

THRIVING LIVES FOR SERVICE CHILDREN

Supporting service children in education

SCIP ALLIANCE VIRTUAL TRAINING
CONFERENCE FOR SCHOOLS IN EAST ANGLIA

MONDAY 28TH FEBRUARY
15:30-17:30

Service Children's Progression
 **ALLIANCE**
East Anglia Hub

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MAKE
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HAPPEN



@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 training you should:

- 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

PAGE	3	WELCOME
	4	SCIP ALLIANCE THEORY OF CHANGE
	6	AGENDA
	7	THRIVING LIVES TOOLKIT
	11	PRINCIPLE 1 - OUR APPROACH IS CLEAR
	14	PRINCIPLE 2 - WELLBEING IS SUPPORTED
	17	PRINCIPLE 3 - ACHIEVEMENT IS MAXIMISED
	20	PRINCIPLE 4 - TRANSITION IS EFFECTIVE
	23	PRINCIPLE 5 - CHILDREN ARE HEARD
	26	PRINCIPLE 6 - PARENTS ARE ENGAGED
	29	PRINCIPLE 7 - STAFF ARE WELL-INFORMED
	32	THE THRIVING LIVES TRAINING MODULES
	33	EVALUATION
	34	CONFERENCE EVALUATION
	35	ACRONYMS QUIZ
	37	SCIP ALLIANCE HUB NETWORK
	38	THANKS



WELCOME

It is my great pleasure to welcome you to the SCiP Alliance Virtual Training Conference for Schools in East Anglia.

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 one in 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 East Anglia Hub, this conference, spread over two afternoons, will give you the opportunity to explore the Thriving Lives Toolkit, to connect with other schools and to hear practical examples on how you might use the Toolkit to enhance your practice.

Thank you for 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



SCIP ALLIANCE THEORY OF CHANGE

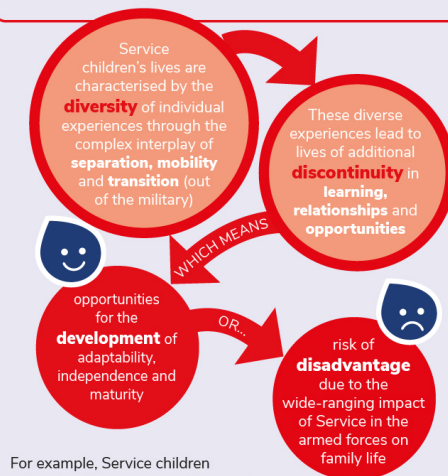
The SCiP Alliance Theory of Change tells the story of why we do what we do: both the evidence for action and the impact we want for all Service children.

Service Children's Progression ALLIANCE

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.



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

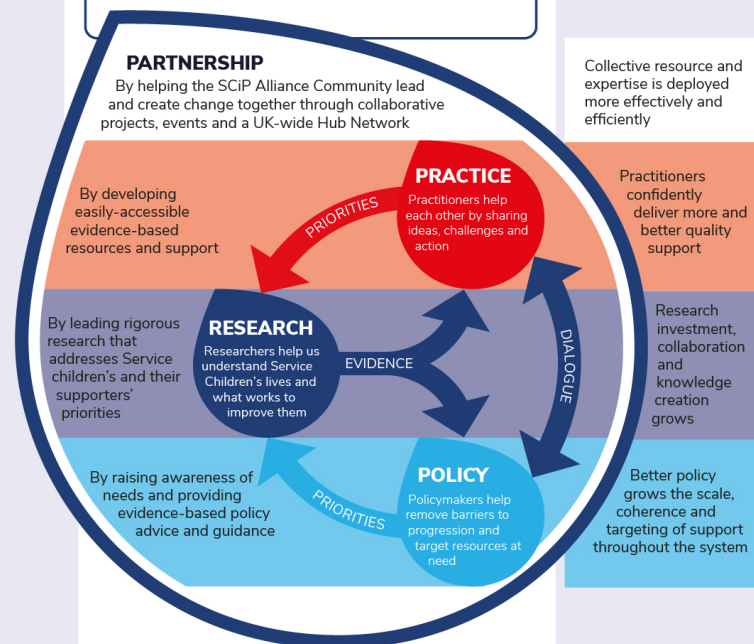
OUR MISSION

HOW WE MAKE CHANGE

We bring together practitioners, researchers, policymakers and funders to build a stronger evidence-base, better policy, and enhanced support for Service children's education and progression, placing their voices at the heart of all we do.

PARTNERSHIP

By helping the SCiP Alliance Community lead and create change together through collaborative projects, events and a UK-wide Hub Network

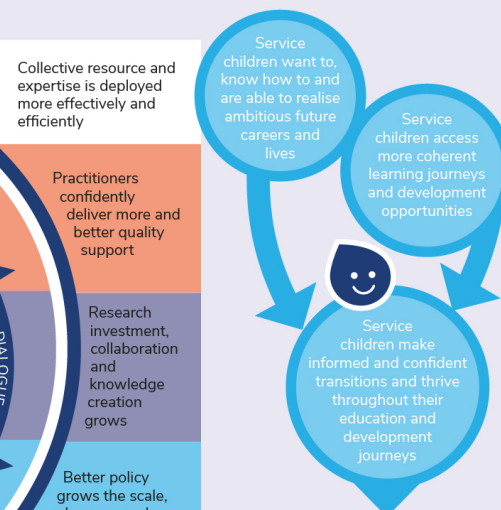


OUR THEORY OF CHANGE

THE IMPACT

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.

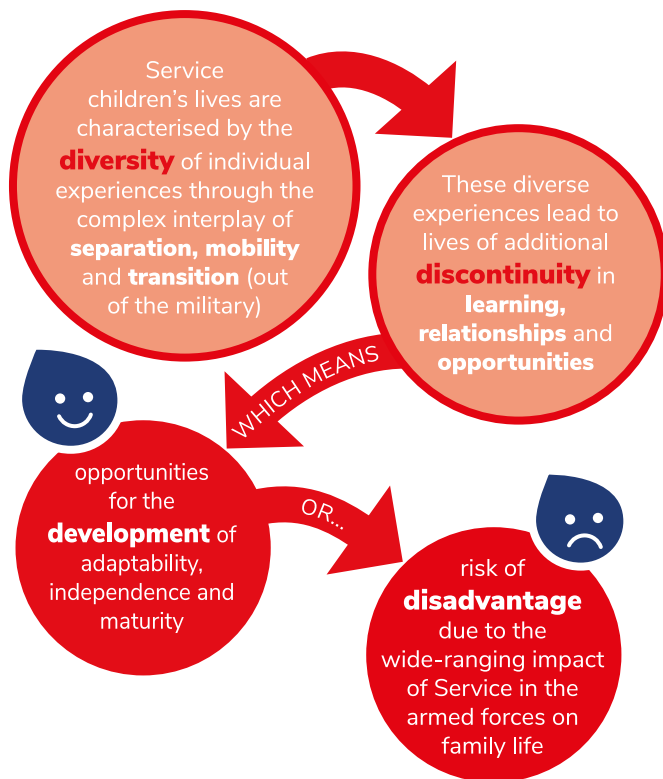


OUR VISION

Thriving lives for Service children

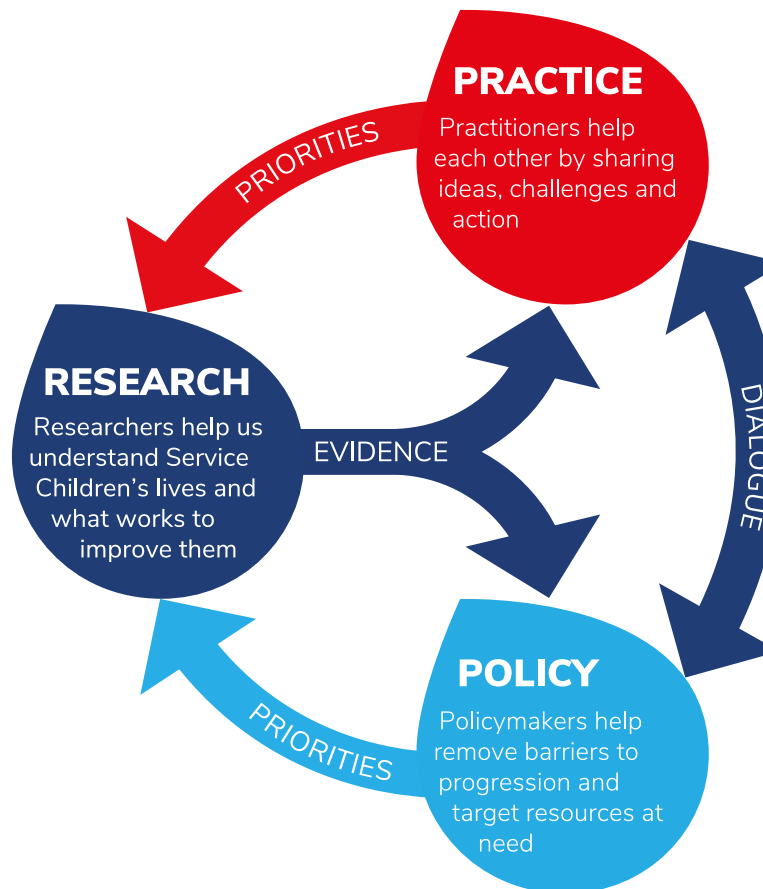
THE NEED

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.



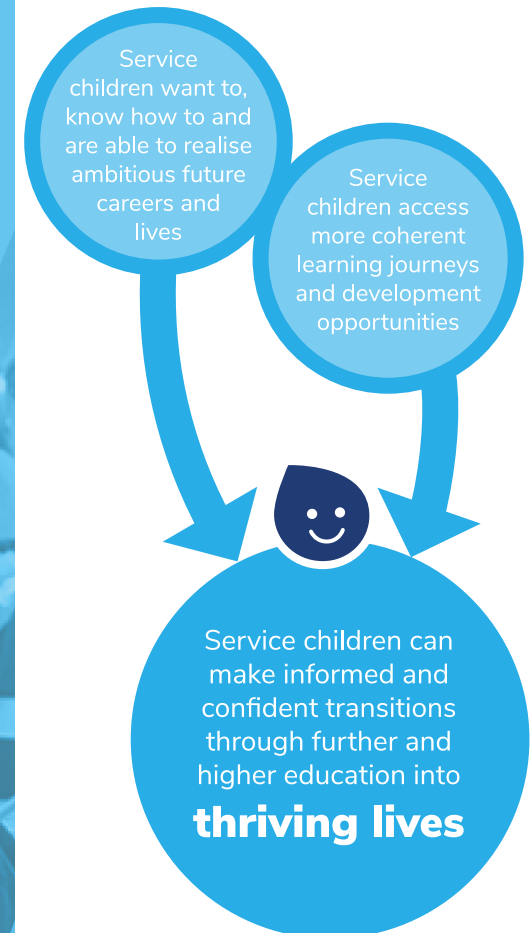
THE SCIP ALLIANCE RESPONSE

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.



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.



AGENDA

MONDAY 28TH FEBRUARY 2022 (15:30-17:30)
Service children in education and the Thriving Lives toolkit

SESSION 1:

15:30- 16:00	Introduction to the SCiP Alliance	Introduction from East Anglia Hub, Make Happen and neaco What is the SCiP Alliance and how does it help? Phil Dent, SCiP Alliance Director
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SESSION 2:

16:00- 16:25	Understanding Service Children's lives	Alexandra Stokes, RAF Families Federation Chloe and Nkiruka, student ambassadors
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SESSION 3:

16:25- 16:45	How schools can use the Thriving Lives Toolkit to help service children thrive	The 7 principles of effective support Kath Lawrence, SCiP Alliance Head of Operations
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SESSION 4:

16:45- 16:55	Using the Service Pupil Premium effectively	Case studies from SCiP Alliance and Ministry of Defence
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SESSION 5:

16:55- 17:15	An opportunity for reflective discussion	Participant discussion on supporting Service Children in breakout rooms
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SESSION 6:

17:15- 17:30	Q&A Closing remarks	Opportunity to have your questions answered by our guest speakers
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Service Children's Progression



Thriving Lives Toolkit

The Service Children’s Progression Alliance conducted a large-scale UK-wide consultation which told us that professionals supporting Armed Forces children want to be better connected: with each other, with evidence and with support. The Thriving Lives Toolkit responds directly to this need. Independent, UK-wide research carried out by the International Centre for Guidance Studies (iCeGS) at the University of Derby comprised:

- Literature review
- Surveys in which 493 schools participated
- In-depth, multi-case study investigations with Armed Forces children, senior leaders, teachers and support staff. The schools were specifically chosen to provide a balance of primary and secondary, proportions of Armed Forces children (from very low to high), while serving all three Armed Forces between them.

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

The toolkit has been extensively tested across the UK and a steering group of stakeholders settled on the terminology used throughout in the light of differences across the nations. ‘Armed Forces children’ resonates across the UK whereas ‘Service children’ is less common in Scotland.

Partnership

The SCiP Alliance is a partnership of people supporting Armed Forces 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 Armed Forces 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, Armed Forces 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 Armed Forces 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 was developed by the SCiP Alliance in collaboration with a number of Uni Connect partnerships. The Toolkit 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 Armed Forces 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 Armed Forces children use this tool to consider their support for their Armed Forces children. The Armed Forces Covenant Fund Trust funded UK-wide enhancement research and impact evaluation, on the basis of which the foundational Toolkit was updated.

Extensive consultation with schools confirms 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 have 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 identify the Toolkit's potential to provide a mechanism for schools to share practice, to develop shared activity or to collaborate on funding bids.

The 7 principles of effective support

Principle

Vision

1

Our approach is clear

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

2

Wellbeing is supported

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

3

Achievement is maximised

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

4

Transition is effective

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

5

Children are heard

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

6

Parents are engaged

Strong home-school partnerships help Armed Forces 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 Armed Forces child.

Evidence suggests:

- Clear policies and strong cultural awareness of the life of a Armed Forces 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 any dedicated funding where available
- Monitoring Armed Forces 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 any dedicated funding
- Publishing a dedicated strategy for supporting Armed Forces 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 Armed Forces children
- Governing body minutes (England and Wales) or Parent Councils (Scotland) evidencing challenge around Armed Forces children's academic progress, achievement and wellbeing
- Strategy and leadership is informed by Armed Forces children's voices
- Named staff contact

Examples from practice:

"We receive funding from the Education Support Fund to employ MoD learning support assistants who support the Service children in and out of the classroom"

(MoD School Coordinator, secondary school, Wales)

"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, England)

"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, England)

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

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

REFLECT	EVIDENCE	SELF-ASSESSMENT			ACTION	DATE
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<p>1.4 - To what extent do Armed Forces family voices and Armed Forces representation inform those responsible for leadership, governance and Armed Forces child support?</p>						
<p>1.5 - To what extent do those responsible for school governance ensure Armed Forces children's outcomes are monitored and appropriate support is delivered?</p>						
<p>1.6 - To what extent do your admissions arrangements take account of Armed Forces families' frequent, mid-term and short notice moves?</p>						

Evidence suggests:

- Provision of pastoral support for Armed Forces children is a priority
- A school environment attuned to the experiences of Armed Forces children can promote positive development
- Armed Forces 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 Armed Forces children to explore their experiences and feelings with other Armed Forces 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 Armed Forces 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:

"There's a lot of people I can talk to. We have a wellbeing teacher we can ask questions and checks up on us and they give us activity sheets to discuss our feelings"

(Armed Forces child, secondary school, Wales)

"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, England)

"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, England)

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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		
2.1 - To what extent do you create opportunities for Armed Forces children to meet, and explore experiences together?						dd/mm/yy
2.2 - To what extent is your pastoral support informed by Armed Forces children's voices?						
2.3 - To what extent do you have mechanisms to provide tailored support when Armed Forces children need it while ensuring that they are not singled out unnecessarily?						

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

Evidence suggests:

- A commitment to support Armed Forces 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 Armed Forces 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 Armed Forces child's emotional health and wellbeing is supported as a precursor to academic achievement
- One-to-one support or catch-up sessions
- Ensuring Armed Forces children are offered additional careers support and exposure to alternative trajectories
- Support for developing and showcasing strengths
- Understanding the national picture on Armed Forces 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, England)

"I get Welsh catch up lessons and they've given me a dictionary to help me which I carry around with me"

(Armed Forces child, Secondary school, Wales)

"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, England)

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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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3.1 - To what extent do you assess on entry and monitor Armed Forces 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 Armed Forces children's outcomes and progress, and tailor support in response?						

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

Evidence suggests:

- A robust and supportive transition procedure for pupils both entering and leaving schools is a priority
- Not only may Armed Forces children relocate more than non-Armed Forces children, but many move in the middle of the school year
- Armed Forces 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 Armed Forces children on entry through admission processes
- Identifying current Armed Forces children through requests to parents for updated information
- A standing staff meeting item about Armed Forces children and any those joining or leaving the school
- Liaising with Armed Forces children's previous or next school
- Processes to ensure the first day goes particularly smoothly and a Armed Forces child feels welcomed, such as a buddy system (for both children and parents) and clear information for both child and parents
- 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, England)

"I want to be recognised as part of the community. I have something to offer. It is really nice being an older military kid, helping the younger ones to know there's people like me"

(Armed Forces child, secondary school, Scotland)

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

(Armed Forces child, secondary school, England)

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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		
4.1 - To what extent does your school identify Armed Forces children?						dd/mm/yy
4.2 - To what extent do you work with outgoing and incoming Armed Forces families through the long transition process?						
4.3 - To what extent do you welcome Armed Forces families, both before and after their moves, and ensure a positive experience from the first day?						

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>4.4 - To what extent do you work with Armed Forces children's previous or future schools to transfer records and find out about learning, wellbeing, achievements, interests, skills and their family context?</p>						
<p>4.5 - To what extent do you minimise discontinuity in additional support, for example by minimising re-assessment of needs?</p>						
<p>4.6 - To what extent do you help Armed Forces children build new and maintain existing relationships?</p>						

Evidence suggests:

- *It is vital that Armed Forces children are heard and that support is consistently improved in the light of the learning*
- *Armed Forces 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 are made in all student representation bodies to ensure Armed Forces children's voices are heard
- Armed Forces child involvement with local Armed Forces community forums and groups
- Facilitating sharing of Armed Forces child experiences through arts such as drama, picture books and poster displays
- Mechanisms for the school to capture views from members of Armed Forces child support groups
- Enabling participation in conferences and forums for Armed Forces children run by LAs, Armed Forces charities and universities
- Using surveys to gather feedback from families about induction procedures, concerns and school processes
- Ensuring Armed Forces children feel heard by documenting and celebrating how their views inform change

Examples from practice:

"We do activity days where we engage with the community, spread the children's stories, get their voices heard, and share what their lives are like."

(Armed Forces support teacher, Primary School, Scotland)

"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, England)

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

(SENCO, junior school, England)

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

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

Evidence suggests:

- A commitment to work effectively with Armed Forces 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 Armed Forces 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, England)

"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, England)

"We are always very flexible when parents are unable to make school events so that every chance is given to them to attend when they're not able to"

(Head Teacher, Primary School, Wales)

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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		
6.1 - To what extent do you provide support to Armed Forces families?						dd/mm/yy
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?						

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

Evidence suggests:

- *Whole school understanding of the context for Armed Forces children is a priority*
- *Supportive and well-informed teachers can be protective factors in situations such as deployment*
- *Armed Forces 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 Armed Forces 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 Armed Forces 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, England)

"We have a good relationship with the community officer. The wing commander is part of the governors so if there is anything that does crop up we know who to go to for answers and additional help"

(Head Teacher, Primary School, Wales)

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

(Teacher, primary school, England)

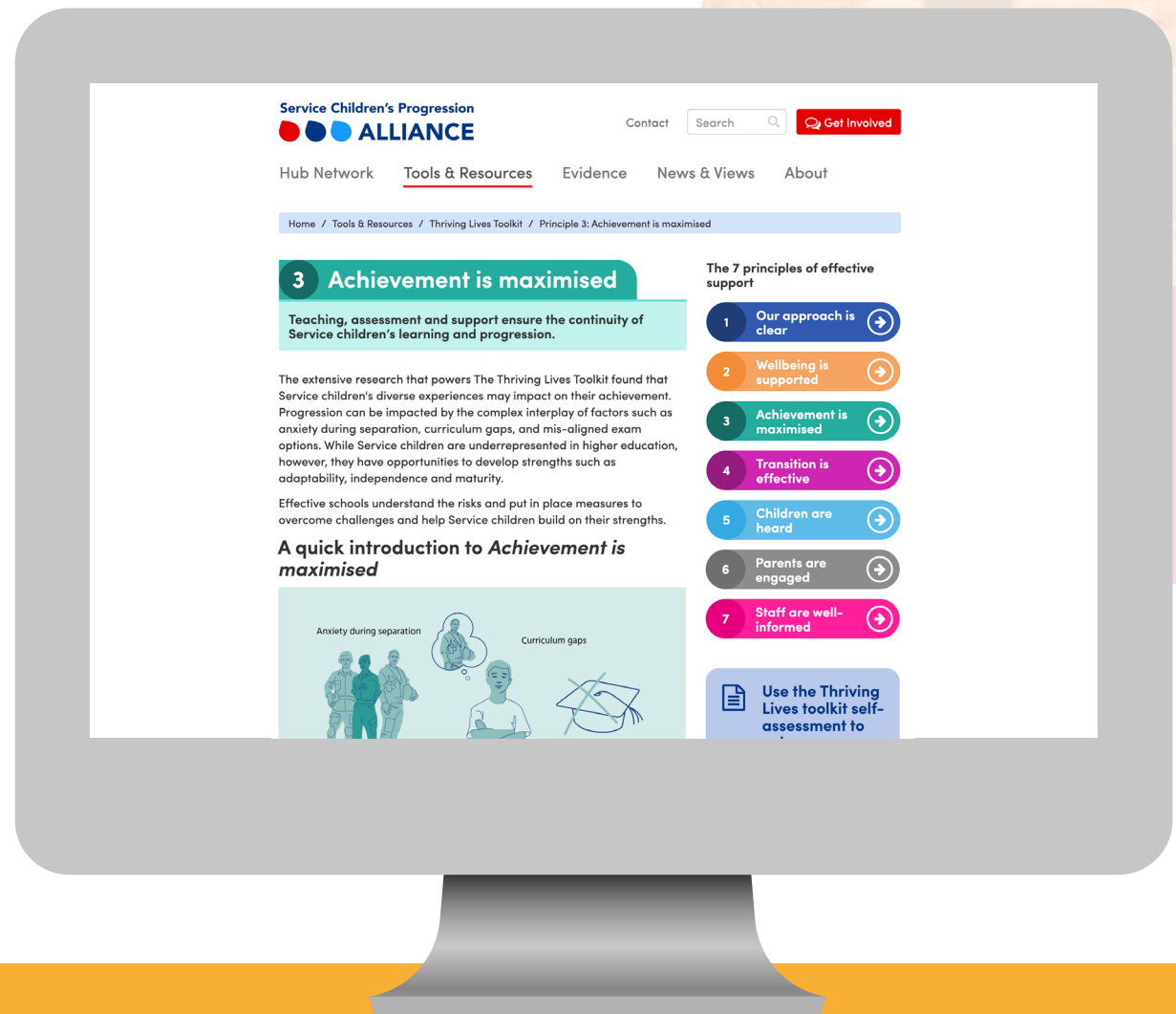
Emerging practice	Developing practice	Embedding practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent	Schools with developing practice will be addressing this principle to a good extent, but 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

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		
7.1 - To what extent do you have a named point of contact to help staff support Armed Forces children and families?						dd/mm/yy
7.2 - To what extent do you provide appropriate time for professional development around Armed Forces children?						
7.3 - To what extent do you ensure that all staff and those with responsibility for school governance have access to high quality training about supporting Armed Forces children?						

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

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](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 Lincolnshire and the East Midlands Hub which is led by King's College Anglia Ruskin University with support from neaco and Make Happen Uni Connect partnerships. The training has been funded through the SCiP Alliance by the MoD Education Support Fund, which is administered by AFFS on behalf of the MOD. Additional funding was provided by a collaboration of six Uni Connect partnerships who funded the Thriving Lives Toolkit.



neaco



Service Children's Progression
ALLIANCE
East Anglia Hub



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

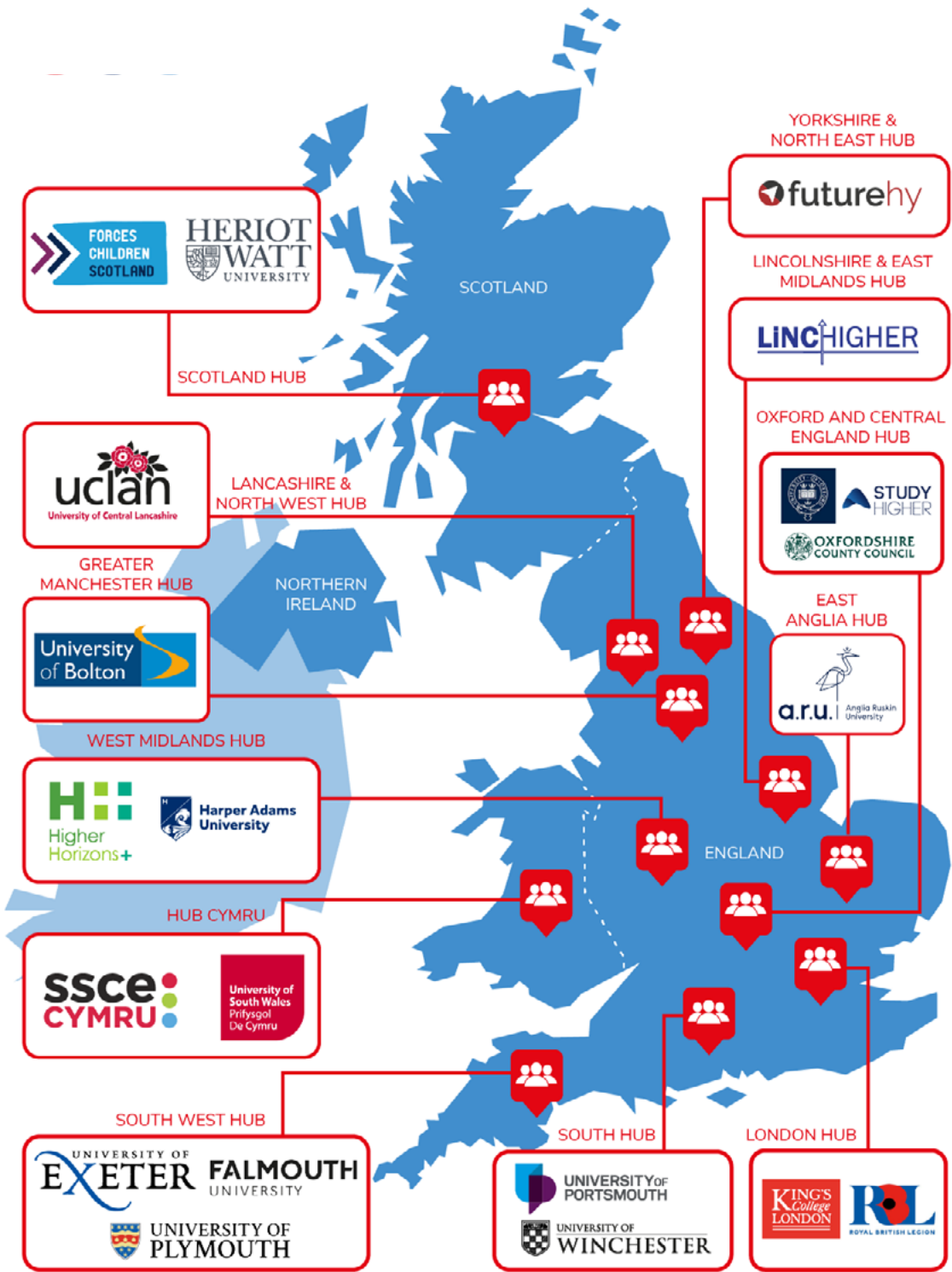
39 TCK

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



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:

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WITH THANKS TO:

- neaco
- Make Happen
- The SCiP Alliance East Anglia Hub members
- RAF Families Federation
- University of East Anglia
- University of Essex
- Anglia Ruskin University

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

Every effort has been made to ensure the accuracy of the information contained in this booklet but the SCiP Alliance, the University of Winchester and partners can accept no responsibility for errors or omissions.