and incoming families through the long transition process?						
4.3 - To what extent do you welcome families, both before and after their moves, and ensure a positive experience from the first day?						
4.4 - To what extent do you work with a Service children's previous or future schools to transfer records and find out about learning, wellbeing, achievements, interests, skills and their family context?						
4.5 - To what extent do you minimise discontinuity in additional support, for example by minimising re-assessment of needs?						
4.6 - To what extent do you help Service children build new and maintain existing relationships?						

Applying the seven principles of effective support – reflecting together

Quiet reading and reflection time followed by discussion – Principle 4 p20-22 of the training booklet

- Has this highlighted any gaps in your school's work?
- Any ideas you would like to share?
- How has the reflection felt?

Share your thoughts in the chat

Go to www.menti.com and use the code **5104 0074**

What transition support have you seen to be effective?

Good communication with old/
new school

a named Service Pupil champion in
school

My passport document from Bucks

Excellent website showing a clear
vision of working with children
from Service families

Admission procedures are effective
and supportive

Persistent chasing of records etc

Buddy support on arrival

welcome and leavers boards

use of IT to connect with
transferring and receiving schools

My passport - a little folder for



EVALUATION

Please note your thoughts here when you finish this training with a week back in school.

Personal reflection time 3

	SERVICE CHILDREN'S LIVES	THE TOOLKIT
IDEAS & INSIGHTS		
ACTIONS		

Go to www.menti.com and use the code 5104 0074

What message will you take from your reflection?

Mentimeter

collaboration
time
confidence
potential
separated families
reach out
identifying
connection

Go to www.menti.com and use the code 5104 0074

Who do you intend to share the toolkit with today?

Mentimeter



Service Children's Progression



Break – 5 minutes



Service Children's Progression



Supporting Service children with SEND

Sue Smyth, CEAS Team Leader, MOD AFFS





Ministry
of Defence

Achieving Positive Outcomes for Service children with SEND

Sue Smyth
**Children's Education Advisory
Service (CEAS)**

Susan.smyth106@mod.gov.uk

AFFS: Armed Forces Families & Safeguarding
DCS: Defence Children Services

Aims of the Workshop

- **Overview of the potential learning journey of a Service child with additional needs**
- **What we know about Service children in education**
- **What Service families say about their experiences**
- **Support mechanisms for Service families**

The Learning Journey for a Service child

- Many experience greater number of educational transitions than their non-service peers or more time separated from a parent.
- Movement between different education systems due to parents' internal UK or overseas assignments.
- Particular challenges for children from military families who have SEND.
- Some Service children encounter opportunities beyond the realms of other children and can bring a wealth of experiences and personal strengths to a school.

What does the research say?

- DfE attainment data would show that, on average, Service children achieve in line with their non-Service peers.
- Achievement falls away for all children the more schools they attend.
- Suggestion that Service children are under-represented in Higher Education.
- Service children value the support and understanding they are given at school.
- The vast majority of Service children are happy, resilient and incredibly proud to have a parent serving in the Armed Forces; belonging to a military family is central to their identity and sense of self.
- More to be done.

What Service families say?

- Often the children/ young people have little influence over the planning of their learning journey- this can be exciting or contentious for them.
- Parents are often unaware of the processes involved in obtaining a school place and effective provision for their children- it varies for each school, LA, country etc.
- Parents often report feeling that they have a lack of control and become frustrated when agencies don't understand the implications of a Service-related lifestyle.
- Families want to feel that their children will be included and belong.
- First impressions really count!

How might a Service-related lifestyle impact upon a child with SEND?

- Frequent movement can result in a delay in needs being formally identified.
- Time to develop relationships and evidence of graduated response can be limited.
- There is sometimes a parental perception that needs go unaddressed because a child is moving soon (refer to SEND CoP 10.56).
- Children may find themselves repeatedly dropping to the bottom of waiting lists each time they move.
- Inconsistency in type of provision to meet needs, each time a move occurs including shortage of resources.

How might a Service-related lifestyle impact upon a child with SEND?

- Movement between UK nations or overseas can result in very different offers to meet needs and processes to acquire provision.
- Movement out of England will result in any legal status of a statutory plan of SEND lapsing and therefore the provision associated– which can result in the process recommencing on return (not automatic).
- Differences in cultural norms for supporting children with needs e.g. higher levels of medication for ADHD– US = 103 teenagers per 1,000 vs UK = 7.4 teenagers per 1,000.
- Cultural/ social perceptions of SEND and inclusion in education.

Service families on the move: SEND in the Overseas Command

MOD Schools

- The MOD observes processes and procedures which follow the guidance in the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND).
- Due to different legal and financial and commissioning arrangements overseas, MOD services cannot produce Education, Health and Care Plans (EHCPs).
- In MOD Schools, a Service Children's Assessment of Need (SCAN) is analogous to an EHCP.

Non-MOD Schools

- Within English speaking countries, generally Service children attend state local schools.
- In other localities, children attend international schools.
- Vastly varying approaches to SEND.

**All children's
supportability is
assessed before
travelling overseas.**

Service Children in the SEND CoP

SEND Code of Practice (2015),

Section 10.53 onwards refers specifically to Service children.

Section 10.55

"In having regard to this Code of Practice and in meeting the aspirations of the Armed Forces Covenant, which attempts to eliminate or mitigate some of the potential disadvantages faced by Service families, all those with statutory responsibilities towards Service children with SEN should ensure that the impact of their policies, administrative processes and patterns of provision do not disadvantage such children because of their Service-related lifestyle."

Section 10.57

"When carrying out an assessment of a Service child's needs or making an EHC plan, local authorities **must** seek advice from CEAS, acting on behalf of the Secretary of State for Defence."

How can schools help Service children?

- First impressions count.
- Acknowledge Service children are not a homogenous group- don't assume.
- Give Service children opportunities to talk about their experiences and opportunities to be listened to.
- Make use of the 'Thriving lives Toolkit'.
- How do you spend your Service Pupil Premium?
- Plan for transitions- welcomes and goodbyes are very important.
- Signpost Service families to CEAS.

How can MOD Support teams help?

- **The Global Education Team (AFFS)** works with a broad range of stakeholders, including government departments and local authorities across the UK, to influence the development of legislation, policy and practice that recognises and responds to the needs of armed forces children with SEND.
- **Children's Education Advisory Service (DCS)** offers confidential, professional advice to Service parents on a wide range of educational issues.
- Ask us about MODLAP!

About Children's Education Advisory Service (CEAS)

- The CEAS team is comprised of qualified teachers and experienced case advisors.
- Work with families to support them to understand the process for making school/ college applications
- Work with Local Authority to ensure families understand the timescales and statutory duties they are under
- Work with the Chain of Command to explain the potential educational implications the needs of the Service may have for the child/ young person. For example, timing of posting etc.
- Support parents/ schools with statutory assessment of special educational needs

Contact information

CEAS at

DCYP-CEAS-Enquiries@mod.gov.uk

GET at

DCYP-HQ-GET@mod.gov.uk



Children's Education
Advisory Service

All our children and young people flourish and achieve their full potential.

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

Service Children's Progression



Supporting a clear approach through Governance(Principle 1, 6)

Grahame Shepherd, former headteacher of Le Cateau Primary
School, Catterick, and current governor

June 21

Thriving lives for service children

Supporting a clear approach through Governance



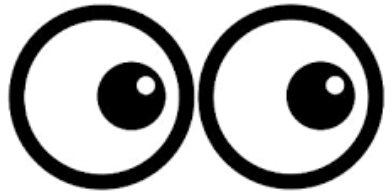
Grahame Shepherd

Former Head, Le Cateau C.P. School, Catterick Garrison.
A Former Chair, SCISS National Executive Advisory Committee.
Current School Governor



What do Governors do?

- **Improve educational standards so that children and young people have the chance to realise their full potential.**
- **Set the strategic direction.**
- **Create robust accountability.**
- **Ensure financial probity.**



In short

The Governing Body should have eyes everywhere.

Intelligence

Identification/Issues

Impact

Improvement

Insistance

Interrogation

Information



Inspection-

Intent

Implement

Impact

Recent inspection:-

The main areas of interest

a/ Provision of a sequential and appropriate curriculum including reading; and appropriate staff development.

b/ Improvement matched against Areas for Improvement (AFIs) listed in last inspection.

c/ Safeguarding

Supporting Principle 1- Our approach is clear

Leaders' understanding and approach ensure resources and policies improve Service Children's outcomes.

Supporting Principle 6- Parents are engaged

Strong home-school partnerships help Service families feel valued as part of the school community

Refer to Thriving Lives Toolkit



Use the
Thriving Lives toolkit
to:-

**a/ audit school provision (emerging, developing, embedding), and set a list of priority actions.
Governors must play a part in carrying out this audit.**

**b/ continually up-skill staff regarding the awareness of the needs and wants of children from Service Families.
(for new staff and more established staff)**

Service Children's Progression



Reflective Questions supporting School Improvement Planning

Jill Adams, QVS school





QVS PLANS FOR USING
THRIVING LIVES TOOLKIT
JUNE 2021

QVS DUNBLANE

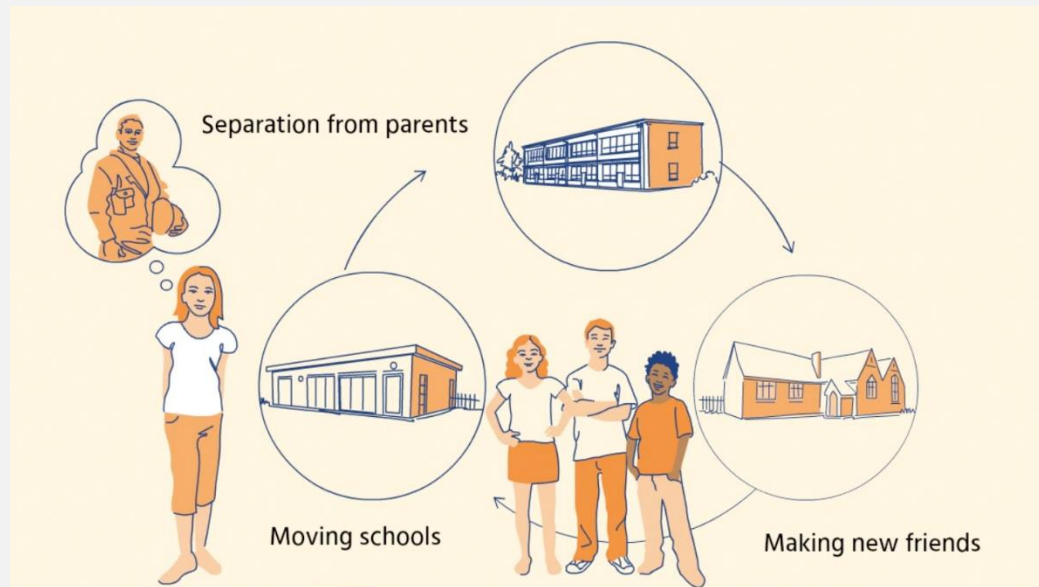
- 250 students
- 100% Boarding
- All three Services
- Ceremonial Traditions
- All have parent/s who are serving or who have served in Scotland
- P7-S6
- CO-ED since 2006



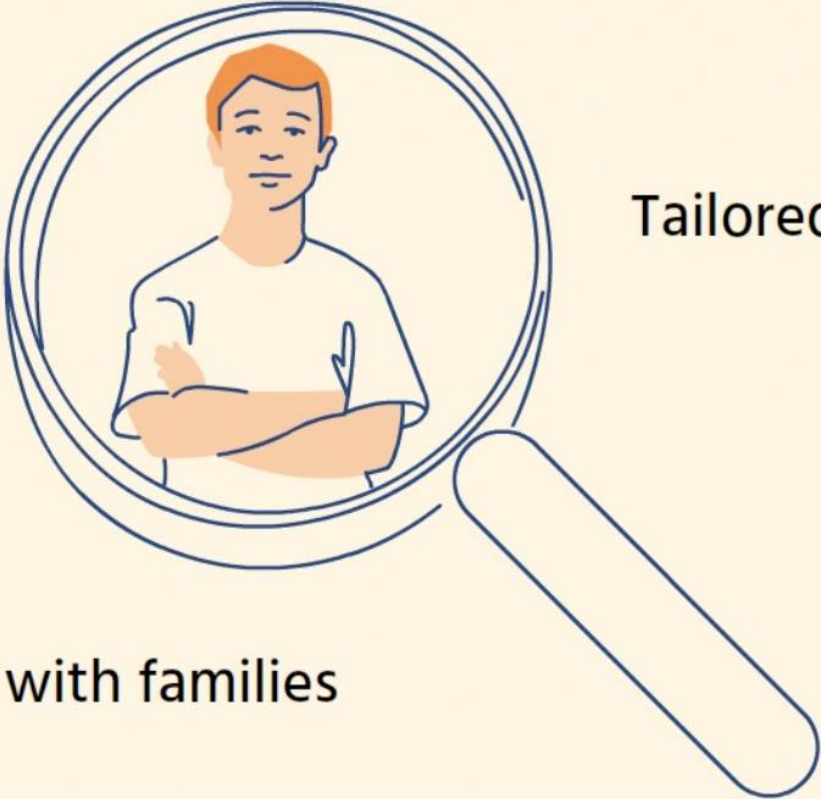


SUPPORTING MILITARY FAMILIES
STABILITY & CONTINUITY

SPECIFIC CHALLENGES OF MILITARY YOUNG PEOPLE



Understood



Tailored support

Engage with families



GIRFEC – getting it right for every child

GIRFEC recognises the importance of the child's environment and working through challenges in a supportive and nurturing space



We recognise that children and young people from service families will have had many different experiences in their lives and have the right to expect appropriate support from adults.



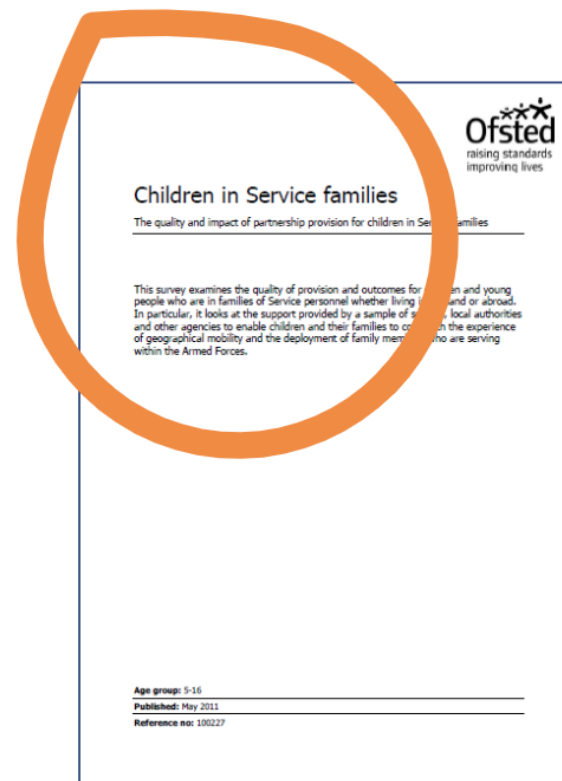
QVS wants to develop our use of the Thriving Lives Toolkit to put the child at the centre of our plans for supporting Wellbeing here at school



Getting it Right For Every Child places wellbeing at the heart of all assessment and planning and we really see the benefits of this toolkit in helping us to get things right moving forwards in our planning of a bespoke Wellbeing space at QVS

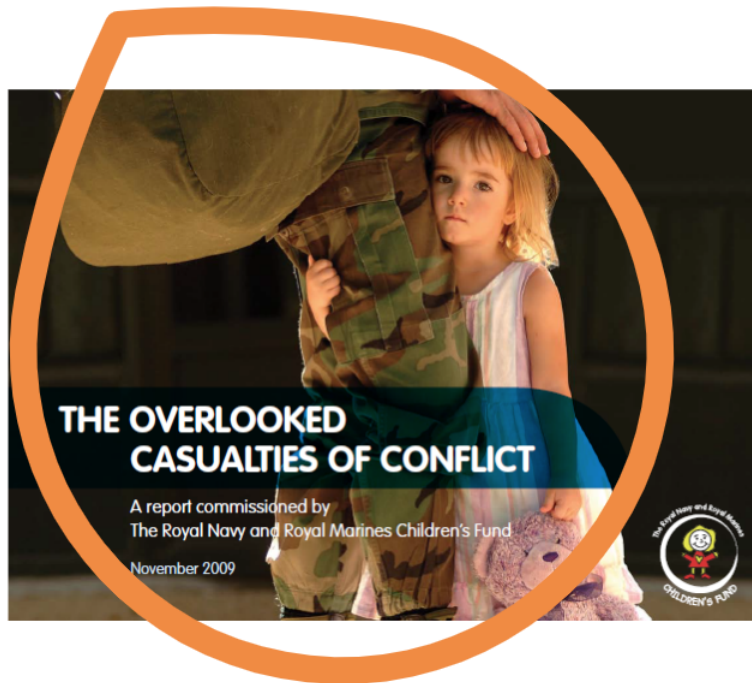
Research identifies risk of disadvantage and shortcomings in pastoral provision

‘Service children face challenges that often go beyond the experience of the majority of families and children living in the UK....The combination of deployment of a family member and regular moves of home and school can cause anxiety and stress for Service families whether living in the UK or overseas: education is disturbed, social networks are disrupted and parents left behind have to cope with the effects of being a ‘single parent.’



Ofsted (2011): Children in Service Families

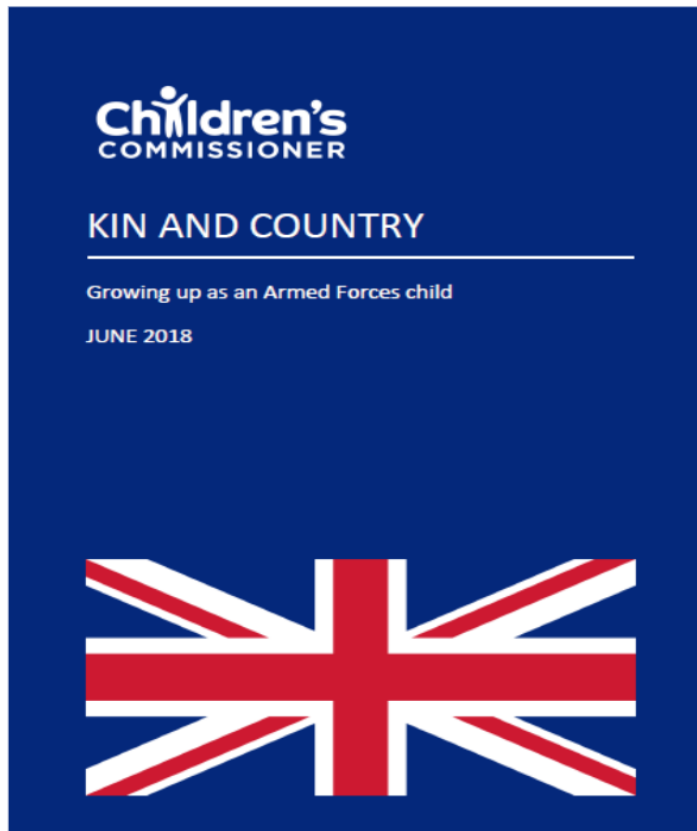
Pastoral systems must recognise the unique challenges Armed Forces families may face



'The MoD ...and local authorities need to appreciate the impact the service lifestyle can have on a child's behaviour, emotional wellbeing, psychological development and their educational attainment, and build this understanding into their future strategies, policies and budget. Service children cannot remain the overlooked casualties of conflict any longer.'

The Royal Navy and Royal Marines Children's Fund (2009)
The Overlooked Casualties of Conflict

Service children – an unusual childhood?



'What is clear from our research is the unique nature of childhood in a serving military family. The all-encompassing character of a military lifestyle means service children can experience 'growing-up' quite differently from their peers.'

Kin & Country: Growing Up as an Armed Forces Child, Children's Commissioner (2018)

USING THE PRINCIPLES TO GET SUPPORT RIGHT



Understanding feelings and behaviours



Teenagers

- Quest for personal identity
- Peer relationships
- Testing boundaries
- Developing empathy
- Own views and values
- Sexual identity
- Highly connected



The 7 principles of effective support

Principle	Vision
1 Our approach is clear	Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.
2 Wellbeing is supported	Tailored pastoral provision supports Service children's mental health and wellbeing.
3 Achievement is maximised	Teaching, assessment and support ensure the continuity of Service children's learning and progression.
4 Transition is effective	Systems and support ensure seamless transitions for Service children arriving at and leaving school.
5 Children are heard	Service children's diverse voices are heard and inform the support they receive.
6 Parents are engaged	Strong home-school partnerships help Service families feel valued as part of the school community.
7 Staff are well-informed	Supportive training and networks ensure all staff understand and support each Service child.

**The 7 principles of
effective support**

Principle

Vision

1

Our approach is clear

Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.

2

Wellbeing is supported

Tailored pastoral provision supports Service children's mental health and wellbeing.

3

Achievement is maximised

Teaching, assessment and support ensure the continuity of Service children's learning and progression.

4

Transition is effective

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5

Children are heard

Service children's diverse voices are heard and inform the support they receive.

6

Parents are engaged

Strong home-school partnerships help Service families feel valued as part of the school community.

7

Staff are well-informed

Supportive training and networks ensure all staff understand and support each Service child.

2

Wellbeing is supported

Evidence suggests:

- *Provision of pastoral support for Service children is a priority*
- *A school environment attuned to the experiences of Service children can promote positive development*
- *Service children may need extra support during periods of transition and discontinuity*
- *There are 5 key questions for schools to consider*



What this might look like:

Research identified that practice supporting this principle may include:

- Opportunities for Service children to explore their experiences and feelings with other Service children in clubs such as those facilitated by the MKC Heroes network
- Engagement with parents to be aware of upcoming deployments
- Supporting a child to research and map a deployed or weekend parent's location
- Exploiting any opportunities in the curriculum to support children and their peers to understand where a deployed parent is stationed
- Embedding understanding of Armed Forces in the curriculum
- Ensuring all staff understand the range of Service children's potential experiences and emotions during the different stages of deployment and separation
- Organising resources for families to maintain connections during periods of separation

Supporting young people to develop strengths through their experiences

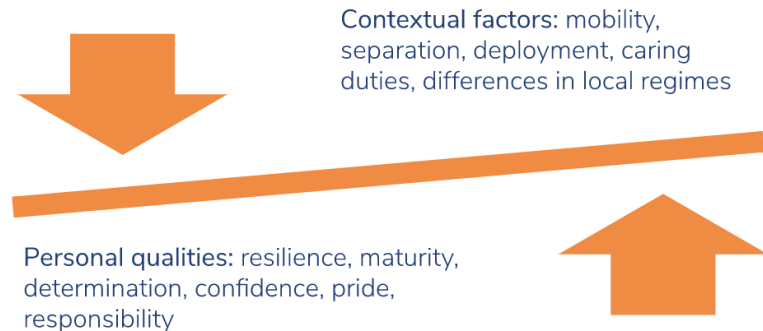
- Fostering maturity
- Emotional growth and insight
- Encouraging independence
- Encouraging flexibility and adapting to change
- Building skills for adjusting to separations & losses faced later in life
- Strengthening family bonds
- Harnessing awareness and understanding of civic duty
- Supporting the whole family



SUMMARY

Service children's lifestyles may be very different to that of their peers. Effective support can mitigate challenges and support development of strengths and skills through:

- Planned, targeted pastoral support
- Strong staff understanding
- Deliberate listening and action



PRINCIPLE 2 – WELLBEING

2.1 - To what extent do you create opportunities for Service children to meet, and explore experiences together?

2.2 - To what extent is your pastoral support informed by Service children's voices?

2.3 - To what extent do you have mechanisms to provide tailored support when Service children need it while ensuring that they are not singled out unnecessarily?

2.4 - To what extent does pastoral support take account of points of stress including deployment/weekending, school moves and caring responsibilities?

2.5 - To what extent do you nurture Service children's identities, and help them feel understood?

2

Wellbeing is supported

Tailored pastoral provision supports Service children's mental health and wellbeing.

Thriving
Lives
toolkit

REFLECT	EVIDENCE	SELF-ASSESSMENT			ACTION	DATE
Reflect with stakeholders on these key questions	Identify current practice that demonstrates where you are now	Assess your current practice			Identify actions to enhance your support	Agree a deadline for your actions
		Emerging	Developing	Embedding		
2.1 - To what extent do you create opportunities for Service children to meet, and explore experiences together?	POD Group RCET Youth Voices House Council Wellbeing Champions Pupil Leadership Team HGIOURS MAD Group House Council ELSA Groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Lighthouse WELSAs POD Group Wellbeing Champions Having this room will allow a focus point and bring the idea of WELLBEING to the forefront of the interventions we provide at QVS	dd/mm/yy 1/22/31
2.2 - To what extent is your pastoral support informed by Service children's voices?	HGIOURS will create an improved framework to allow students to feed into the SIP directly School Council then more aligned to SIP priorities, taking pupil voice into account RCET Group thinking about the way we connect with other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Work closely with extended SLT projects - HGIOURS and Nurture Room as well as RCET Youth Voices group to ensure that young people's voices play a key part in the planning of this room and that they feel central to it coming to fruition	12/12/22
2.3 - To what extent do you have mechanisms to provide tailored support when Service children need it while ensuring that they are not singled out unnecessarily?	Seasons for Growth WELSA GIRFEC & IPM Process Student voice at centre of plans When all students are from Service families, it's important to ensure all staff are aware of service community and their unique challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Rewrite GIRFEC Policy, taking the WELSA, Wellbeing Champions, The Lighthouse and POD Group into account - training whole school in the adaptations to the GIRFEC policies to ensure that we have a joined-up approach to Wellbeing at QVS	8/22/28

NEXT STEPS...



Staff Training



Pupil Voice

THRIVING LIVES TOOLKIT & HGIOURS PUPIL VOICE – PART OF THE CHANGE



The 7 principles of effective support

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- Theme 1: Our relationships** 

This includes friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.
- Theme 2: Our learning & teaching** 

This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.
- Theme 3: Our school & community** 

This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to what's available. It also includes having positive links between our school and our families and with partner organisations in our community.
- Theme 4: Our health & wellbeing** 

This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing.
- Theme 5: Our successes & achievements** 

This includes opportunities for achievement in our school and in the community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning.

RCET YOUTH VOICE AT QVS - NINA JOINS US REMOTELY

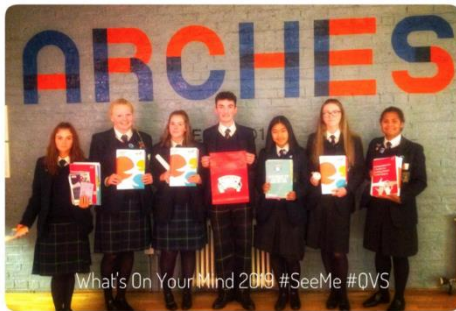


Scotland's Armed Forces
Children's Charity

QVS POD GROUP



QVS EQUALITY & DIVERSITY



BRINGING SUPPORT TOGETHER

2

Wellbeing is supported

Tailored pastoral provision supports Service children's mental health and wellbeing.



REFLECT	EVIDENCE	SELF-ASSESSMENT			ACTION	DATE
Reflect with stakeholders on these key questions	Identify current practice that demonstrates where you are now	Assess your current practice			Identify actions to enhance your support	Agree a deadline for your actions
		Emerging	Developing	Embedding		dd/mm/yy
<p>2.4 - To what extent does pastoral support take account of points of stress including deployment/weekending, school moves and caring responsibilities?</p>		■	■	■		
<p>2.5 - To what extent do you nurture Service children's identities, and help them feel understood?</p>		■	■	■		



PUPIL VOICE & POSITIVE ACTION



Motivate your learners to succeed with Action Jackson!

21 easy-to-implement ideas to empower young people to be happy & unlock their potential for success.

BLOOMSBURY EDUCATION

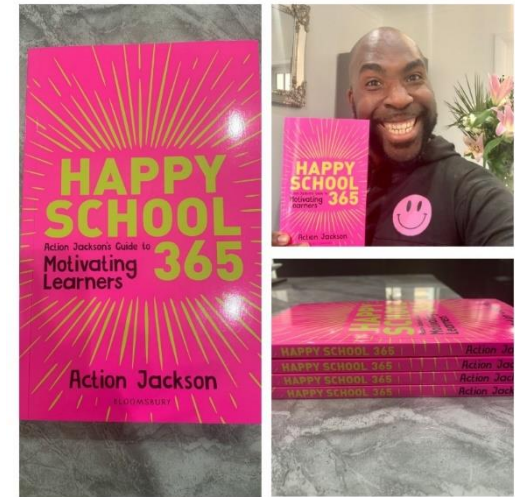
HAPPY SCHOOL 365
Motivating Learners
Action Jackson

UK Ambassador for Happiness 😊
@Actionjackson Follows you

Motivational Speaker, Author of Happy School 365. Helping Teachers motivate their learners to wake up HAPPY & achieve. For bookings email Jacksonian@icloud.com

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20.5K Following 27K Followers



ENGAGING LEARNERS TO PRIORITISE
THEIR OWN WELLBEING

TAILORED PROVISION SUPPORTS SERVICE CHILDREN'S MENTAL HEALTH & WELLBEING

PUPIL LEADERSHIP TEAM

Working in partnership with SLT to ensure that Pupils views are part of the SIP

BESPOKE WELLBEING SPACE

Development of The Lighthouse

A Wellbeing Space designed in partnership with QVS Wellbeing Champions

BUILD CAPACITY

More Support and Training for Staff to understand unique challenges and build capacity to support students

DIGITAL COMMUNITY

Benefit from the adaptations we were forced to make in lockdown to maintain better links with families across the UK and beyond

helping schools support Service children

Thriving Lives toolkit

	Principle	Vision
The 7 principles of effective support	1 Our approach is clear	Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.
	2 Wellbeing is supported	Tailored pastoral provision supports Service children's mental health and wellbeing.
	3 Achievement is maximised	Teaching, assessment and support ensure the continuity of Service children's learning and progression.
	4 Transition is effective	Systems and support ensure seamless transitions for Service children arriving at and leaving school.
	5 Children are heard	Service children's diverse voices are heard and inform the support they receive.
	6 Parents are engaged	Strong home-school partnerships help Service families feel valued as part of the school community.
	7 Staff are well-informed	Supportive training and networks ensure all staff understand and support each Service child.

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QVS LIGHTHOUSE – WATCH THIS SPACE

Service Children's Progression



Panel discussion chaired by the Brunel University London Education Department

Please put questions for the panel in the Q and A function



Service Children's Progression



Closing reflections

Bruce Holborn, Royal British Legion



Service Children's Progression



Thank you for attending

<https://www.scipalliance.org/thriving-lives-toolkit>

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