



Network meetings for school Service children leads and senior leaders



Friday 2nd December, 2022
1315 – 1445



Welcome, introductions and reminders



Matt Blyton, *Interim School Improvement Adviser. OCC
& Member of SCISS NEAC & SCiP Alliance Management Group*



Getting involved



Please:

- Ask questions and comment in the chat
- Please keep videos on if you can
- Use thumbs up to show agreement
- Unmute to ask a question directly (there will be opportunities for this throughout the session)
- Send questions & feedback after the briefing to:

matt.blyton@oxfordshire.gov.uk or call 07551 680595



Today's agenda:

- **National updates:**
 - Armed Forces Covenant
 - *SCiP Alliance & Diversity Meets Complexity* report
 - MoTMC
- **Local updates**
 - Summer 2022 conferences
 - Festival of Friends project
- **Good practice & looking forwards**
- **Youth Forum discussion**

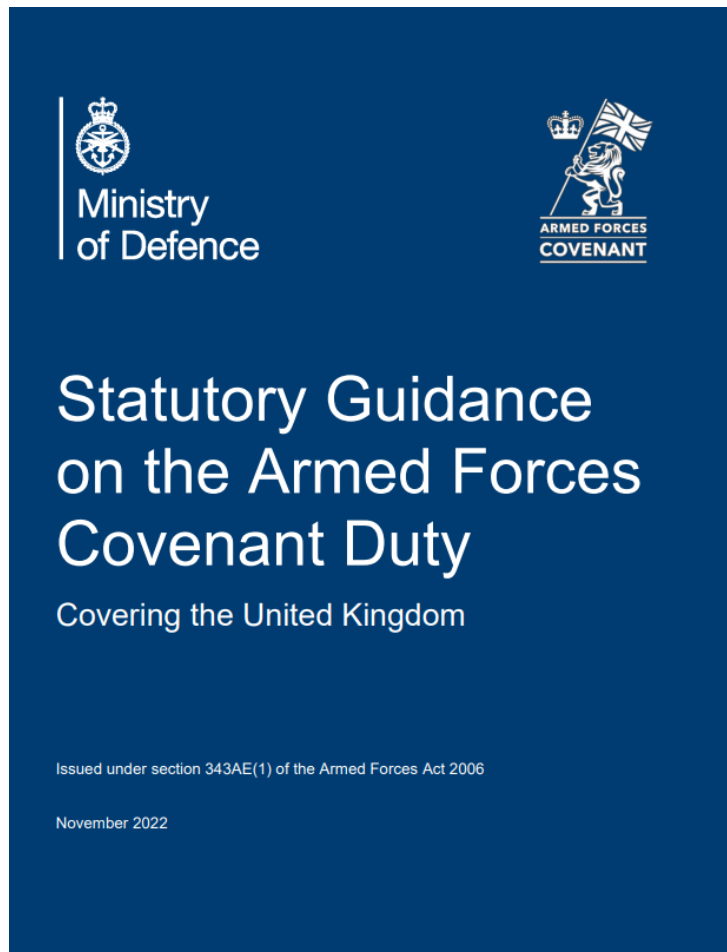


National Updates



Armed Forces Covenant: guidance and support

[Armed Forces Covenant: guidance and support - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/armed-forces-covenant-guidance)



Chapter 3 details the Duties placed upon Education and includes Admissions, Educational Attainment , Child Well Being, Transport , Attendance , Additional Educational Needs (SEND) .

Service Children's Progression



A Hidden Challenge: Supporting Young People from Armed Forces Families to Thrive – Post 16

With thanks to Katherine Lawrence, Head of Operations, SCiP Alliance

Thriving lives for service children

December 2022

The Service Children's Progression Alliance

Thriving Lives for Service Children

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.

The Big Picture

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

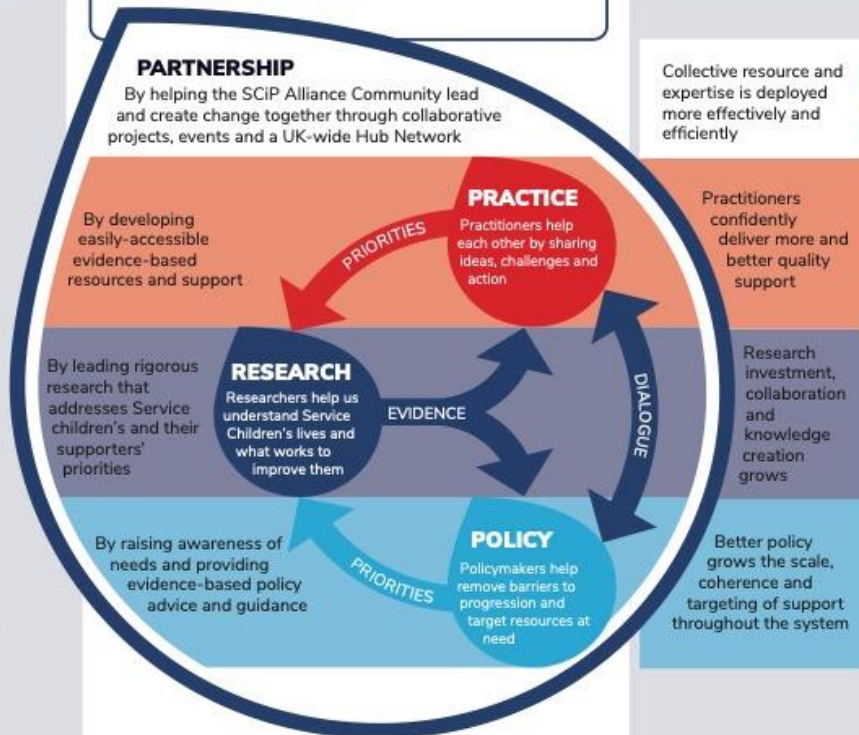
OUR MISSION

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 Thriving Lives Toolkit

- Underpinned by rigorous research
- Thoroughly tested in schools
- Framework of seven principles
- Three-tier set of CPD resources.

Thriving
Lives
toolkit

helping schools support Service children

Service Children's Progression



<https://thrivinglives.scipalliance.org/>



Dashboard

Users

Thriving Lives Toolkit

New to the toolkit?

New submission

Submission history

Need Help

Kath Lawrence testing

Welcome back

Kath Lawrence testing

Test primary

Number of service children: 250



Principles assessed
0 (out of 7)

Your school profile is: **Emerging**

0 Objectives set

Submit
Complete the self-assessment for all participants

Download report

Invite Additional Users

1. Our approach is clear

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

0 Objectives set
0 Completed
0 Overdue

Emerging

Developing

Embedding

Progress

0%

Expand

2. Wellbeing is supported

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

0 Objectives set
0 Completed
0 Overdue



Welcome to the SCiP Alliance Thriving Lives toolkit for schools.

Login

Underpinned by rigorous research and thoroughly tested in school, the Thriving Lives Toolkit provides schools with a framework of 7 principles through which to reflect on practice and plan support for children and young people in Armed Forces families. Register to access the toolkit, upload your evidence and judgements and submit and download your report.

If you are outside of the United Kingdom and would like to register, please contact scipalliance@winchester.ac.uk



**OXFORDSHIRE
COUNTY COUNCIL**

SCiP Alliance community consultation 2022

- Benefits of growing up in an Armed Forces family
 - Resilience and inter-personal skills
 - Unique experiences and travel
 - Community and belonging
 - Financial security and access to resources
- Challenges of growing up in an Armed Forces family
 - Mobility
 - Separation and deployment
 - Lack of stability and fewer options
 - Impact on mental health and propensity to mask through coping strategies

“You’ve got so much on your plate... I think there’s a sense of, because you’re young, they think you do just get home and doss off. But it’s different for a service child.”

“Luckily... my dad was not injured while he was away, but it was traumatising. The fear of it is absolutely traumatising.”

“Because we were moving about, I missed a lot of maths lessons. And maths is really not my strong point. Because of that domino effect of it.”

“I remember doing year six twice. Because I did it at one school and then I went to another one and [they] were like, nah, you’ve joined us at a weird time, so you’ve got to do year six again. So I think that affects your education because you’re like, I’ve done all these subjects, I’m not interested, I don’t want to be here.”

“Your parent’s gone for months... sometimes you don’t even get to say goodbye, and there’s your dad gone for six-odd months in an unknown country.”

Armed Forces young people in this sector

Scoping research and a policy summit 2021

Priorities:

- mitigating systemic barriers
- establishing sector-wide tracking mechanisms
- increasing the scale and depth of rigorous research
- coordinating cross-sector collaboration.

YOUNG PEOPLE FROM ARMED FORCES FAMILIES:

POST-16 EDUCATION AND TRAINING

TOWARDS A NATIONAL STRATEGY FOR SERVICE
CHILDREN'S POST-16 SUCCESS

KATHERINE LAWRENCE

FACULTY OF EDUCATION, UNIVERSITY OF WINCHESTER

NOVEMBER 2021

Recent research – what we know about vulnerabilities and opportunities at this age

- Centre for Education and Youth (CfEY) – a ‘think and action tank’
- ‘Diversity meets complexity’ research report, November 2022
- Interviews, focus groups, case studies
- Seven principles of effective support



Armed forces children in 16 to 19 education

What are the needs and experiences of young people from Service families and how can the post 16 sector support them?

The Centre for Education and Youth: research to understand the needs and experiences of young people from Service families in post-16 education.

- Literature review
- Focus groups of young people
- Practitioner survey
- Practitioner interviews
- Case studies
- Steering group of key stakeholders

Recent research – Needs at 16-19

- Mobility (impact of disrupted learning, unidentified needs, impact on relationships)
- Deployment (wellbeing, intermittent carer roles, increased understanding and responsibilities at this age)
- Independence and stress ('resilient' with a tendency to mask)
- Aspirations and decision-making (family and potential mobility)

“There’s a lot of isolation that comes with it because you’re moving around. And I think after a certain point it’s harder to make friends and it’s harder to feel like you fit in.”

Recent research – Barriers at 16-19

- Identification (you can only support people when you know about them. Most FE settings don't capture this information and SPP ends at age 16))
- Financial pressures(socio-economic factors and financial pressures on families)
- Accessing support (importance of family, decreased awareness and funding)
- Practitioner attitudes (gaps in understanding, training and funding)
- Funding and resources (lack of system-wide funding is a barrier to settings)

“Because I’ve gotten so used to doing it all myself. Now when I’m struggling... [teachers say] ‘if you’re struggling tell us’. But I just, I don’t know. I don’t think of it... I don’t think, oh, I’ll go ask for help.”

Recent research – the 7 principles

1. **Data and identification:** we know our Armed Forces young people and their families
2. **Culture:** our culture recognises and celebrates the experiences of Armed Forces families
3. **Transition:** we provide specialist support for young people from Armed Forces families as they join and leave our setting.
4. **Staff awareness:** our staff are well-informed about the experiences and needs of Armed Forces young people
5. **Wellbeing:** the wellbeing of Armed Forces young people is prioritised and supported
6. **Achievement:** the achievement of Armed Forces young people is maximised
7. **Parental engagement:** we work with and involve parents from our Armed Forces community.



Armed forces children in 16 to 19 education

What are the needs and experiences of young people from Service families and how can the post 16 sector support them?

Where to start?

- Identify these students on enrolment; they may fall under the radar. They may be reluctant to declare on enrolment – tutors can and do flag their status and a dedicated member of staff can make a difference.
- Consider how existing provision can be tailored to take account of the specific needs.
- Listen, and help the young people lead. Help them to ensure that their peers and teachers understand their lived experience and that the whole organisation is equipped to recognise and respond to their needs. Some settings have supported young people to design teacher CPD around the 7 principles, for example.

“Because I’ve gotten so used to doing it all myself. Now when I’m struggling... [teachers say] ‘if you’re struggling tell us’. But I just, I don’t know. I don’t think of it... I don’t think, oh, I’ll go ask for help.”

FLEXIBILITY, SUPPORT AND UNDERSTANDING REGARDING DEADLINES AND ACADEMIC WORK	SUPPORT ON OFFER, WITHOUT REQUEST	WANTING GREATER VISIBILITY AND UNDERSTANDING, AND ADDRESSING MISCONCEPTIONS
<p>●● Sometimes handing in work on time can be difficult due to having a lot on my plate and getting to college itself is something I have to plan out.</p> <p>●● I can work independently but might struggle with deadlines if my dad is deployed.</p> <p>●● There needs to be more flexible deadlines for children with mother or fathers away from home. Normally not just my case [but] children have to adapt to new responsibilities due to an adult figure not being in that role.</p> <p>●● It can be hard and stressful when my dad is deployed, so I may need extra support or time to complete classwork and homework.</p>	<p>●● That I may find it harder to ask for help due to the independence that I have expected of myself due to my parents' absence.</p> <p>●● I would tell them that we don't need to be treated differently to other students, yet we may need some support or just someone to notice we might be struggling, but most of us don't feel different to the rest of the students.</p> <p>●● More emotional and educational support would be very appreciated. I would tell them to support people in the services even if they don't ask for it. They probably won't ask for it.</p>	<p>●● To look into the lifestyle of a service child and educate yourself/thank them for doing their best.</p> <p>●● That they should be more aware of the stresses/mental health issues that come with being a service child. This is important to being supportive.</p> <p>●● Probably just like assumptions and stereotypes people make about army kids. Like some teachers and even friends have said really negative things. Like that my parents are abusive or bad because they're making me move around a lot, or that army kids never succeed in life because they move around...There's a lot of the negative stereotypes around what your parents do.</p>

children

December
22

Any questions?



MoTMC April 2023 – start planning now!

April is designated as the Month of the Military Child, which highlights the important role Service children play in the Armed Forces community. It is a time to applaud Armed Forces families and their children for the daily sacrifices they make and the challenges they overcome.



**Month of the
Military Child**
**Mis y Plentyn
Milwrol**

April/Ebril | #MilitaryChildMonthCymru

[SSCE Cymru : Month of the Military Child](#)



Local Updates







Being a Service pupil



Celebrate

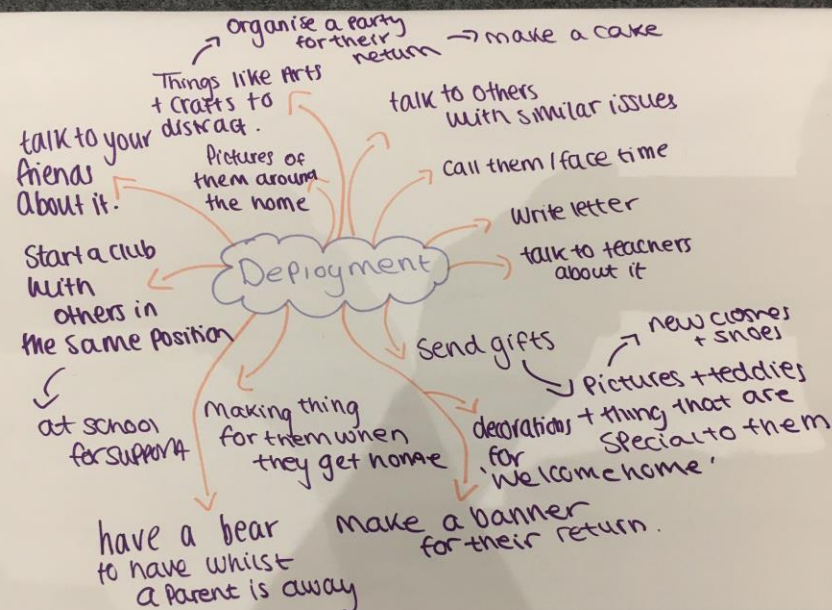
- organise special events
- go on special school trips
- get to do separate activities sometimes
- On Remembrance day they get a special line to remember
-

Support

- easy to talk to teachers
- Teachers are extra nice to us.
- a separate room for service children
(where they can relax and skype parents who are deployment)
- Special clubs
- Teachers understand us.
- Lunch Time clubs

I'm a military child and today I'm bursting with pride at this conference. I think schools would be far better if they held a service child assemblies - thank you so much for helping

My dad is in the RAF and things can be really tough - if I had to give you one thing to make things better it would be to have **more meet ups like this** because I love meeting all other service children, thank you.



Never Such Innocence



Everyone enjoyed the workshops with the charity *Never Such Innocence* creating a song about their lives and writing poetry!

<https://www.neversuchinnocence.com/>

2/ School leaders' event 8th July





Great feedback...more of the same?

“Very thought provoking. As a school, we already have some good practice in place, but we could do more!”



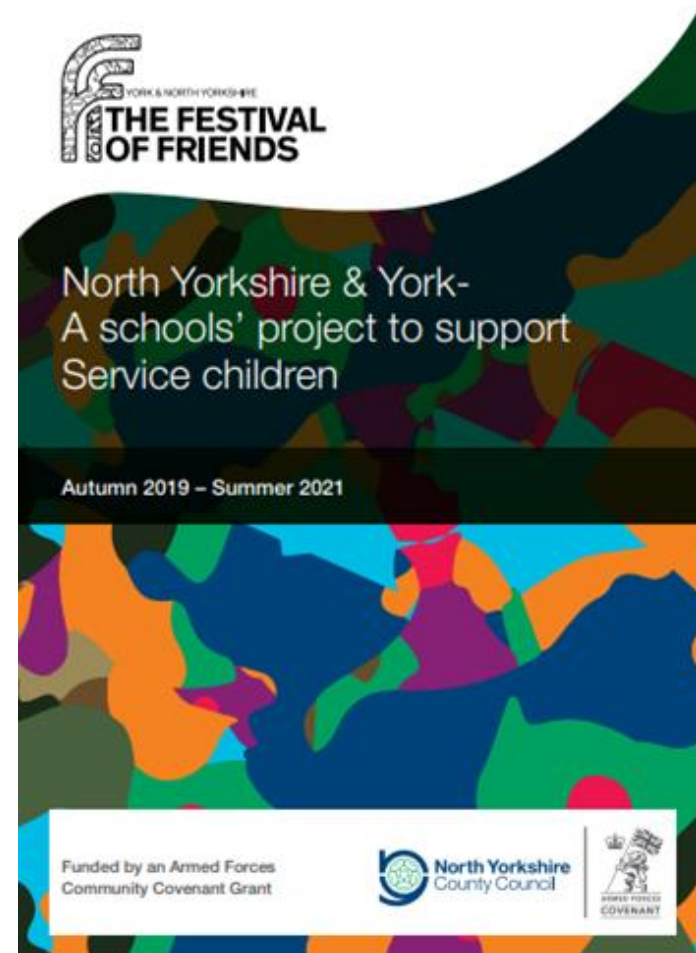
“It was a thought-provoking and energizing day. The variety of areas covered worked well and a great opportunity to exchange / share knowledge / understanding. Thank you!”



OCC's Festival of Friends 2022-23

- 4 Networks
- 29 School Champions
- CPD cascading
- Improvement projects
- Celebration event

With thanks to...





Schools involved

Brize Norton network (11)	Bicester network (3)	Shrivenham network (8)	Benson / Dalton / Vauxhall network (7)
Carterton College	Five acres Primary	Ashbury CE	Wallingford Secondary
Brize Norton Primary	Whitelands Academy	Grove CE	RAF Benson
Carterton Primary	Tiddlywinks Pre- school	Longcot & Fernham CE	St Nicolas, Abingdon
Edith Moorhouse		Shrivenham Primary	Sunningwell Primary
Hanborough Manor CE		The Elms, Faringdon	Stephen Freeman Primary
North Leigh		Watchfield Primary	Ewelme CE Primary
St Christopher's (Nr Lechlade)		Faringdon CC	Carswell Primary
St John the Evangelist		Folly View Primary	
Gateway Primary			
Clanfield Primary			
St Joseph's Catholic Primary			



Is it too late to join?

Network leaders

Brize Norton – Hannah Owen, senior teacher Carterton Community College
howen@carterton.oxon.sch.uk

Shrivenham – Gemma Rogan, Faringdon Learning Trust's central team
gcrogan@faringdonlearningtrust.org

Bicester - Sue Khawaja, Assistant Head at Five Acres Primary School
skha6129@five-acres.oxon.sch.uk

Benson – Rob Lyons, Head of House system / Services Champion, Wallingford
lyonsr@wallingfordschool.com

What are you up to?



**SUPPORTING FAMILIES
SPOTLIGHT ON GOOD PRACTICE**



OXFORDSHIRE
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Further details can be found on the OCC website
<https://schools.oxfordshire.gov.uk/cms/content/service-pupils>
 including newsletters and our Service Pupil Promise.

WINTER 2022 **ENVOY**
raf-ff.org.uk

What's coming up?



Armed Forces' Children: the board's role

Free Governor Network Meeting

This network meeting will:

- Provide an overview of the strengths that Service children bring to schools and the challenges they face
- Discuss the Government's Service Pupil Premium funding
- Introduce governors to an evidence-based tool to support them and school leaders evaluate their provision (the Thriving Lives Toolkit)
- Give updates on current projects (such as the Festival of Friends) and plans for development work in 2023
- Facilitate a forum for sharing good practice and exploring solutions to challenges

There will be two further meetings across the year aimed at supporting schools with one or more Service children.



Join

Matt Blyton

Oxfordshire County Council
School Improvement Consultant

For the first of three networking meetings

Armed Forces' Children: the board's role

Monday 12 December 2022

19:00-20:30

Online via MS Teams

Please book your place via

www.governorhub.com

or by emailing

Governor Services on

GovernorServices@Oxfordshire.gov.uk

Places are free for all Oxfordshire Governors

This session is relevant to all school boards but particularly those with one or more Service children on their roll.



• Future meetings for you:

- Tues 7th March 2023
- Wed 14 June 2023

(Book via SLA Online)

• Governors' evening networks

- Mon 12 December 2022
- Wed 1st March
- Tues 6th June

(Book via Governor Hub)

• Autumn newsletter



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**And finally, what do you think about
setting up a youth forum for Service
children?**





Resources to support Oxfordshire schools

[Service Pupils | Schools \(oxfordshire.gov.uk\)](https://oxfordshire.gov.uk/service-pupils/schools)

Information and guidance for schools with service pupils

Service Pupils Promise from Oxfordshire County Council
[Oxfordshire County Council's 'Promise'](#)

Toolkit for the support of Service Children [Toolkit](#)

Service pupil premium (SPP): DfE information for schools
[SPP](#)

Service Pupil Premium Reviews – please contact me if interested



**Thank you for your
contributions and for all that
you do to support
Oxfordshire's Service children.**