

RESOURCES FOR TEACHERS TO SUPPORT PROFESSIONAL LEARNING

# SUPPORTING CHILDREN of ARMED FORCES FAMILIES in SCOTLAND

Accompanying support material for the film *'Getting it Right for Forces Families'*



This presentation has been created to help educators, teachers, school administrators and others support children of Armed Forces Families in Scottish Schools.

It has been produced by the Association of Directors of Education, in conjunction with schools and Local Authorities across Scotland. It draws on examples of the best practice and lessons learned from engaging with Armed Forces families and their children.

This pack has been designed to be incorporated into a 30 minute session which can be delivered as part of an In Service training programme.

## AGENDA (30 + mins)

1. Watch 'Getting it Right for Forces Families' film (11 mins)
2. Initial discussion around some of the issues raised/feedback from group (2 mins)
3. View slides/presentation (10 mins)
4. Brainstorming (7 mins)
5. Next steps (set time to consider what your school and team could do)

*The training session has been designed to last around half an hour, which includes time to watch the film.*

*If you have longer you may wish to allow additional time to consider some of the issues raised.*

Before you run this training session you are advised to:

- Check SEEMIS for the total number of armed forces families in your individual school or local authority.
- Identify who your Local Authority's liaison with the ADES National Transitions Officer is. Every LA has nominated one person and you may find it useful to touch base with them beforehand. They may also wish to attend the training.

# VIEW FILM: 'GETTING IT RIGHT FOR FORCES FAMILIES'

## TRAINER NOTES



*If you have an internet connect click on the image to view the film.*

*If you don't have wifi in the venue where the training is taking place or you prefer, you can download the film here:*

<https://vimeo.com/185790355>

*You may find it useful to download it beforehand to avoid any delays.*

# INITIAL DISCUSSION QUESTIONS

- What were your first impressions?
- What stood out to you? What did you think as you were watching the film?
- Have any of you had experience of the Armed Forces either as a service pupil yourself or with children in your classes? What can you share with us?

## TRAINER NOTES

*The purpose of these questions is to get a feel for the level of experience of the armed forces within your team.*

*Once you have a sense of your experience base you can draw on those staff members as you proceed with the rest of the presentation.*

# HIDDEN POPULATION

- Regular, Reserves and Veterans. An Armed Forces child is a child with at least one parent who is currently serving, in the Reserves, or is former member of the Armed Forces.
- They are a hidden population and can be hard to identify but they are a significant minority and we have a duty to get it right for these children.
- We have [INSERT NUMBER] children from Armed Forces families.
- This represents [INSERT NUMBER] % of our total school population

# TRAINER NOTES

*The Armed Forces community is estimated to be around 10 x the size of the current gypsy and traveller population.*

*Can be useful at this point to have a conversation about how accurate your SEEMIS figures are.*

*Do we/all our schools use the indicator?*

*What can we do to improve the accuracy of our figures?*

# Armed Forces children in Scotland

## SIGNIFICANT MINORITY

**1%**  
of pupils in Scotland are members of the Armed Forces community.

**3%**  
of schools have military housing in their catchment areas.



**12**

Local Authorities have military bases located within their boundaries

Moray, Midlothian, Argyll & Bute, Fife, Angus, Edinburgh, Western Isles, Glasgow, Stirling, Perth, South Ayrshire, Highlands



**77**

Schools have catchment areas containing Service Families Accommodation



**32**

Local Authorities with children from Armed Forces families in their schools



**??**

Total No of children of currently serving, reservists and veterans at school in Scotland

- Every Local Authority in Scotland has signed the **Armed Forces Covenant** which commits all schools to ensuring **Armed Forces children have access to the same standard of education** as any other child.
- Every education service in Scotland where an Armed Forces base is located has received funding from the MOD.
- Since 2016, the SEEMiS database has had an entry box to help schools identify and support Armed Forces families



**WHAT DOES BEING AN  
'ARMED FORCES CHILD'  
MEAN FOR THESE  
CHILDREN?**

# WHAT IS THE IMPACT ON THEM?

It is difficult for Forces families, living married accompanied, to achieve the same standard of education for their children as they would if they were civilians in the UK or overseas.



- Significant interruptions and gaps in their learning
- Struggles with literacy and numeracy, particularly for Army children
- Emotional stress caused by separation and mobility.
- Sense of loss at each move – akin to going through the grieving process - with every transition.
- Change in behaviour, especially if a parent is on active service
- Dependence on adults and/or other children of service personnel (including siblings)
- Difficulties in making commitments to relationships with peers, adults and schools as a whole
- Complications with courses of study, examinations and qualifications
- Poor transfer of information between schools
- Emotional and social development difficulties
- Difficulty and delays in identifying, diagnosing and receiving support for children with ASN (SEN)

Each child is unique. Not all children will experience all of these but most will experience some of them.

**THE REALITY IS THAT IT  
REMAINS VERY DIFFICULT FOR  
THESE CHILDREN TO ACCESS  
THE SAME LEVEL OF  
EDUCATION AS THEIR CIVILIAN  
PEERS**

# THE ADDITIONAL IMPACT OF MOVING TO SCOTLAND

- The Scottish education system is different in a number of key respects to those found elsewhere in the United Kingdom
- This can collectively amplify the disruptive effects of any school move.

## **Key things families struggle with when they move to Scotland:**

- Different academic year (in England the academic year runs from September to July)
- Cut off date for entry into academic year is different (31st August in England)
- Different qualifications (SATs, GCSEs and Alevels)
- Different terminology
- Difference processes for things
- Approach towards ASN (called SEN in England) is very different

**The collective impact of these differences can be very disruptive**



# Differences between Scotland and rest of UK

- State schools are under direct local authority control
- A Scottish focus in aspects of curriculum content (history, geography, literature...). Subject differences: modern studies.
- Differing entitlements to free early learning and childcare.
- The absence of reception classes for 4 year olds in England.
- Seven years of primary school compared to six elsewhere.
- Four years of compulsory secondary schooling compared to five years.
- Use of nationals, highers and advanced highers awarded by SQA.
- University (HE) provisions are distinctly varied.
- Differing entitlements to student support in HE, depending on residency.
- Support for ASN very different from Special Educational Needs structures.
- Gaelic medium education provision actively promoted.
- The overarching context is Getting it Right for Every Child (GIRFEC)



# WHY DO WE NEED TO GET THIS RIGHT?

We have a moral duty as a nation and as teachers to ensure that the **families** of those serving in the Armed Forces are not negatively impacted because of that service to the nation.

There are many positive aspects and benefits about being a member of a Forces family.

Yet, some children and young people whose parents serve in the Armed Forces can suffer significantly because of the military lifestyle.

**The impact on Forces children's education can effect the outcome of their whole lives.....**



# WE HAVE MADE A COMMITMENT TO SUPPORT THEM

## TRAINER NOTES

INSERT YOUR LOCAL AUTHORITY'S LOGO

**[Insert name of your Local Authority] HAS SIGNED THE ARMED FORCES COVENANT**

**All Directors of Education:** recognize that children of Armed forces families, either serving, reserve or veteran, are in all our schools; and have committed to ensuring that all schools serving AF Families are suitably supported by their Local Authority.

All Directors of Education have agreed to support the work of the National Transitions Officer across Scotland.

*Every Director of Educator has nominated an Education Officer to liaise with the National Transitions Officer*

*If you/your school needs more info contact Carolyn MacLeod  
nationaltransitionsofficerades@gmail.com*

**HOW CAN WE  
GET IT RIGHT FOR  
THEM?**



# WE KNOW THAT....

- Role of parents in supporting children's education is important
- Parental separation from children is damaging to children's educational welfare
- Mobility adversely affects attainment; in-year moves are particularly damaging
- Schools and the Armed Forces need to develop a better mutual understanding
- There is a need for further research into effects of moves between jurisdictions – little is known, particularly of moves into and out of Scotland
- Issues around ASN (SEN) are important – continued work and collaboration is necessary across UK and between devolved Governments
- Needs of children of Reserve Forces on deployment merit consideration



Have an officer and a designated councilor with responsibility for Armed Forces Covenant issues, including support for Families;

Arrange formal partnership meetings with Community Covenant Task Force (Firm Base) group and with Forces Welfare Units associated with their schools;

Have specific quality improvement activities for schools who serve Armed Forces families;

Prepare a brief annual local authority report on progress;

Reserve school places for known or expected families arriving.

*Print this slide and use it to identify the things you already do and things you might be able to put in place.*

*If you are delivering this session in a school rather than a Local Authority only some of the points may be relevant.*

# EFFECTIVE SCHOOL MANAGERS

## TRAINER NOTES

Know the students from Armed Forces Families in their school;

Have transitions arrangements embedded in the school for AF children joining or leaving;

Have a nominated senior member of staff to support AF children;

Reserve places for known families arriving;

Meet or call parents and pupils to ask what they want to know before enrolment;

Get accurate information on each pupil well in advance of arrival;

*Ask the group which of these things does our school already do?*

*If there a way we can embed some of these into our processes and system?*

Have a package of relevant information about receiving school both for parents and children (practical things – term dates, times, lunch arrangements, uniform);

Use a Buddy System to support new pupils;

Have pupils prepare an induction pack for new pupils, which can be evaluated and added to;

Collect accurate information on ASN and make early contact with relevant partners/agencies.

*Ask the group which of these things does our school already do?*

*If there a way we can embed some of these into our processes and system?*

# EFFECTIVE CLASS TEACHERS

Know the new pupil's name before they arrive in class; ensure others in class take every opportunity to use their own names;

Speak to the child and gather information on topics covered, their strengths and interests;

Discuss preferred learning styles with parents and child;

Discuss familiar reading and maths materials with parents and child;

Are aware of Additional Support Needs arising from interrupted learning;

Are alert to any persistent indicators of stress/ separation/ anxiety;

Seek advice as needed.

# TRAINER NOTES

*Ask the group what do we do already?*

*What don't we do?*

*How can we embed those things we don't do into our processes and system?*

# FURTHER RESOURCES

# TRAINER NOTES

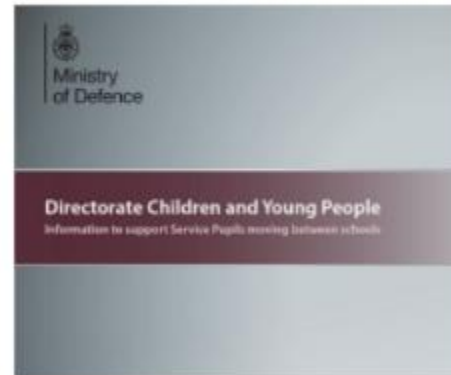
There is a range of resources available at [www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot) to help you support these children including:



Guidance on the admission of children from Armed Forces families into your school.



Reflective questions to help you identify further ways you can support for children and young people of Armed Forces families



MoD support pack which parents and educators can use to help support the transition of children and young people into their schools

*Armed Forces parents themselves are often unaware that these resources are available to them.*

*If your school is close to a military base you can brief your office support staff that they should inform Armed Forces parents who contact them about the existence of [www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot) This website has lots of information that will be useful to them and will inform and ease the transition process.*

## Military bases in Scotland

Once you know where you are being posted, you can use the links below to find information about the catchment schools that serve the patches for that base.

**This website is not a housing resource and you should not base any housing decisions upon it.** We've included details of the areas of Service Family Accommodation (SFA) for each base so that we could show you the schools that serve these areas. **It does not provide a definitive patch list.** [Information and guidance about applying for Service Family Accommodation can be found here](#)



HMNB Clyde & RNAD  
Coulport, Argyll & Bute



Filter list by service:

ROYAL NAVY

ARMY

ROYAL AIR FORCE

SHOW ALL



Army Personnel Centre,  
Glasgow



MORE INFORMATION

Craigiehall, Edinburgh



### LOCATION

HM Naval Base Clyde – commonly known as Faslane (Postcode: G84 8HL) – is situated on the west coast of Scotland 6 miles outside Helensburgh. [View this site on Google Maps](#)

The Royal Naval Armaments Depot at Coulport (Postcode: G84 0PD) is located 8 miles from Faslane and 14 miles from Helensburgh. [View this site on Google Maps](#)

### SERVICE FAMILIES ACCOMMODATION

Service Families Accommodation for both Faslane and Coulport is located in four different locations around the area, these are:

- Churchill Estate, Helensburgh
- Colgrain Estate, Helensburgh
- Bannachra Estate, Helensburgh
- McKenzie Estate, Rhu

### CATCHMENT SCHOOLS

A list of all the catchment schools serving these patches is below, you can use the filter buttons below to select a specific patch and view the catchment schools associated with it.

Parents should note that these patches all fall within the jurisdiction of Argyll & Bute Council

**WHAT CAN WE DO AT  
[INSERT LOCAL AUTHORITY  
OR INDIVIDUAL SCHOOL  
NAME] TO ENSURE WE GET IT  
RIGHT FOR OUR  
FORCES CHILDREN?**