

We will be recording  
in line with our  
privacy policy, which  
you can find on our  
website.

*Welcome to the Thriving Lives  
Toolkit Webinar series*

### Session 6: Transition is Effective

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

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

Welcome attendee's

Remind everyone that the session will be recorded and the video and slides will be available on the website

Ask attendee's to raise their hand if they have a question throughout the session

## TODAY'S CONTRIBUTORS

- **Carolyn MacLeod MBE**, *ADES National Education and Transitions Officer*
- **Pri Chard**, *Education Support Officer, The Dandelion Project*
- **Rachel Welford**, *Headteacher, Kinloss Primary School*



THRIVING LIVES FOR SERVICE CHILDREN

Thank contributors.

Ask all three for a quick introduction of who they are and their role.

# ADES Association of Directors of Education in Scotland



**Carolyn MacLeod MBE**

*National Education & Transitions Officer*

*for Armed Forces families, children, and young people*

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**FORCES**  
**CHILDREN'S**  
**EDUCATION**

## **Armed Forces Families, Children and Young People Regular, Reserve & Veteran**

**32 Local Authorities**

**ADES – Armed Forces  
Families Lead Officer**

**SFA – Service Family  
Accommodation**

**State Schools (QVS)**



**ADES – Data Collection**

**ADES – Headteachers  
Forum**

**National Drivers –  
statutory - ASN**

**AF Covenant Duty,  
LiOS, AFF Strategy**

## The Scottish context

Achievement, Attainment, Curriculum, Empowerment, Equity, Outcomes

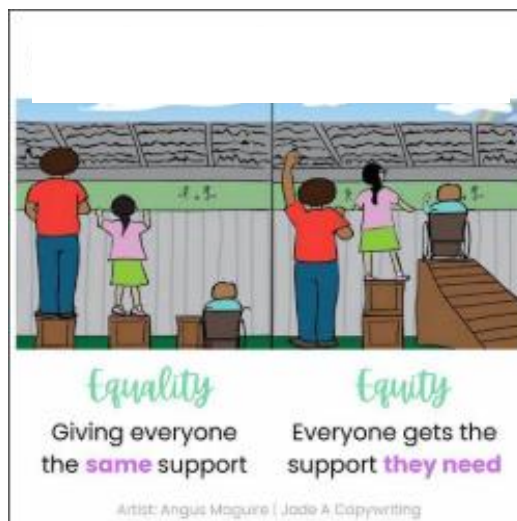


## Children and young people from Armed forces families and additional support.

- Additional support is a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- **This includes children and young people from Armed Forces families.**



## Transitions: Self-Evaluation & Evaluation of Provision



# Structure in Scotland

to Support Armed Forces Families, Children & Young People

National Level - STRATEGIC – Developing Policy

SAFESG – Scottish  
Armed Forces Education  
Support Group

ADES – Association of Directors of Education  
NETO - National Education & Transitions  
Officer  
Network Groups:  
AFFLO – Armed Forces Families Lead  
Officers/ Headteachers Forum

OPERATIONAL  
TACTICAL  
& Delivery

RESEARCH  
The Centre for Military Research,  
Education & Public Engagement  
Edinburgh Napier University

Education Scotland

Skills Development Scotland

Scottish SCiP Hub

SAFE – R  
Scottish Armed Forces Military  
Research Hub





## • FORCES CHILDREN – Additional Support Needs

- a two-year research project
- developing a clear pathway to benefit serving and veteran parents and their children/young people with additional support needs, when transitioning to and from Scotland.

THE ARMED FORCES  
COVENANT FUND TRUST



## SCIP ALLIANCE WEBINAR: TRANSITIONS

*How Moray is supporting Children from Armed Forces Families (in education) with transitions.*

In partnership with:



39 ENGINEER REGIMENT  
KINLOSS

Supported by:

THE ARMED FORCES  
COVENANT FUND TRUST  
Funded by HM Government



**Priyanka Chard**

Education Support Officer (Dandelion Project)  
Education, Communities & Organisational Development  
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## What I will cover:

Overview

- 1 Intro to the Dandelion Project
- 2 Why transitions matter in Moray
- 3 Key developments: networks, website, communication
- 4 Spotlight: our co-designed Deployment Form
- 5 Next steps: improving transitions out of Moray
- 6 Resources: practical tools for schools
- 7 Celebrating brilliant practice across Moray

# DANDELION

PROJECT | MORAY



## SUPPORTING CHILDREN FROM ARMED FORCES FAMILIES IN EDUCATION

### About the Project

The **Dandelion Project** aims to ensure that all Armed Forces children in Moray have the right conditions and environment in their school settings to thrive.

This initiative supports primary and secondary pupils, from tri-service regular, reservist or veteran families.

### This will be achieved by:

- 1 Ensuring consistent educational advice and guidance is accessible to Armed Forces families.
- 2 Being a single point of contact specifically for enquiries about Armed Forces children in education.
- 3 Advocating and being a champion for Armed Forces children in education.
- 4 Raising the awareness and understanding about Armed Forces children in education and how to support if needed.
- 5 Supporting schools by delivering professional training, providing resources and supporting.
- 6 Keeping the project sustainable to ensure a long-lasting legacy of support for Moray's Armed Forces children.

### Get connected:

- 1 **Priyanka Chord**  
Education Support Officer
- 2 [priyanka.chord@moray.gov.uk](mailto:priyanka.chord@moray.gov.uk)
- 3 Dandelion Project Moray
- 4 [linktr.ee/DandelionProjectMoray](http://linktr.ee/DandelionProjectMoray)

Scan the QR code to visit the Dandelion Project website for useful links.



## The Project

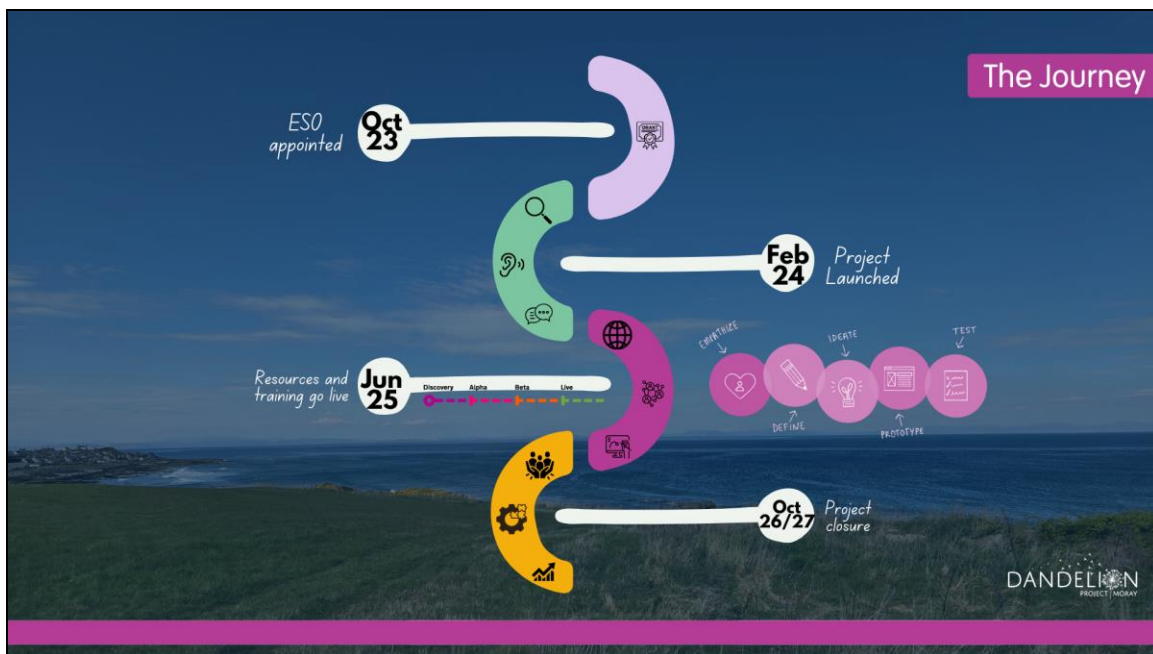
# DANDELION

PROJECT | MORAY

What is Moray's  
Dandelion Project?



[moray.gov.uk/ArmedForcesFamilies](http://moray.gov.uk/ArmedForcesFamilies)



## Transitions Matter in Moray

### The Why

- 📍 Only 4 schools in Moray don't have an Armed Forces footprint
- 👤 Approx. 1,650 military-connected children and young people
- 🏠 Many live in SFA, but others are dispersed in private housing
- 🌐 Need for authority-wide consistency in awareness and support
- 🔍 Recognising where universal support meets more tailored needs



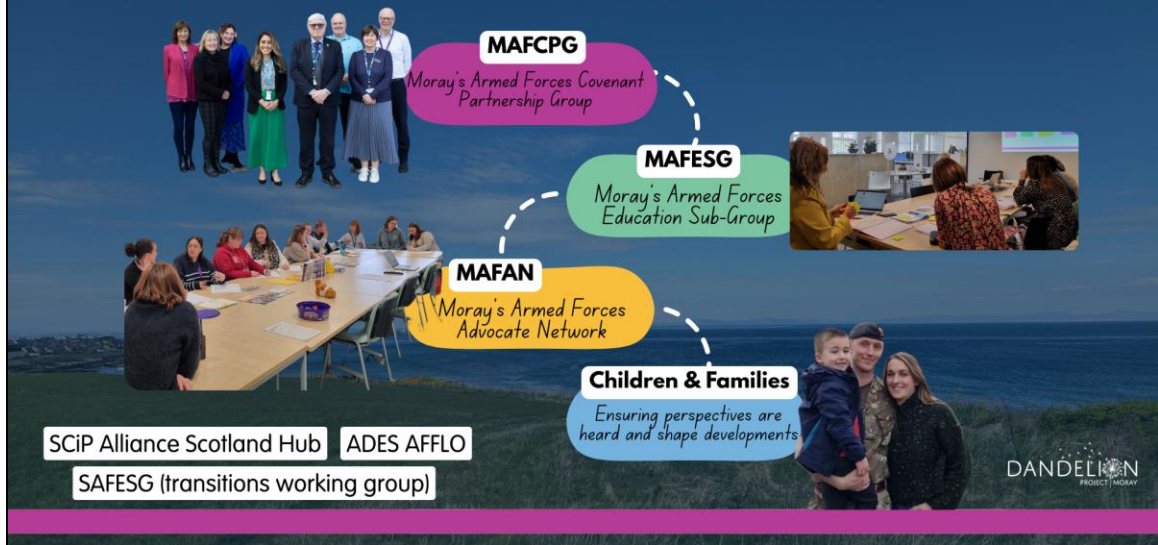
\*Data captured in September 2024

DANDELION  
PROJECT MORAY



## Communication and Connection

## Networks and Partnerships





[www.moray.gov.uk/ArmedForcesFamilies](http://www.moray.gov.uk/ArmedForcesFamilies)

Impact



# NEW RESOURCE HUB FOR ARMED FORCES FAMILIES IN MORAY

## A One-Stop Guide for Education, Support and Wellbeing

Moray Council's Dandelion Project has launched a dedicated online resource hub for Armed Forces families, offering easy access to information and support that truly make a difference. Whether you're new to Moray, already settled here, or preparing for the next chapter, this hub is designed to help families thrive.

**Growing and Adapting with the Project**  
Throughout the Dandelion Project, the website will grow and adapt to meet the needs of Armed Forces families. The FAQs section will expand with new questions, grouping similar themes for easier navigation. This keeps the hub clear, organized, and responsive to existing community needs and feedback.

### What's Inside?

You'll find four sections filled with practical advice, resources and opportunities:

- **For Families**  
Find advice on navigating the education system as a family in Moray.
- **For Children and Young People**  
Building resilience that helps them grow into confident and capable adults.
- **For Schools**  
Help and advice to help education provide the right support at any time.

**Dandelion Project Moray**  
Information about the project, key resources and contact details.

Explore and share news about the new hub today and see how these resources can support Armed Forces families with their child's learning journey in Moray.

## LET YOUR CHILD'S SCHOOL KNOW IF YOU'RE AN... *Armed Forces Family*

Parents and carers in the Armed Forces (Regular, Reserve, and Veterans) are encouraged to inform their child's school of their service status. This ensures the school can collaborate effectively to provide informed support if and when it is needed.

Click here to find out how this information can help schools support your child in school.

Is there a deployment coming up soon? Click here to complete the form to let your child's school know.

### INFORM

Update your school of your service status, at any time.

### CONNECT

Keeping the school updated, ensures the right support is provided.

### SUPPORT

Help your child get the best support at school.

[www.moray.gov.uk/ArmedForcesFamilies](http://www.moray.gov.uk/ArmedForcesFamilies)

## Resources



LET YOUR CHILD'S SCHOOL KNOW IF YOU ARE AN *Armed Forces Family*

## DEPLOYMENT SUPPORT:

### Helping Schools Support

#### Children Through

#### Deployment and Separation

When a parent in the Armed Forces is deployed or away for work, children and young people can experience a range of emotions. Schools can play a key role in helping them feel understood, supported and connected during these times.

##### What is a Deployment?

A deployment is when a serving parent is sent away for military duties, often for weeks or months at a time. This can include overseas missions, training exercises, or other work-related separations. Sometimes, these separations are planned in advance, but they can also happen with very little notice.

##### Why Informing the School Matters

Informing the school about an upcoming deployment or period of separation helps ensure timely and tailored support. Teachers and staff can check in regularly, offer extra emotional support, and make adjustments if needed. Whether the deployment is known months in advance or just days before, sharing this information ensures a child does not experience these changes alone at school.

##### How School Can Help

- When the school is aware of a deployment, they can:
  - Offer emotional check-ins to help children and young people process their feelings, supporting their mental health and emotional wellbeing.
  - Provide a supportive environment where children feel nurtured and respected.
  - Make adjustments as necessary to ensure they feel included and supported.

##### How to Inform the School

Families are encouraged to complete the form linked below. The form can be:

- Filled out online and emailed directly to the school.
- Printed and dropped off at the school office.
- Collected in hard copy from local schools, St Aidan's Centre at RAF Lussborough, or from the Unit Welfare Office and Army Welfare Service of Kinross Barracks.

The second page of the form includes helpful guidance explaining how this information supports a child's development and learning.

By keeping schools informed, families help create a network of care and understanding, ensuring a child's needs are met and that they can continue to thrive during these times of change.



Download the form here

## SUPPORT FOR SEPARATION



When a parent is deployed, families experience separation in different ways. This page offers guidance and resources to help families and schools navigate this time, providing tailored support to meet unique needs. Whether a loved one is currently deployed or preparing for it in the future, these resources can help ensure the right support is in place.

##### Inform your child's school



Let the school know your family's Armed Forces status so they can better understand your child's needs. This allows tailored support during separations, such as emotional check-ins, flexible communication with the deployed parent, or additional pastoral care. Let the school know of any deployments as early as possible by completing this form.

##### Stay connected with the unit



Staying in touch with your parent unit keeps you informed and supported. Many units have community support or welfare teams and a welfare officer ready to help. Joining social media groups or WhatsApp chats for local Community Support/Wellbeing Teams can help you feel connected.



##### Activities to support separation

Plan activities that keep children close to their deployed parent. Create memory collages, letters, care packages, or video messages. Conflicting routines provide security during this time. For more ideas, visit [Mental Health's Armed Forces Families section](#) under the 'Deployment' drop-down tab.



##### Connect with organisations

There are organisations ready to help during separations. The Families Federations have provided a list of support organisations for easy access. Click here. These offer valuable connections and practical help.



##### Support for young carers

If your child takes on extra responsibilities when a parent is away, they might be a young carer. Letting the school know can help them to request support. Carers UK, Carers Trust, Carers Scotland, Carers Trust and Young Carers Scotland all offer guidance and resources to help young carers feel supported and understood.



##### Books for comfort

Stories can be a comforting way for children to explore and understand their feelings during separation. Here are other resources, songs, conversations, and help children feel less alone. For book lists, visit [Mental Health's Armed Forces Families section](#) under the 'Deployment' drop-down tab.



##### Need someone to talk to?

Confidential support is available. For details visit these links for support specific to families connected to the RAF, Army and Navy. The Exchange provides and young people's (16-25) online platform, and Family for young people. Locally, schools, your parent unit and JAGFA (JAGFA's London, Leamington, Leeds are also there to listen, support and support you in other local measures, including Localities Officers, Bases.

## Resources

**DANDEEN** **ARMED FORCES LOSSMOUTH** **416025** **416025**

### NOTIFICATION OF ARMED FORCES PARENTAL ABSENCE FROM HOME

Informing your child's school of any upcoming deployments or periods of separation due to the serving parent's work commitments can help ensure your child receives the right support at the right time, should they need it. Please complete this form and return it to your child's school. See the second page for supporting guidance.

**1 Personal Information**

Child's Name:

School:

Class:

**2 About the Absence from Home**

Reason for absence: ☐ Deployment ☐ Training ☐ Other:

Who's away?:  Start month:

Length:

Date/s of R&R:

Will your child have any contact with their parent during the time away? If yes, please specify how, in a video call, phone call, letters, etc.:

Can we personalise your child's support by referring to where their parent will be?

**3 School Home Contact**

Is this your child's first time experiencing a parental absence due to deployment or training? ☐ Yes ☐ No

(Optional) Please describe any previous experiences and effective support strategies, or let us know what might help if this is their first time. If more space is needed, please attach an additional page.

Would you like the school to be aware of any specific emotional, social, or education support your child may need during this time? ☐ Yes ☐ No

(Optional) If yes, please provide further details:

Parent/Carer's Name and Signature:  Date:

**DANDEEN** **ARMED FORCES LOSSMOUTH** **416025** **416025**

### ADDITIONAL GUIDANCE FOR PARENTS

Here's some additional information to help you understand how this information will be used confidentially and why it's important.

**Why Informing the School Helps**

By letting your child's school know about any upcoming deployments or training absences, the school can offer support tailored to your child's needs. Changes in routine can sometimes cause anxiety or impact their learning and wellbeing, and knowing about the absence in advance allows the school to:

- Provide emotional and academic support where needed.
- Help your child understand more about where their parent is, which can create a positive learning opportunity.
- Coordinate with welfare teams to ensure families can access additional support if required.

**Deployment vs. Training**

It's helpful for the school to know if the absence is due to a deployment or training, as there are specific support services that may only be available to families during deployments. Schools can help connect you to these services, so sharing this information ensures you're aware of all available resources.

**Sharing Location Information**

If you're comfortable sharing the location and it's appropriate, where the serving parent will be, this can help the school create learning opportunities and activities that connect your child to where their parent is. For example, they might explore fun facts about the country or region, which can help your child feel more connected to their parent.

**First Time Absences**

If this is your child's first experience of a parental absence, it's especially important to let the school know. The school can then offer additional reassurance and support to help them through this new experience. Every child reacts differently, and the more the school knows, the better they can provide the right care.

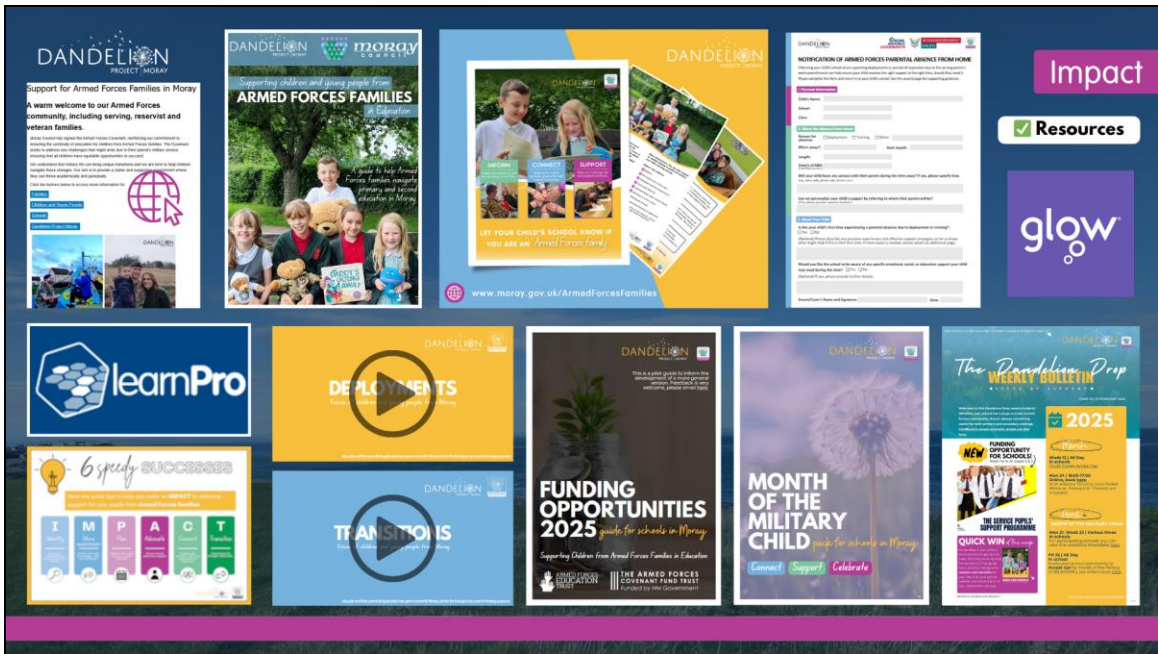
**Support Available**

By filling out this form, you're helping the school understand how they can support your child during this time. You can request updates on your child's progress or speak to staff if you have any concerns about how they're coping. If you're unsure what wider support might be available, please feel free to contact your child's school.

For more information about wider support available, please visit the 'Armed Forces Families' section on Moray Council's website. Here you'll find key points of contact for Moray Council, R&F Lossmouth, 39 Engineer Regiment and Kinloss Barracks, alongside a support guide for deployment activities at home.

[www.moray.gov.uk/Armedforcesfamilies](http://www.moray.gov.uk/Armedforcesfamilies)

## Resources



## Next Steps

- 📌 Resources co-created with practitioners, bases and schools
- ✅ Focus moving to long-term sustainability and embedding into systems
- 💡 Listening and partnership remain central to how we work
- 🌐 Always asking: how will this still support schools in 5-10 years?

DANDELION  
PROJECT MURRAY



# DANDELION

PROJECT MORAY



In partnership with:



39 ENGINEER REGIMENT  
KINLOSS

Supported by:

THE ARMED FORCES  
COVENANT FUND TRUST  
Funded by HM Government



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# Kinloss Primary School

## Principles of Transition

### What We Have





**2019: Jan** - RW joined KPS **Oct** – HMIE Inspection

*Kinloss Primary School has a very high proportion of children from transient military families who join and leave the school throughout the session. Many families come from across the United Kingdom and more widely.*



**2020:** Covid!

Changing of transition approaches, more online, updating of website sharing of greater information



**2021:** Transition research evidence in RW's Masters – evidence and research based to inform thinking across the staff

Successful Covenant Funding and creation of online training toolkit for Moray – focus on everyone involved in the transitions not just the child, creation of greater resources to support transitions

Title:  
What are the key considerations for a school leader, to successfully implement educational transitions for children from Armed Forces Families?

A dissertation presented in partial fulfillment of the requirements for the degree of MSc in Leadership at the School of Education, University of Aberdeen.

Word Count: 17,280

**2022:** Sharing of Toolkit and approaches with school staff and Moray Headteachers

**2023 – 2024:** training of Moray NQTs in supporting children from Forces Families in Moray – Transitions and Deployments

**2025:** Updating Transition Policy and resources



This is an overview of our timeline / approach to supporting children from Armed Forces Families. There was a lot of evidence collated from feedback from teachers, families and the children about how challenging transitions were, especially so far north to Scotland, where they were often moving to a different country, curriculum and sometimes language. If you are starting this journey look at your data, what is it telling you, what are the quick wins you can achieve to support transitions in your school, what will require further strategic improvement. Look at the different elements of Principle 4 of the toolkit and how can the questions help you to develop your transition policy and practice in your school.



Kinloss Primary School – Number of schools current cohort have attended: April 2025					
Year Group	One School	Two Schools	Three Schools	Four Schools	Five or more Schools
Primary 1	17	5			
Primary 2	21	7			
Primary 3	12	12	2	1	1
Primary 4	19	10	1		
Primary 5	14	10	5	1	2
Primary 6	13	2	9	4	2
Primary 7	10	8	2	1	4

**P4 has had 59 learners in its cohort since P1 in 2021/ 2022. Of the 59 learners, 20 have remained from Primary 1, 39 children have joined or left us, a total of 34%.**

**P7 has had 61 learners in its cohort since P1 in 2018/ 2019. Of the 61 learners, 10 have remained from Primary 1, 51 children have joined or left us, a total of 16% have remained.**



In order to have a greater understanding of the challenges our children and school face, we mapped out their educational journey compared with that of civilian children in our school. We also collated data on the number of schools they have attended to inform the level of challenge / transition and help to develop emotional literacy supports for them. Sometimes it is really helpful to have a visual representation of what the churn / transition looks like across the school and the graphics with orange and green highlight the level of transition in Primary 4 and Primary 7.



### Section 3: Transition Theories and Research for AFF children



There is limited research, documentation and understanding of the impact of Transition due to Exceptional Mobility (frequent moving due to Serving personnel's postings to a new location) for AFF children.

Dr Evelyn Bowes's work: Researching the experiences of children and young people from armed forces families in 2019 provided a small insight into the experiences of AFF children.

***"Scotland's Schools Can and Should do more for Forces Kids."*** Dr Evelyn Bowes

RCET (The Royal Caledonia Education Trust, now Forces Children Scotland ) commented on her work:

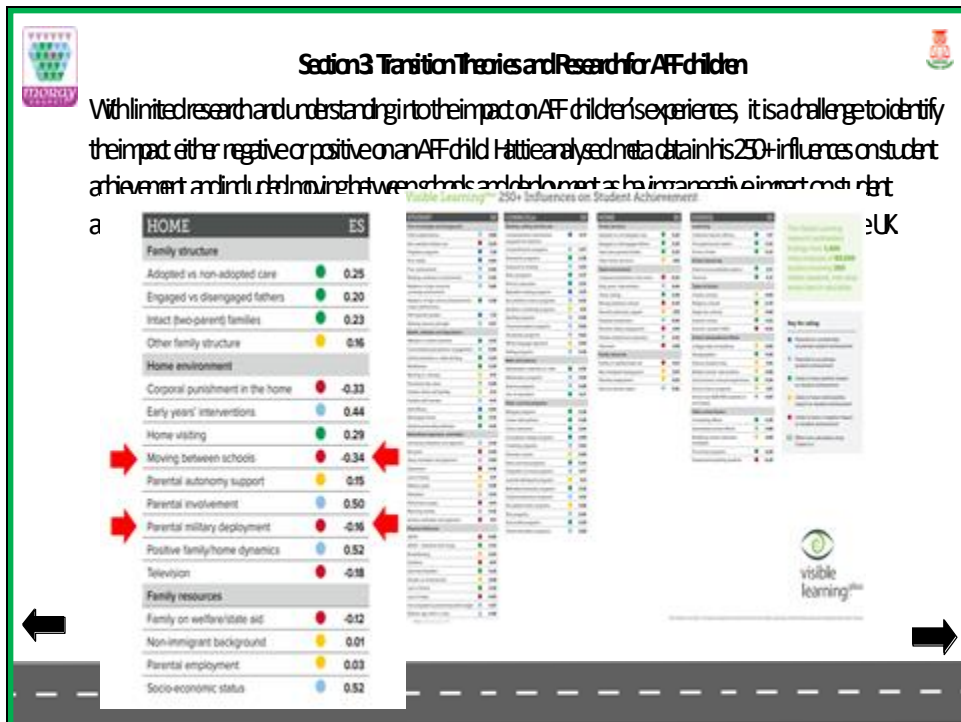
Forces children can face a range of issues in, and out of the classroom included disrupted learning, lower attainment and poor confidence and wellbeing as a result of regularly moving around, and parental deployments. These can for some children act as a real barriers to achieving their full potential in education, and in life.

Dr Bowes' research highlights that currently children moving to Scotland with their family are experiencing a lottery when it comes to the provision of support in schools across the country.


However, Dr Bowes is clear that things can, and should change for the better. She says, ***"there is scope for schools to positively contribute to the experiences of children from forces families."***

Dr Bowes thesis can be accessed here: <https://www.storre.stir.ac.uk/handle/1893/28852#Y8lVH3bP2Uk>

This is an extract taken from our online resource developed to support understanding and knowledge of what transitions and developments look like in Moray. Our approaches have been based in evidence, data and research in order to inform what works best and give us a good understanding of the best approaches. The work of Prof Divya Jindal-Snape was also incredibly useful and supportive when we were developing and looking at research into transitions. AFF – Armed Forces Families.




There is very limited evidence into the lived experiences of AFF children and especially the impact on their academic attainment and progress. We have lots of children who experience multiple transitions in their primary career and sadly the research and evidence into this does not measure the negative impact of multiple transitions.



Section 4 Transition into school in May, Scotland - Challenge

Time

REFLECTION TIME



Do you think that AFF transitions are the sole responsibility of the child and family?

Involved in the transition both in and out of school?

A further question from our online resources, which challenges participants to think about the responsibility of transition and who lies with. What do you think? Did you have positive or negative transitions at school? How does your experience of transition impact your approaches and ideas about transitions for AFF children? Speaking from experience, always being the new kid and walking in during different parts of the school year, is incredibly hard, but can make you resilient or very isolated as you move frequently.



#### Section 4 Transition into school in Midlothian, Scotland



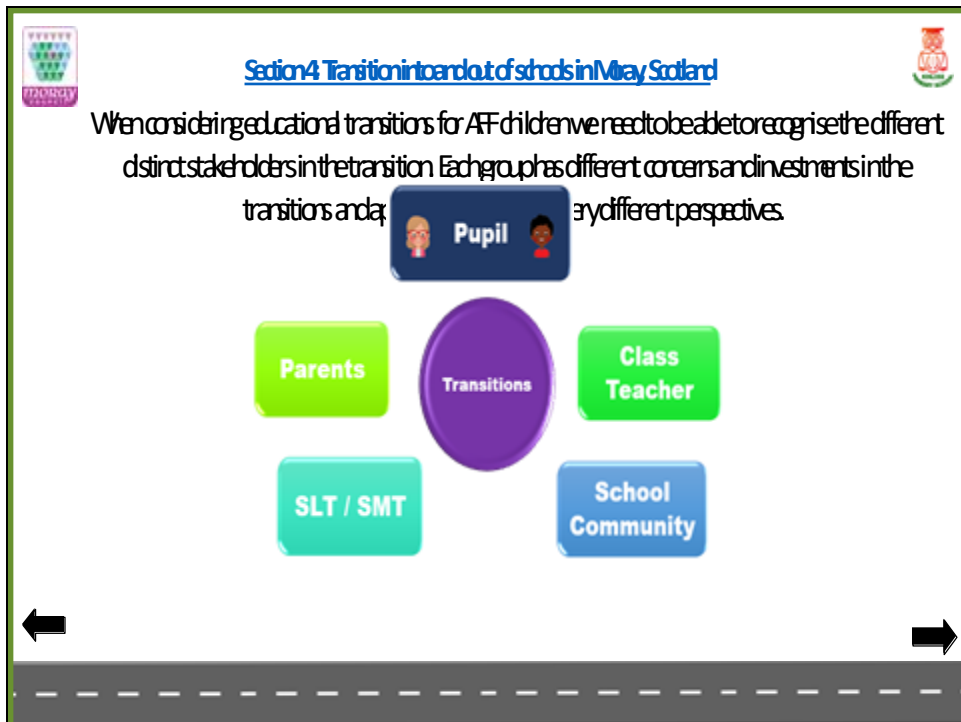
As education staff we are aware of the main points of transition for most children in our schools: preschool to Nursery, Nursery to Primary 1 and Primary 7 to S1. These vertical transitions that are planned and expected by the whole school community. Often AFT transitions happen quickly and unexpectedly by leaving and rejoining school, at any point in the school year, and often in isolation for the pupil and family leading to a difficult transition.

So how do we as educators support AFT children to have a holistic and positive educational transition into our schools? Is it the sole responsibility of the class teacher? The Head teacher? The School? Or is there a collective responsibility within our schools to ensure that our transitions are GRRFC at the heart of our practices, respect their Rights and ensure every child has a positive educational transition.

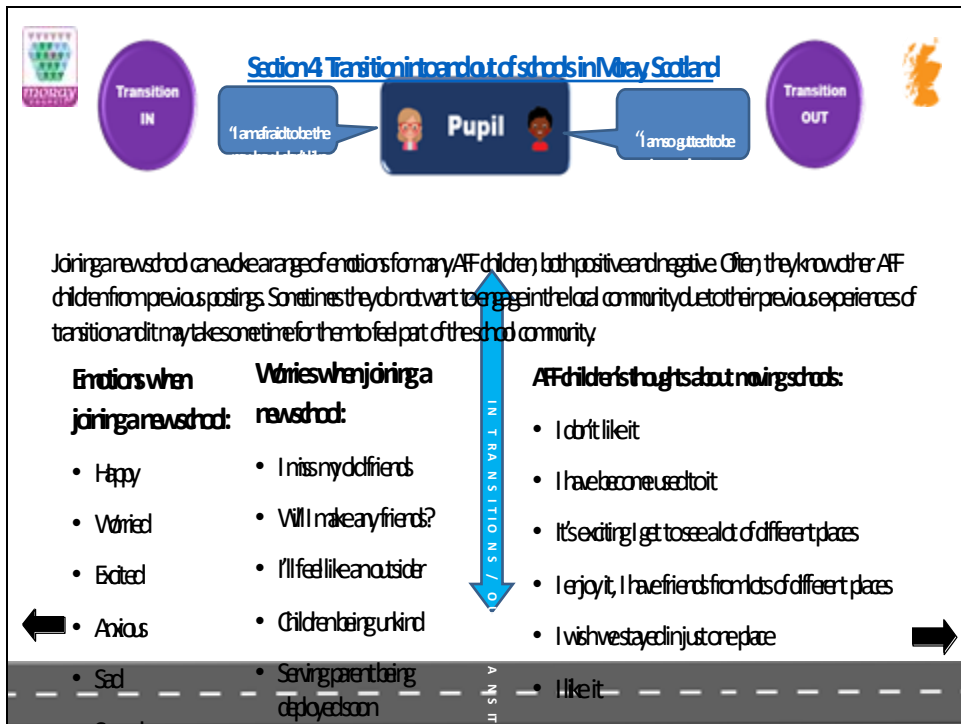


When we consider Galton's Five Bridges, and the number of transitions AFT children experience during their educational journey, transition becomes a more intertwined experience, and all stakeholders have their opportunities to support

Further online resources to support transitions, looking through the lens of Galton's Five Bridges to support children's educational transitions.

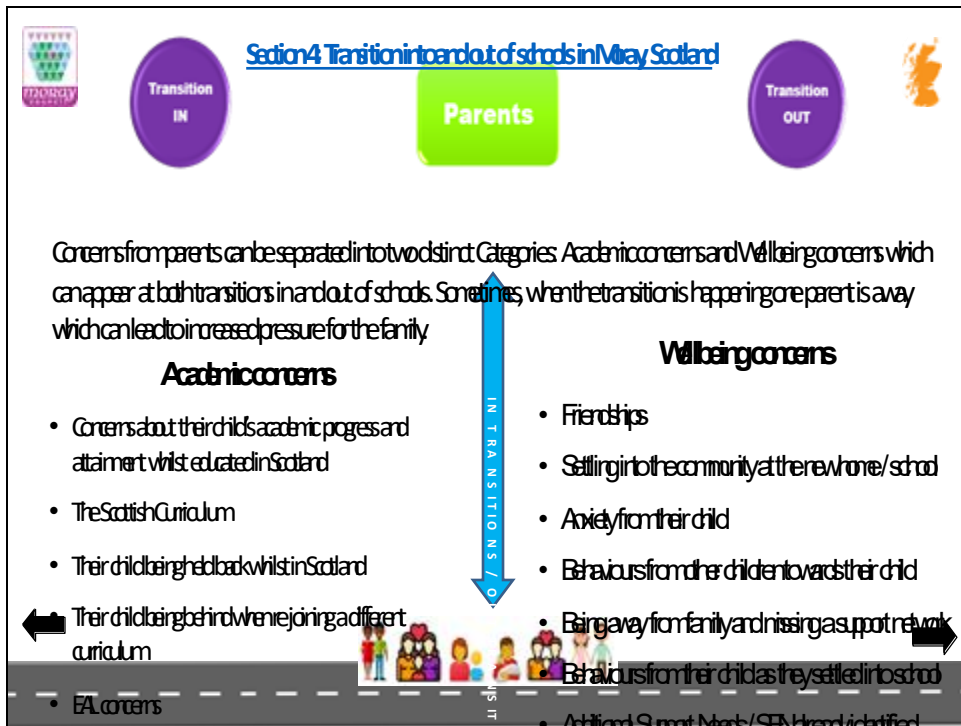


Taken from training resources to support transitions. As we researched further, it became apparent that everyone has a role to play in making sure transitions are successful and positive for all AFF children joining or leaving our school. Recognising that and ensuring that everyone plays their part is really important in our school and we work hard to support all AFF experiencing transitions.

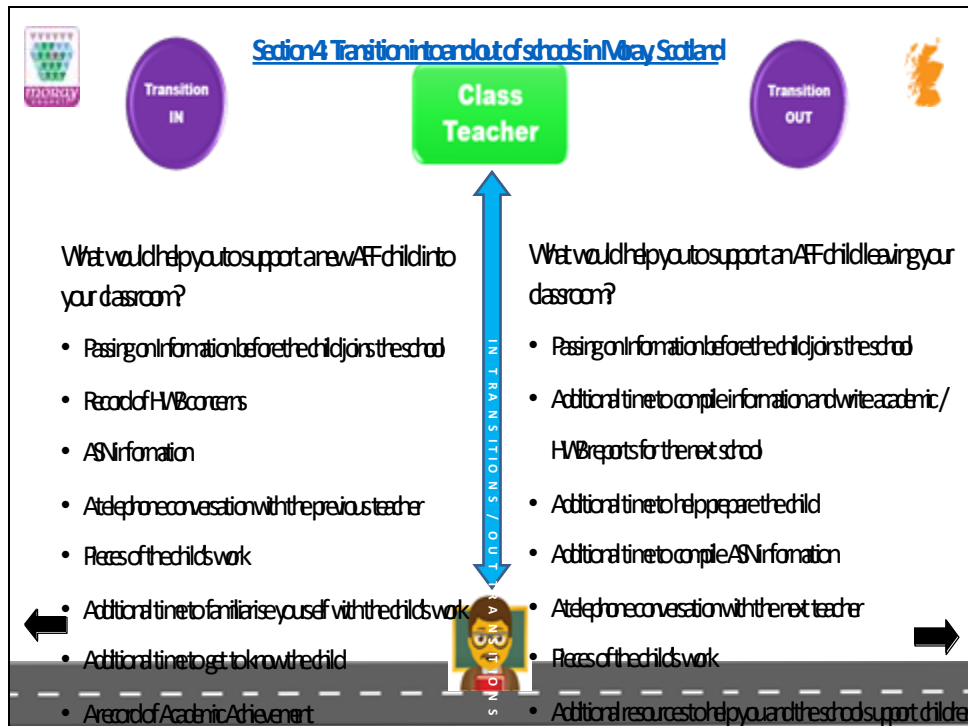


Taken from training resources to support transitions. Listening to learner voice has been incredibly helpful and supportive in ensuring that we meet their needs and that their lived experiences are valued and contribute to our approaches.





Taken from training resources to support transitions. The earlier families can get in touch and tell us about a transition in or out is incredibly helpful as we are then able to support the child or family coming in or out of the school.



Taken from training resources to support transitions. The difference in school term dates can make it incredibly challenging for us to find out information about new children coming to our school. We prioritise time for staff to get in touch with new schools and have a passing on information conversation, which can be so helpful at helping support new children join our school.



#### Section 4: Transition into and out of schools in Moray, Scotland



Senior leaders and supporters of AFF children across Scotland were invited to participate in the questionnaire, (Wolford, 2021). The respondents comprised of twenty Head Teachers, nine Depute Head Teachers and 3 other senior supporters of AFF children in Scotland. They ranked the concerns they have to support AFF children in their school.

	Total Responses
The impact of deployment	25
Transitions into your school	22
Parental expectations of the Scottish Curriculum	22
Parental expectations of attainment / achievement in comparison to another curriculum	19
Attachment issues	17
Health and Wellbeing Concerns - a requirement for additional nurture support	16
Accessing support for AFF children - CLPL or practical support	14
Transitions out of your school	13
Accessing funding to support AFF children	13
Additional Support Needs and accessing funding to support the child	12
Lack of reliable data	11



	Total Responses
Early Entry for Primary pupils	10
Tracking academic progress and the educational value you add as a school to the AFF pupils	8
A lack of understanding from colleagues about the additional challenges you face supporting AFF	7
Organising and staffing support groups	7
A lack of parental engagement	6
HMIE attainment data for AFF children	6
Behaviour from the new pupil	6
The impact on administrative staff and increased workload	5
Poor academic achievement from the pupil requiring additional support	5
The impact on Senior Leaders of the increased workload	4



Taken from training resources to support transitions. Interestingly Senior leaders surveyed across Scotland identified deployments as more challenging for AFF children, however transitions is a close second. There is a real mix of academic and wellbeing concerns, echoing what the families identified as concerns. How these are supported is often on a holistic, individual basis to meet the needs of the AFF learner transitioning in or out of the school, and the SLT are able to support in a range of different ways.



As a school community, we are very aware of the impact on AFF children joining and leaving us, and also the civilian children who are with us for the entire academic journey in Kinloss Primary School. Entire class dynamics can change with transitions in and out of school, and that can be hard work for the school community to support. The impact on civilian children can be very hard as they regularly lose friends due to postings and attachment issues need to be supported through our Health and Wellbeing curriculum to develop resilience and emotional literacy to talk about these experiences.

4.1

To what extent does your school identify Armed Forces children?

EMERGING

DEVELOPING

EMBEDDING

Parent

Teacher

Class Teacher

SLT / SMF

School Community

MONTH OF THE MILITARY CHILD

MOCTAC

Following on from our successful Month of the Military Child celebration last year, we are planning a similar celebration this year. On Friday 28th April we will be celebrating the Month of the Military Child (MOCTAC) with a whole school dress down day on Friday 28th April. We will also be holding a celebration assembly at 9.15am which all parents and carers are welcome to join us for. Our whole school have been learning this year's Never Such Innocence song with Mrs Grey and Mrs Hunter, and we look forward to hearing their performance on the day. We will be holding a coffee morning after the assembly at approximately 10.15am, which everyone is welcome to join us for. Mrs Hunter will also be running a bake sale to raise funds for resources for our school. All children will be able to participate in the day.

Any questions for these events please contact Mrs Hunter.

Thank you for supporting our military children at Kinloss Primary School April 2025

We work incredibly hard to ensure that all families are welcomed into our school community, that we are aware of any supports in our community that can help them and that we are all proud of them and their families' role in the military. This is celebrated in our #MOTMC celebrations which are growing each year and are truly fantastic for the engagement from children, staff and families. As the top right photo shows – it is all about team work, and a lot of effort from all of the staff goes in to making it a success for everyone.

**4.2 To what extent do you work with outgoing and incoming Armed Forces families through the long transition process?** EMERGING  
DEVELOPING  
EMBEDDING

- When families first make contact, information is shared about the school and its enrolment process and a telephone conversation with the Head Teacher is arranged. A range of specially created transition resources are shared with the family, including a [welcome booklet](#) about the school written by the pupils, a welcome video and an [All About Me](#) information sheet for the new family to complete and return to the school office.
- Upon arrival at the school, a full tour is given to the family by a member of the Senior Leadership Team, with introductions to the class teacher and new children's classmates.
- On the first day, the family is welcomed by the class teacher and Support for Learning Teacher, who show the family the practical aspects of the start and end of the school day.
- The Armed Forces Pupil Support Worker (PPSW) introduces herself in a one-to-one session on the first day, ensuring that the family knows that she and the Head Teacher are their main points of contact.

**What do transition, both in and out, look like at Kinloss Primary School?**

Some of the resources on our school website to help makes the transition process as easy and straightforward as possible. We include videos to help new children get to know what our school and staff look like. We welcome strong links with both 39 Engineer Regiment and RAF Lossiemouth, especially during our #MOTMC celebrations.

### 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?

**EMERGING DEVELOPING EMBEDDING**

- Initial contact is made by either a telephone call or an email from the school's website.
- A welcome pack of information is emailed to the new family, including a shorter school handbook, a [welcome video](#) to introduce the staff and the environment, and the All About Me form to be returned to the school.
- A member of the Senior Leadership Team telephones to speak to the family and arranges a date for them to visit the school.
- On the first day of school, the class teacher meets the pupil at reception and takes them to the school lines, whilst a senior leader shows the parents where to drop off and pick up their child.
- The school has a well-established buddy system.
- The Armed Forces Pupil Support Worker makes contact on the child's first day to introduce themselves, transition support structures are also included on the schools website. A settling in period is identified with the family, and a date for a follow-up meeting is arranged.

### 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?

**EMERGING DEVELOPING EMBEDDING**

- As soon as the school office knows which school an incoming child has been attending, contact is made with that school to request transfer of records and to discuss any additional support needs.
- Class teachers have conversations with the child's previous class teachers to find out where the child is in their learning, along with any additional information about their progress, motivations and things that can help to engage them in their learning.
- Requesting records and additional information includes safeguarding concerns and contact details of other professionals involved with the family.
- This is also done with a receiving school when a child leaves Kniss Primary School.

We have been very fortunate through Armed Forces Covenant Funding to employ an Armed Forces Pupil Support Worker (AFPSW) – Mrs Homer and the children love her! She meets new learners and supports them in their transition into school, presents their welcome certificates and leaving certificates in assembly and works with all for the AFF children for our #MOTMC celebrations. Our All about me sheet is bottom left and helped us to have more information personal to the new child, which focused on them and their likes / dislikes rather than just academic information. This has really helped us get to know the children before any official paperwork from previous schools is sent to us and allows the staff to build up connections based on their likes and dislikes.



**4.5** To what extent do you minimise discontinuity in additional support, for example by minimising re-assessment of needs?

**EMERGING DEVELOPING EMBEDDING**

- Prior to a child with a recognised additional support need joining the school, several conversations take place with the previous school and parents, and paper work (e.g. an Education Health and Care Plan or Child's Plan) is shared so that the school has a good understanding of the level of need.
- The school's staff uses information from previous assessments to ensure continuity of support and specialist services are provided where possible, as quickly as possible.
- A Child Planning Meeting is organised within the first few weeks to identify how the child is settling into school and to ensure that referrals to specialist services are made quickly to maintain continuity of support, as far as possible.

**4.6** To what extent do you help Armed Forces children build new and maintain existing relationships?

**EMERGING DEVELOPING EMBEDDING**

- The Armed Forces Pupil Support Worker arranges 1:1 and small group support sessions to help new pupils deal with the loss of previous friends and to help them start to build new friendships.
- Class and support teachers use daily emotional check-ins to allow pupils to discuss how they are feeling.
- The PSW also performs a daily check-in across all classes specifically for Armed Forces children and runs a daily lunchtime club to support building new friendships.
- When required, access to nurture groups and Seasons for Growth is arranged to support children as they transition into school.

We have worked very closely with a range of different agencies: AWS, Forces Children Scotland, Action for Children to name a few of the agencies. Mrs Homer our AFF PSW works to support children with 1:1, in small groups (especially beneficial for children with English as an additional language EAL, so that they could develop friendships with others across the school who spoke the same language. She also runs Seasons for Growth to support children experiencing loss and helps AFF children to complete their All about Wonderful me booklets to take to their new school and create memories with their friends.



### So what is not for us supporting our Armed Forces Children?

- Listening to our children about their lived experiences and learning from them
- Updating our Welcome letters for new pupils
- Updating our Transition Videos and Welcome videos
- Reviewing and finalizing our Transition Policy for 2025
- Editing developments from Our #MOTMC of working with the Kinloss Military Vices Choir



massive part of our teaching day  
I hope it helps other teachers too"

Our next plans for supporting AFF children joining and leaving our school. At the end of the day – it is all about teamwork, make sure everyone works together to support all of our AFF children and the civilian children who miss their friends when they leave and warmly welcome new children into our school regularly.



THE ARMED FORCES  
COVENANT FUND TRUST  
Funded by HM Government



Thank you for listening to this presentation. I hope it was informative. I hope our  
Case study will prove to be useful for Educators engaging in the SQP Alliance's  
Thriving Lives' Toolkit.

## THANK YOU

Thank you for attending our online webinar. We appreciate your participation and hope you found it valuable.

To help us improve future sessions, please take a moment to complete the [evaluation form](#).

Your feedback is greatly appreciated.



Encourage all attendees to complete the evaluation.