THRIVING LIVES FOR SERVICE CHILDREN

The Seven Principles of Effective School Support

SCIP ALLIANCE VIRTUAL TRAINING CONFERENCE FOR SCHOOLS IN THE SOUTH

WEDNESDAY 21ST APRIL, 9AM-3:30PM

Service Children's Progression

ALLIANCE

South Hub

UNIVERSITY OF PORTSMOUTH

UNIVERSITY OF WINCHESTER

helping schools support Service children

Thriving Lives toolkit

@scipalliance

CONFERENCE AIMS

To empower schools to reflect on and develop their support for children in Armed Forces families through the SCiP Alliance Thriving Lives Toolkit

LEARNING OUTCOMES

After these training conferences you will:

- Feel better informed about the challenges and opportunities for Service children

- Feel equipped to use the Thriving Lives Toolkit and confident to put it into practice

- Know who you can contact to help develop your work with Service children

CONTENTS

WELCOME

I t is my great pleasure to welcome you to the SCiP Alliance Virtual Training Conference for Schools in the South.

Professionals throughout the UK and overseas tell us of the value they place on having the opportunity to learn from and share with each other and of the need for evidence-based, practical resources to help them support Service children. This is the first of a series of conferences across the UK that will do just that.

Underpinned by rigorous research and thoroughly tested in diverse school settings, the Thriving Lives Toolkit you will look at today provides a framework of seven principles to help you reflect on and enhance your practice, and a three-tier support suite of animations, self-directed training and case studies, which you can find on our **website**.

Run by the SCiP Alliance South Hub, this conference will give you the opportunity to explore the Thriving Lives Toolkit, to connect with other schools and to hear from partners keen to help.

Thank you for your all you do to help Service children thrive. I look forward to hearing how the toolkit has helped you and what more we can do. Get in touch through our website or start a conversation on Twitter - @scipalliance.
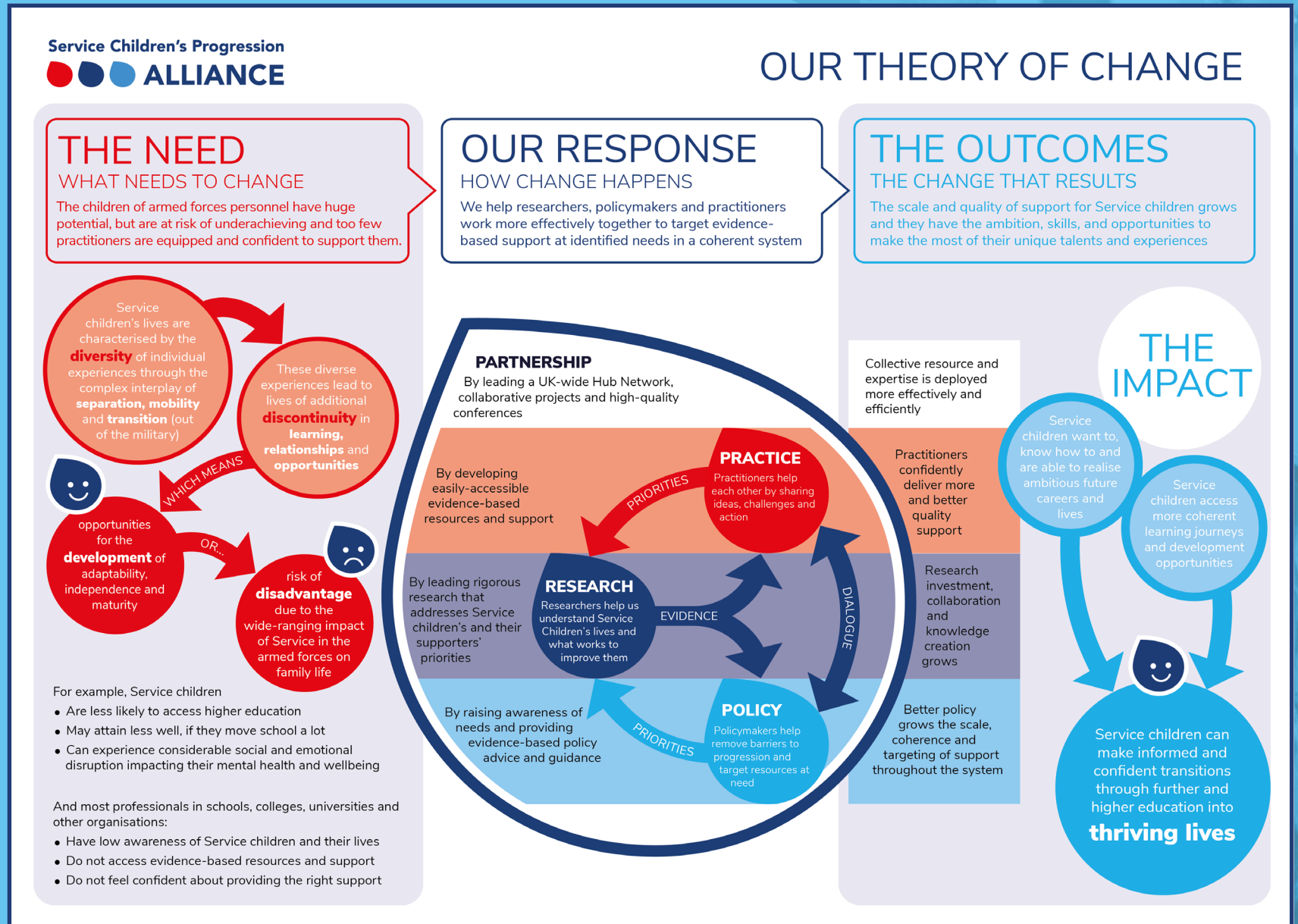
Phil Dent

Director SCiP Alliance

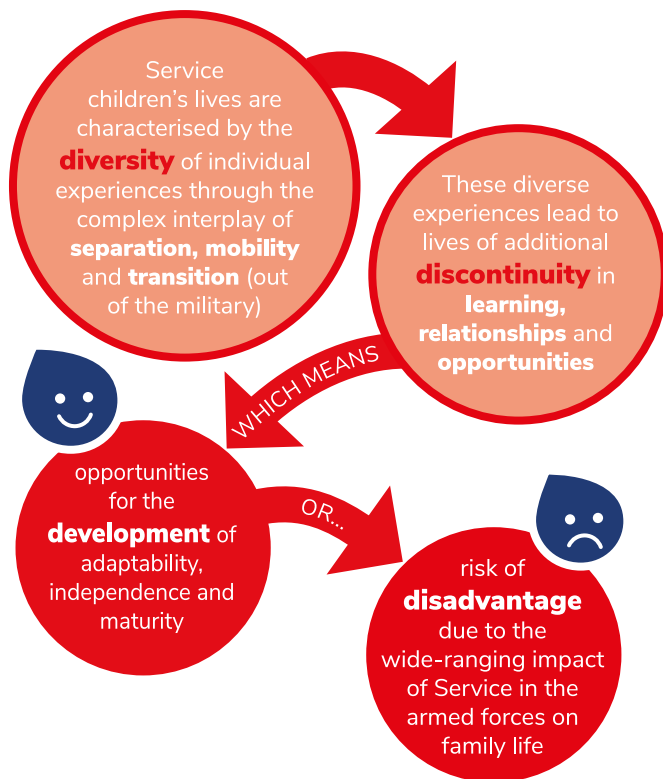**Service Children's Progression**
ALLIANCE

SCIP ALLIANCE THEORY OF CHANGE

The SCiP Alliance Theory of Change tells the story of why we do what we do: both the evidence for action and the impact we want for all Service children.

Service Children's Progression ALLIANCE

OUR THEORY OF CHANGE

THE NEED
WHAT NEEDS TO CHANGE

The children of armed forces personnel have huge potential, but are at risk of underachieving and too few practitioners are equipped and confident to support them.

OUR RESPONSE
HOW CHANGE HAPPENS

We help researchers, policymakers and practitioners work more effectively together to target evidence-based support at identified needs in a coherent system

THE OUTCOMES
THE CHANGE THAT RESULTS

The scale and quality of support for Service children grows and they have the ambition, skills, and opportunities to make the most of their unique talents and experiences

Service children's lives are characterised by the **diversity** of individual experiences through the complex interplay of **separation, mobility** and **transition** (out of the military)

These diverse experiences lead to lives of additional **discontinuity** in **learning, relationships** and **opportunities**

WHICH MEANS

opportunities for the **development** of adaptability, independence and maturity

OR...

risk of **disadvantage** due to the wide-ranging impact of Service in the armed forces on family life

For example, Service children
- Are less likely to access higher education
- May attain less well, if they move school a lot
- Can experience considerable social and emotional disruption impacting their mental health and wellbeing

And most professionals in schools, colleges, universities and other organisations:
- Have low awareness of Service children and their lives
- Do not access evidence-based resources and support
- Do not feel confident about providing the right support

PARTNERSHIP
By leading a UK-wide Hub Network, collaborative projects and high-quality conferences

By developing easily-accessible evidence-based resources and support

PRACTICE
Practitioners help each other by sharing ideas, challenges and action

PRIORITIES

By leading rigorous research that addresses Service children's and their supporters' priorities

RESEARCH
Researchers help us understand Service Children's lives and what works to improve them

EVIDENCE

DIALOGUE

By raising awareness of needs and providing evidence-based policy advice and guidance

POLICY
Policymakers help remove barriers to progression and target resources at need

PRIORITIES

Collective resource and expertise is deployed more effectively and efficiently

Practitioners confidently deliver more and better quality support

Research investment, collaboration and knowledge creation grows

Better policy grows the scale, coherence and targeting of support throughout the system

THE IMPACT

Service children want to, know how to and are able to realise ambitious future careers and lives

Service children access more coherent learning journeys and development opportunities

Service children can make informed and confident transitions through further and higher education into **thriving lives**
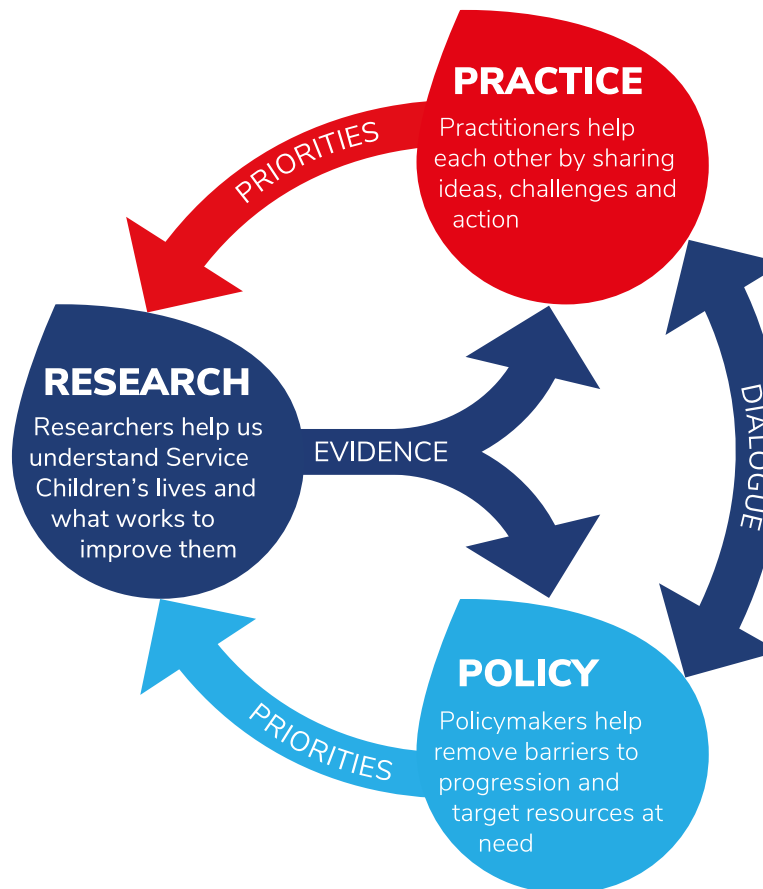
THE NEED

Like all children, the children of serving and ex-Armed Forces personnel are unique and have huge potential. But their lives can have complex additional challenges. Evidence suggests this can have both positive and negative effects for Service children.
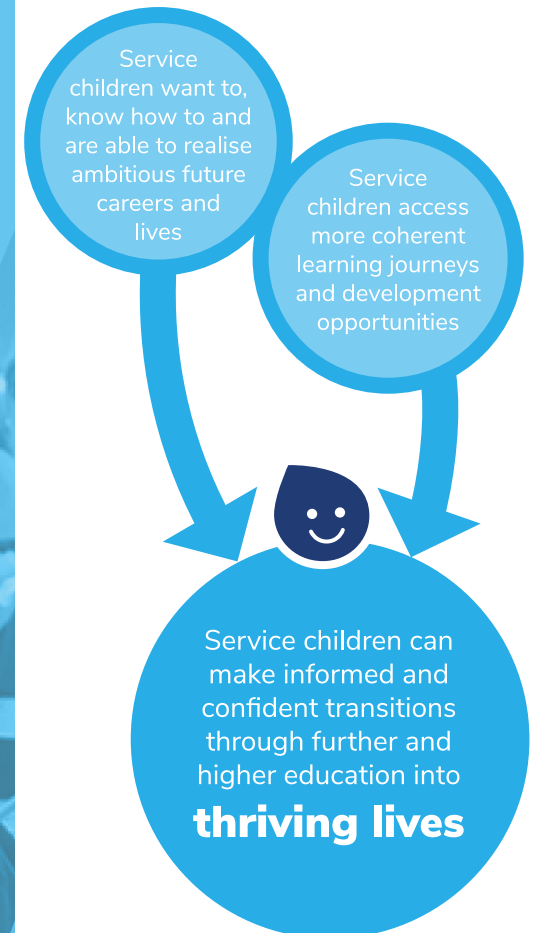
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WHICH MEANS

These diverse experiences lead to lives of additional **discontinuity** in **learning, relationships** and **opportunities**

opportunities for the **development** of adaptability, independence and maturity

OR...

risk of **disadvantage** due to the wide-ranging impact of Service in the armed forces on family life

THE SCIP ALLIANCE RESPONSE

Our Stakeholder Research told us people want to be better connected: with each other, with evidence and with support. So a UK-wide Hub network connects practitioners, researchers, policy-makers and funders. These conferences will support you in using our evidence-based resources and create connections in your local area, helping schools to help Service children.

PRACTICE
Practitioners help each other by sharing ideas, challenges and action

PRIORITIES

RESEARCH
Researchers help us understand Service Children's lives and what works to improve them

EVIDENCE

DIALOGUE

POLICY
Policymakers help remove barriers to progression and target resources at need

PRIORITIES

THE OUTCOMES

We want to see the scale and quality of support for Service children grow. Better collaboration, more research, and evidence-based practice and policy will lead to more opportunities and a more coherent learning journey for Service children.

Service children want to, know how to and are able to realise ambitious future careers and lives

Service children access more coherent learning journeys and development opportunities

Service children can make informed and confident transitions through further and higher education into **thriving lives**

AGENDA

WEDNESDAY 21ST APRIL 2021 (09:00-15:30)

Time	Session
09:00-10:30	Welcome: Understanding Service children's lives
11:00 - 12:30	How can schools use the Thriving Lives toolkit?
13:00-13:30	Networking and exploring the virtual Exhibitor Hub
13:30-14:15 & 14:30-15:15	**Workshop A-** Achieving positive outcomes for Service children with SEND
	Exploring how a service-related lifestyle might impact a child with SEND and examining how best to support individual needs.
13:30-14:15 & 14:30-15:15	**Workshop B-** Identifying and supporting Hidden Young Carers
	Young carers in armed forces families can face additional challenges due to the impact of multiple and frequent moves, and the impact of the serving persons deployment. This session will look at the legal definition, rights and entitlements of young carers. We will explore what it means to be a hidden young carer including young carers in armed forces families. We'll also look at how schools can best identify and support these young people and share some tools and resources for schools.
13:30-14:15 & 14:30-15:15	**Workshop C-** Thriving Lives - making it work in schools
	This workshop will provide an exploration into Service Pupils Succeed Training (HIAS) provided by Hampshire County Council, with a specific focus on wellbeing and achievement. The workshop will provide an overview of the approaches used in this training, and will share a case study from the John Hanson School about their use of the toolkit in school.
13:30-14:15 & 14:30-15:15	**Workshop D-** Supporting Service children through Governance
	A Governor's role in supporting a school with children from Service families - linking with principals 1 and 6 of the Thriving Lives toolkit.
15:15-15:30	Conference closing messages

Thriving Lives toolkit

helping schools support Service children

Service Children's Progression
ALLIANCE

Thriving Lives Toolkit

The Service Children's Progression Alliance conducted a large-scale UK-wide consultation which told us that professionals supporting Service children want to be better connected: with each other, with evidence and with support. The Thriving Lives Toolkit responds directly to this need.

Independent research carried out by the International Centre for Guidance Studies (iCeGS) at the University of Derby comprised:

- Literature review
- Survey in which 479 schools participated
- In-depth, multi-case study investigation with Service children, senior leaders, teachers and support staff in schools with at least a 'good' Ofsted rating that are known for their Service child support
- The schools were specifically chosen to provide a balance of primary and secondary, proportions of Service children (from very low to high), while serving all three Services between them.

The research identified seven principles for effective practice and a framework to helps schools undertake evidence-based reflection and identify improvement priorities. Research does not identify any principle to be of more importance than anothers. It is important to consider all seven.

Partnership

The SCiP Alliance is a partnership of people supporting Service children's education and success. Partnership is fundamental to the Alliance's existence, but it is also a commitment to a way of working. Running through all seven principles for effective practice is the thread of meaningful and open collaboration with all those who have a stake in supporting Service children to thrive.

Asset-based

The SCiP Alliance takes an asset-based approach. It means we start with the strengths and focus on how to build on them. It does not mean avoiding problems or ignoring issues, instead it challenges us to focus on solutions and to never problematise children themselves. Like all children, Service children have huge potential, and their experiences provide wonderful opportunities to thrive.

Evidence-led

The SCiP Alliance starts with the best available evidence. The robust research underpinning the Thriving Lives Toolkit provides greater confidence that what we do can be effective. We can never know everything we need to know, but, combined with well-informed professional judgement and an unrelenting focus on the child, a sound evidence base helps provide a foundation on which Service children can thrive.

How to assess your practice

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

Advice from Other Schools

This toolkit has been developed by the SCiP Alliance in collaboration with a number of Uni Connect partnerships. The initial draft was piloted in a variety of schools in 2020. Evaluation officers in six Uni Connect partnerships, led by Higher Horizons at Keele University, analysed feedback from schools and provided recommendations which have enhanced the content and format.

Schools in the pilot ranged from those with a high proportion of Service children to those with only a few. Pilot schools served families from the Army, RAF and the Royal Navy in many different locations. All participants recommended that other schools educating Service children use this tool to consider their support for their Service children.

The pilot confirmed that the tool is highly practical and will support you in determining not only overall strategy, but specific actions. Schools suggest that you schedule time for it on a regular basis, using it as the basis of diagnostic and planning activities.

Many schools highlighted its usefulness in developing governance documents and strategies.

Schools suggest that you use the toolkit not only to record your own thoughts, but as a tool for communication and collaboration within the school and in conversations with others, such as local authorities or inspection teams.

Schools identified the Toolkit's potential to provide a mechanism for schools to share practice, to develop shared activity or to collaborate on funding bids.

OfS Uni Connect Programme

futurehy

HEON HIGHER EDUCATION OUTREACH NETWORK

Higher Horizons+

Next Steps South West

SUN SOUTHERN UNIVERSITIES NETWORK

WIN WESSEX INSPIRATION NETWORK

Thriving Lives toolkit
helping schools support Service children

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 **Our approach is clear**

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

Thriving Lives toolkit

Evidence suggests:

- *Clear policies and strong cultural awareness of the life of a Service child at a school's strategic level are key to effective support*
- *A central aspect of school transparency and support is the targeted deployment of resources, including dedicated funding where available*
- *Monitoring Service children's outcomes and the impact of spend and activity can improve the effectiveness of support*
- *There are 6 key questions for schools to consider*

What this might look like:

Research identified that practice supporting this principle *may include*:

- Having a clear strategy for the targeted deployment of dedicated funding
- Publishing a dedicated strategy for supporting Service children, for example through the school website
- Evaluating the impact of a dedicated strategy, changing it when it is deemed not to be presenting good value for money
- Monitoring and reporting on outcomes for Service children
- Governing body minutes evidencing challenge around Service children's academic progress, achievement and wellbeing
- Strategy and leadership is informed by Service children's voices
- Named staff contact

Examples from practice:

Dedicated funding is "used to buy out some of my time so I am free to do mentoring and some of the money is used to liaise with the Service community's counselling organisations."

(Service children lead, secondary school)

"Appointing a Forces Families Liaison Officer has really benefitted our Service children and families, providing a link between school and home." (Senior leader, primary school)

"Time for staff to be involved with local cluster group for Service families; transport costs for Service Children to participate in activities organised by the cluster; half-termly get-togethers with the Service children at our school and the neighbouring junior school." (Senior leader, primary school with 2 pupils on roll)

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 **Our approach is clear** — Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.

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		dd/mm/yy
1.1 - To what extent are all those involved in leadership, governance and Service child support aware of funding and other resources available to support Service children?						
1.2 - To what extent do you monitor how dedicated funding is spent?						
1.3 - To what extent is support informed by evidence and monitored for effectiveness?						

1 **Our approach is clear**

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

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		
						dd/mm/yy
1.4 - To what extent do Service family voices and Armed Forces representation inform those responsible for leadership, governance and Service child support?						
1.5 - To what extent do those responsible for school governance ensure Service children's outcomes are monitored and appropriate support is delivered?						
1.6 - To what extent do your admissions policies take account of Service families' frequent, mid-term and short notice moves?						

Wellbeing is supported

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

Thriving Lives toolkit

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 weekending 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

Examples from practice:

"We part fund a Family Liaison Officer, part of whose role is to support families in the home during deployment or at times of any stress."

(Senior leader, primary school)

"Our ELSA ... provides an after school 'Forces Fun Club'. They also meet weekly with any child who has a parent away on deployment and supports with letter writing."

(Senior leader, primary school)

"Every child whose parent goes away gets a 'knitted doll' of their parent and the parent has a small knitted 'child'."

(Senior leader, primary 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

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		dd/mm/yy
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 | **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		
2.4 - To what extent does pastoral support take account of points of stress including deployment/weekending, school moves and caring responsibilities?						dd/mm/yy
2.5 - To what extent do you nurture Service children's identities, and help them feel understood?						

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

Thriving Lives toolkit

Evidence suggests:

- *A commitment to support Service children to maximise personal levels of achievement is a priority*
- *Transition impacts on attainment in a range of ways, including the disruption of moving, non-alignment of subjects and exam boards, missing curriculum and repeated curriculum*
- *The emotional impact and stress that deployment and separation have on Service children can affect academic attainment*
- *There are 6 key questions for schools to consider*

What this might look like:

Research identified that practice supporting this principle *may include*:

- Assessment of new arrivals, taking into account the need for a sense of security before undertaking assessments
- Ongoing assessment and monitoring
- Ensuring that a strong focus is placed on ensuring that a Service child's emotional health and wellbeing is supported as a precursor to academic achievement
- One-to-one support or catch-up sessions
- Ensuring Service children are offered additional careers support and exposure to alternative trajectories
- Support for developing and showcasing strengths
- Understanding the national picture on Service children's achievement and what it means for your approach
- Catch-up support to address curriculum gaps
- Support to access extra curricular opportunities

Examples from practice:

"Head of inclusion allows a setting period of less than a month before meeting with parents and pupils and taking information from staff to discuss any gaps. Catch up in the form of alternative homework."

(Senior leader, middle school)

"We employ extra staff to help fill these gaps with 1:1 or small group catch-up sessions."

(Senior leader, primary school)

"We'll try and celebrate a topic that a new student has covered that we don't do, so we'll ask them to talk to the class about that theme."

(Teacher, primary school)

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3 **Achievement is maximised**

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

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		
3.1 - To what extent do you assess on entry and monitor Service children's achievement, learning gaps and preferences, support needs and interests and skills?						dd/mm/yy
3.2 - To what extent do you address gaps and mitigate curriculum and qualification discontinuity?						
3.3 - To what extent do you track and regularly review Service children's outcomes and progress, and tailor support in response?						

3 Achievement is maximised

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

Thriving Lives toolkit

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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		
3.4 - To what extent do you address Service children's additional learning support needs?						dd/mm/yy
3.5 - To what extent do you celebrate prior learning and help Service children make the most of their strengths?						
3.6 - To what extent do you provide tailored careers and decision-making support for Service children?						

4 **Transition is effective**

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

Thriving Lives toolkit

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)

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4 **Transition is effective**

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

Thriving Lives toolkit

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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
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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 **Transition is effective**

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

Thriving Lives toolkit

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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?						

5 **Children are heard**

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

Thriving Lives *toolkit*

Evidence suggests:

- *It is vital that Service children are heard and that support is consistently improved in the light of the learning*
- *Service children benefit from being actively involved in developing support*
- *Failure to listen can result in a sense of isolation*
- *There are 5 key questions for schools to consider*

What this might look like:

Research identified that practice supporting this principle *may include*:

- Specific arrangements for Service child representation on school council or in ambassador or young governor schemes
- Service child involvement with local Armed Forces community forums and groups
- Facilitating sharing of Service child experiences through arts such as drama, picture books and poster displays
- Mechanisms for the school to capture views from members of Service child support groups
- Enabling participation in conferences and forums for Service children run by LAs, Armed Forces charities and universities
- Using surveys to gather feedback from families about induction procedures, concerns and school processes
- Ensuring Service children feel heard by documenting and celebrating how their views inform change

Examples from practice:

"There are two [school ambassadors] in each class and one of those is always a Service child."

(Teacher, primary school)

"We created arts sessions based on a day in the life of a Service child, role models and place. We then developed focus groups based on the subjects that had come out of these areas of discussion."

(Stories Outside The Wire primary project lead)

"We celebrate and recognise the immense feelings of pride that children feel about their parents."

(SENCO, junior school)

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5 **Children are heard**

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

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		dd/mm/yy
5.1 - To what extent are Service children represented in school and other forums?						
5.2 - To what extent do Service children's voices inform your strategies, approach and actions throughout the school?						
5.3 - To what extent do Service children feel heard and understood?						

5 **Children are heard**

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

Thriving Lives toolkit

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		Emerging	Developing	Embedding		
5.4 - To what extent do you act on feedback and ideas from Service children?						dd/mm/yy
5.5 - To what extent do you monitor and communicate your actions in response to listening to Service children?						

Parents are engaged

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

Thriving Lives toolkit

Evidence suggests:

- *A commitment to work effectively with Service families is a priority*
- *Close relationships with parents enable a school to understand the family situation and upcoming deployment, separation or moves*
- *Empathy, communication and collaboration with families are required in order to foster confidence in school provision*
- *There are 5 key questions for schools to consider*

What this might look like:

Research identified that practice supporting this principle *may include*:

- Workshops for parents
- Support groups for Service families
- Identification and support for parents' emotional health and wellbeing
- Virtual communication with the 'away-from-home' parent
- Employment of an Armed Forces family liaison officer
- Identifying and supporting young carers in Armed Forces families
- Supporting families with consistent behavioural strategies
- Signposting families to other sources of support
- Awareness of family circumstances
- A clear positive welcome to new Armed Forces families

Examples from practice:

"Close liaison with parents means we know when separation/ deployment is likely and can support, if required."

(Teacher, primary school)

"We have done a lot of work with families when dad comes home; we have sit down meetings with the parents to think about how it will work when one person re-enters the family home."

(Teacher, primary school)

"Parent liaison support is offered including coffee mornings."

(Senior leader, SEN 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

6   # Parents are engaged

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

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		
						dd/mm/yy
6.1 - To what extent do you provide support to Armed Forces families?						
6.2 - To what extent do you help Armed Forces families build strong relationships with each other and with the school community?						
6.3 - To what extent do you liaise with parents and if appropriate local Armed Forces personnel about deployment and mobility?						

6 **Parents are engaged**

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

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		
6.4 - To what extent are deployments, separation or impending moves shared with all staff appropriately?						dd/mm/yy
6.5 - To what extent do you support Service children to communicate with a parent when they are away?						

Staff are well-informed

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

Thriving Lives toolkit

Evidence suggests:

- *Whole school understanding of the context for Service children is a priority*
- *Supportive and well-informed teachers can be protective factors in situations such as deployment*
- *Service children's experiences can be diverse*
- *There are 5 key questions for schools to consider*

What this might look like:

Research identified that practice supporting this principle *may include*:

- Designated senior member of staff responsible for ensuring regular training and dissemination of information for example on upcoming moves and deployments
- Training run by specialist pastoral support staff or by outside experts
- Supporting staff attendance at local or national conferences
- Membership of local networks and attendance at meetings and events to keep up to date
- Drawing on the knowledge of teaching and support staff from an Armed Forces background
- Arranging training on an issue of relevance to all children but of particular concern for Service children such as separation
- Provision of simple evidence based introductory resources for all staff to be able to understand and to open up conversation with Service children
- Working with other schools to create networks and share ideas
- Reaching out to nearby university outreach teams

Examples from practice:

"A member of the SLT is responsible for ensuring staff are aware of the needs of Service children across the school. The head teacher and the member of the SLT as a whole read the latest research and ensure information is disseminated."

(Teacher, primary school)

"Pastoral support worker is an RAF wife and grew up as a child of RAF officer."

(Senior leader, primary school)

"We have a number of TAs who have experience with the Forces. These people understand both military and teaching."

(Teacher, primary 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

18

7 Staff are well-informed

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

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		
						dd/mm/yy
7.1 - To what extent do you have a named point of contact to help staff support Service children and families?						
7.2 - To what extent do you provide appropriate time for professional development around Service children?						
7.3 - To what extent do you ensure that all staff and governing body members access high quality training about supporting Service children?						

7 **Staff are well-informed**

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

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		
7.4 - To what extent do staff apply research and evidence-based resources in their support for Service children and families?						dd/mm/yy
7.5 - To what extent do staff engage in local and national networks focused on supporting Service children and families?						

THE THRIVING LIVES TRAINING MODULES

Schools piloting the framework told us that they needed further guidance. The SCiP Alliance has worked with partners across the UK to produce a 3-tier training resource. Once you have considered the self-reflection questions, please have a look at our website where you will find an animation introducing the Toolkit. For each of the seven principles we have developed an introductory animation, a more detailed training module going into greater depth on the evidence, what schools can do and who can help, and a set of school case studies.
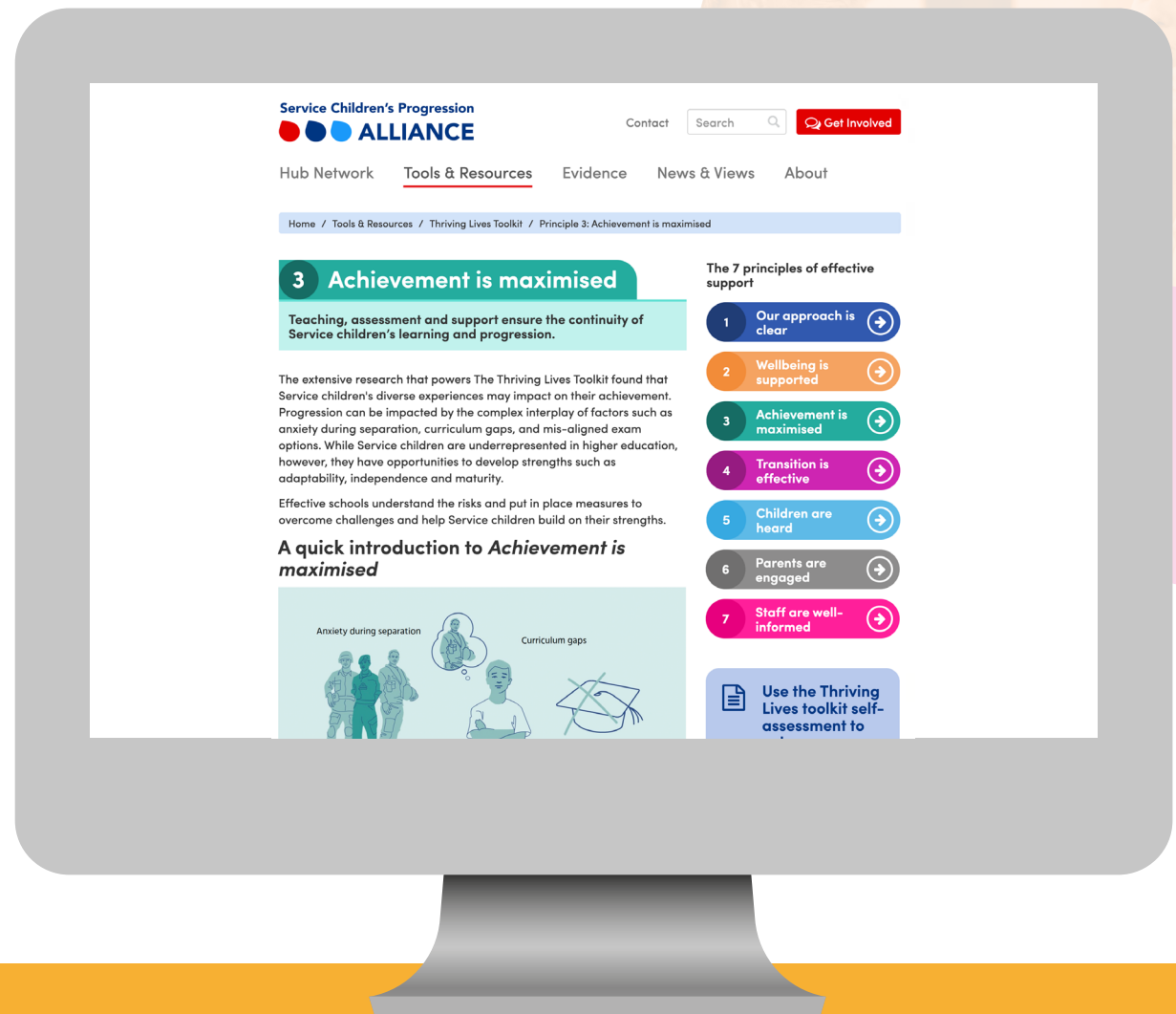
https://www.scipalliance.org/thriving-lives-toolkit

EVALUATION

Please note your thoughts here when prompted during the conference so that you finish this training with a record of your reflections and a plan to act on back in school.

	SERVICE CHILDREN'S LIVES	THE TOOLKIT	WHO CAN HELP?	WORKSHOPS
IDEAS & INSIGHTS				
ACTIONS				
MY MAIN MESSAGE				

CONFERENCE EVALUATION

We hope you enjoy these sessions and would be grateful for your feedback to guide our decisions about future events. We will be monitoring feedback throughout the round of conferences and tweaking future conferences. The evaluation report from this programme will inform future provision so please do help us to help you.

Please find the time to provide your feedback here:

https://winchester.onlinesurveys.ac.uk/scip-alliance-thriving-lives-toolkit-conference-evaluation

Today's conference is brought to you by the SCiP Alliance Yorkshire and North East Hub which is led by FutureHy. The training has been funded through the SCiP Alliance by the MoD Education Support Fund, which is administered by DCYP on behalf of the MOD. Additional funding was provided by a collaboration of six Uni Connect partnerships who funded the Thriving Lives Toolkit.

futurehy

North Yorkshire County Council

Ministry of Defence

OfS Uni Connect Programme

Higher Horizons+

futurehy

HEON HIGHER EDUCATION OUTREACH NETWORK

Next Steps South West

WIN WESSEX INSPIRATION NETWORK

SUN SOUTHERN UNIVERSITIES NETWORK

ACRONYMS QUIZ

WHAT DO THESE MEAN IN THE ARMED FORCES COMMUNITY?

1	ABF	
2	AFC	
3	AFET	
4	AFF	
5	AWS	
6	BFBS	
7	BFPO	
8	CDO	
9	CDW	
10	CEAS	
11	CO	
12	DCYP	
13	EPS	
14	ESF	
15	HCDC	
16	I/C	
17	INTOUCH	
18	MKC HEROES	
19	MCI	
20	MODLAP	

ACRONYMS QUIZ (CONTINUED)

WHAT DO THESE MEAN IN THE ARMED FORCES COMMUNITY?

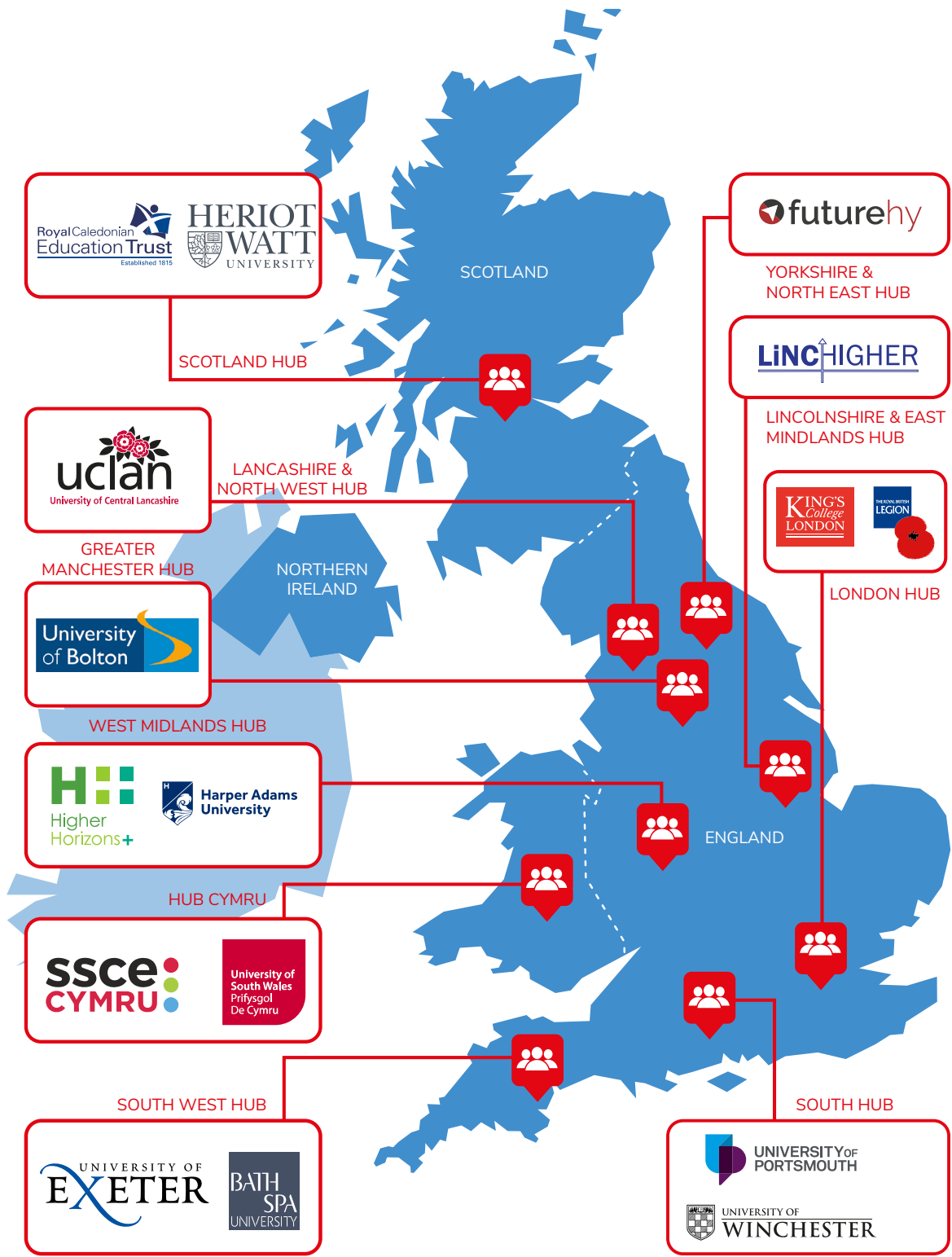|		
21	NCO	
22	NFF	
23	POSM	
24	PO(T)L	
25	R & R	
26	RAFA	
27	RAFFF	
28	RIAISEN	
29	RBL	
30	RCET	
31	SAC	
32	SBS	
33	SCAN	
34	SCIP ALLIANCE	
35	SCISS	
36	SPP	
37	SSAFA	
38	SSCE CYMRU	
39	TCK	
40	UWO	

HUB NETWORK

The SCiP Alliance is led by the University of Winchester, supported by the MoD and made possible by its members through a network of Hubs.

Service Children's Progression
ALLIANCE

SCIP ALLIANCE HUB

SCOTLAND

Royal Caledonian Education Trust
Established 1815

HERIOT WATT UNIVERSITY

SCOTLAND HUB

futurehy

YORKSHIRE & NORTH EAST HUB

LINCHIGHER

LINCOLNSHIRE & EAST MINDLANDS HUB

LANCASHIRE & NORTH WEST HUB

uclan
University of Central Lancashire

GREATER MANCHESTER HUB

NORTHERN IRELAND

KING'S College LONDON

THE ROYAL BRITISH LEGION

LONDON HUB

University of Bolton

WEST MIDLANDS HUB

Higher Horizons+

Harper Adams University

HUB CYMRU

ENGLAND

SSCE CYMRU

University of South Wales
Prifysgol De Cymru

SOUTH WEST HUB

SOUTH HUB

UNIVERSITY OF EXETER

BATH SPA UNIVERSITY

UNIVERSITY OF PORTSMOUTH

UNIVERSITY OF WINCHESTER

Thank you for coming to this SCiP Alliance Hub network event. Please do get in touch if you would like to know more about the Alliance. We would love to know how you found the Toolkit useful and what actions you have taken as a result of today – please do let us know:

www.scipalliance.org

info@scipalliance.org

Twitter @scipalliance

Local SCiP Alliance Hub:

scipsouthhub@outlook.com

These events are run in accordance with the SCiP Alliance online events privacy notice. **https://www.scipalliance.org/about/data-protection-and-gdpr**

WITH THANKS TO:

- **The SCiP Alliance team including Phil Dent, Katherine Lawrence and Georgina Abbott**
- **The Universities of Winchester and Portsmouth**
- **All workshop speakers and exhibitors**
- **The SCiP Alliance Hubs who have shared their experiences of leading Thriving Lives conferences to date**
- **The SCiP Alliance Hub Leads and SCiP practitioners' groups**
- **The events projects team at Cvent**