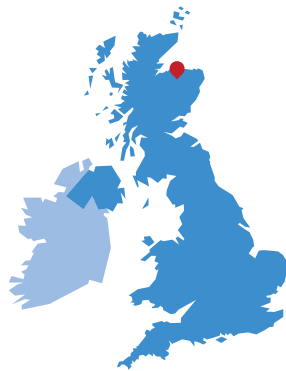


CASE STUDY

SEAFIELD PRIMARY SCHOOL (P1-P7)



SCHOOL CONTEXT

Seafield Primary is a large non-denominational school situated in the town of Elgin, close to the RAF base at Lossiemouth and the Army base at Kinloss. At the time of writing, the school roll is 372 of which 101 pupils come from Armed Forces families (27%). The majority of the school's military serving personnel work at either Lossiemouth or Kinloss. Lossiemouth has four Typhoon squadrons, three Poseidon squadrons and one RAF Regiment squadron - it is one of two RAF Quick Reaction Alert stations in the UK. The 39 Engineers Regiment Royal Engineers are stationed at Kinloss. Two members of staff have roles as Armed Forces children support workers.

<https://blogs.glowscotland.org.uk/my/SeafieldPrimarySchoolWebsite/>

Seafield Primary school has been supporting children from Armed Forces families for many years. Nurturing and wellbeing are at the heart of their support for all pupils, but staff are very aware that many children from Armed Forces families need additional support at certain times in their lives (e.g. when moving school and during parental deployments). The school is very proud of its links with the local Military community and takes every opportunity to highlight and celebrate this relationship, as this case study highlights.*



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



* Data collected in the 23/24 academic year

SELF-ASSESSMENT GUIDANCE

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. School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation. School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either not fully embedded or consistently applied by all staff, or both.	Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact. School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be both embedded and consistently applied by all staff.

EXAMPLES FROM PRACTICE

2.1 To what extent do you create opportunities for Armed Forces children to meet, and explore experiences together?	EMERGING DEVELOPING EMBEDDING
- Whole school celebrations are held to highlight the lifestyle of Armed Forces children. <i>The Month of the Military Child</i> is celebrated with specific Armed Forces activities (e.g. members of both RAF and Army bring in equipment for children to explore). - During the last <i>Month of the Military Child</i>, a whole school assembly was watched in school and remotely with other schools in the area, featuring a video created by the Armed Forces children. - Regular drop-in sessions are available to all Armed Forces children, providing them with a safe space to share how they are feeling. - Two members of staff run military support groups including a deployment support group at which children meet to share their feelings and experiences.	
2.2 To what extent is your pastoral support informed by Armed Forces children's voices?	EMERGING DEVELOPING EMBEDDING
- Armed Forces children are given regular opportunities at the school's military and deployment groups to share their views on the issues relevant to them and what support they would like. - Feedback from discussions at the deployment group highlight how children are feeling and how the school can support them. This often leads to staff looking for additional resources and training to improve the pastoral support offer.	
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?	EMERGING DEVELOPING EMBEDDING
- Children who need support speak with their class teachers who then alert the Armed Forces support workers. They can also speak directly with the support workers individually, or at their support groups, where they are assured of a safe space to raise any concerns or worries. - The two Armed Forces support workers are the main contacts for Armed Forces children, and Service children know how to contact them either directly or at the support groups. Because these groups are regular and are established as a normal part of their school life, pupils know that they are not seen as being singled out.	

2.4

To what extent does pastoral support take account of points of stress including deployment / weekending, school moves and caring responsibilities?

EMERGING
DEVELOPING
EMBEDDING

- Class Dojo is the main communication tool used with Armed Forces families, which families can use to message and inform staff of any deployments or upcoming moves or concerns. When the school receives any information, class teachers are informed quickly so they can also support the child / children.
- Once a month, the Armed Forces support workers run a 'chat and chill' coffee afternoon which is open to all Armed Forces families to attend, to meet and discuss issues.
- At the start of the school year, a letter goes home with all Armed Forces children outlining how parents can inform the school of any upcoming dates for deployments / moves. These letters also go out to new families who join the school throughout the year.
- The Armed Forces support workers have created a leavers' pack for children moving to a different area / school.

2.5

To what extent do you nurture Armed Forces children's identities, and help them feel understood?

EMERGING
DEVELOPING
EMBEDDING

- The school website has a section dedicated to Armed Forces families. It provides helpful links to local and national guidance on supporting Armed Forces children in school.
- The school celebrates Armed Forces children as much as possible by marking Month of the Military Child, Remembrance Day, Camo day and holding dedicated school assemblies.
- The Armed Forces support workers recently arranged for the Poppy Scotland bus to come to the school for the children to learn about the history of the poppy and why it is important to everyone.
- The school staff provides opportunities for pupils to liaise with other schools who have Armed Forces children (e.g. co-producing a video for a special assembly and attending the local secondary school to watch the Royal Scots brass band).
- Armed Forces children at Seafield are involved in maintaining an Armed Forces display board with their work from the activities they do in their support and deployment groups.

SCHOOL LEADER ADVICE

It is important to establish many different layers of support for all pupils but especially for Armed Forces children and especially at times of heightened stress in their lives. This leads to a more settled school community and benefits all pupils and their families. In addition to providing high levels of support it is important to welcome, value and celebrate the skills which Armed Forces families bring to the school and the local community.