

Social and Emotional Wellbeing

A child or young person within a service community may face increased social and emotional challenges due to the many adjustments associated with Armed Forces life.

Reflective questions

1. What strategies does your establishment have in place to help facilitate building social relationships between the young person and their peers? How might this be built upon?
2. How does your establishment and the wider community support young people and their families, for example, parental deployment and instances of bereavement and loss?
3. How does your establishment ensure that a parent who is deployed outwith the local community continues to be involved in their child's education?
4. In what ways can the senior management team ensure that all of their school staff's wellbeing is being considered when working with children and families who have experienced trauma and loss? Moreover, what is in place for individual staff members when close family are posted abroad (deployed)?



Supporting Children and Young People of Armed Forces families in Scottish schools



The following reflective questions appear on the Education Scotland website www.educationscotland.gov.uk – Information & Resources, Supporting Learners, Positive Learning Environments -- Service Families. The reflective questions have been gathered into this document format to be used as an easily accessible tool for discussion and consideration. They will be useful to school staff and service providers working within the GIRFEC structure to support the education and learning of children and young people of Armed Forces families who attend schools in Scotland.

For this document, the terminology of the Education Scotland website material (2012) has been modified slightly, so that 'Service Families' has been replaced with 'Armed Forces' families. This is consistent with the current terminology being used across Scotland. Some of the questions have also been slightly altered.

There is evidence that children from Armed Forces families may face many barriers to their learning including interrupted education and social and emotional difficulties.



Transition and transferring between educational establishments

Children from Armed Forces families may experience increased transitions and transfers between educational establishments.

Reflective questions

1. How well do existing admission systems, assessment policies and structures support a smooth transition? How might these be built upon?
2. How do you ensure that parents and young people from Armed Forces families have been fully involved in on-going transitions within and between educational settings (before, during and afterwards)?
3. How do you ensure that each new family has access to a school handbook and a key person to contact?
4. In what ways can your establishment enhance links with local Armed Forces units and locations?

Additional Support Needs

Children with additional support needs may be specifically affected by any of the factors above.

Reflective questions

1. How effective is partnership working (between parents, school and other agencies) in addressing the needs of each learner as they enter your school?
2. In what ways does your local authority and school have clear policies and procedures for children and young people with additional support needs arriving in the middle of a school year, when school budgets and resources have already been allocated?

Interrupted Education and Learning

Children of service families will face interrupted education and learning due to mobility and deployment at home and abroad.

Reflective questions

1. How can your establishment create firm links with each new family as soon as they arrive in your school?
2. In what ways can you ensure that prior learning is considered across the curriculum?
3. How does your assessment policy reflect the needs of children from service families, including those who have newly arrived?
4. How can you ensure that those who are transferring to a new establishment have a positive exit with relevant documentation being forwarded to the new location?