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**This checklist suggests actions and activities schools can carry out to provide the most effective support to Service children and create an Armed Forces-friendly environment for Service families. It should be used to audit/review your school’s current practice, set goals and plan for future activities. Actions/activities outlined in this checklist are based on formal and informal evidence gained through consultation with members of the SSCE Cymru Network and examples of good practice, drawing from a wealth of experience and support across Wales.**

**The eight sections of the checklist align with the SSCE Cymru School Toolkit content and are grouped into suggested actions/activities linked to achieving Bronze/Silver/Gold Armed Forces Friendly Schools (AFFS) Cymru status. The content should be applied in a way that suits your education setting and relates to the needs of your Service children and young people.**

**AFFS Cymru essential criteria**

There are several essential criteria linked to achieving Bronze/Silver/Gold   
AFFS Cymru status. These are noted below and indicated in bold and   
with asterisks (\*) throughout the checklist.

**Bronze: 2.1.2, 3.1.2, 4.1.2, 8.1.3**

**Silver: 1.2.4, 2.2.7, 8.2.3**

**Gold: 2.3.1, 2.3.2, 8.3.2**

**Armed Forces Covenant Duty**

The Armed Forces Covenant Duty is a legal obligation on certain public bodies to pay due regard to the Covenant principles when exercising certain functions.

Section 3 (education) of the [Armed Forces Covenant Duty statutory guidance](https://www.gov.uk/government/publications/armed-forces-covenant-duty-statutory-guidance) gives details of where due regard should be applied to Service children.

**Sections:**  
3A – The Armed Forces Community and state-funded education services  
3B – Identifying Service Children  
3C – Admissions  
3D – Educational attainment and curriculum  
3E – Child wellbeing  
3F – Transport  
3G – Attendance  
3H – Additional needs support  
3I – Use of Service Pupil Premium funding (England only).

Throughout this checklist, items that could be linked to sections 3 of the Armed Forces Covenant Duty (AFC Duty) are indicated (e.g. “*AFC Duty – 3C*”).

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| 1. **Armed Forces in Wales** | | |
| Ref. | Recommended Bronze actions/activities | P6C3T1#y1 |
| 1.1.1 | Read section 1 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about the Armed Forces in Wales and how they impact Service children. |  |
| 1.1.2 | Engage regularly with [the SSCE Cymru team](https://sscecymru.co.uk/en/about-ssce-cymru/meet-the-team/) children to access support, advice and information. |  |
| 1.1.3 | Set up a process for circulating the SSCE Cymru monthly bulletin to Service families. |  |
| 1.1.4 | Set up a process for circulating the SSCE Cymru monthly bulletin to school staff. |  |
| 1.1.5 | Create opportunities for Service families to socialise and engage with the local community, particularly when they are new to the area. *(AFC Duty – 3E)* |  |
| 1.1.6 | Identify staff in the school who have an Armed Forces connection (Veteran/ex-Service personnel, spouse, Service child, Reservist) and make these staff known to Service children. |  |
| 1.1.7 | Conduct questionnaires with parents of Service children. |  |
| 1.1.8 | Follow @SSCECymru on [Twitter (X)](https://twitter.com/SSCECymru) and [Facebook](https://www.facebook.com/people/SSCE-Cymru/100085033424658/) and engage with content (like, share). |  |
| 1.1.9 | Sign up to receive the Armed Forces Covenant Wales Newsletter by contacting [armedforces@caerphilly.gov.uk](mailto:armedforces@caerphilly.gov.uk) |  |
| Ref. | Recommended Silver actions/activities | P6C3T1#y1 |
| 1.2.1 | Explore the [SSCE Cymru Directory of support](https://www.sscecymru.co.uk/resources/directoryofsupport/default.htm) for usefulcontacts**.** |  |
| 1.2.2 | Develop links with units/bases/Service personnel in the area and engage with them frequently, to be aware of any planned moves/deployments. |  |
| 1.2.3 | Attend the local authority Armed Forces Forum and/or Regional Covenant Partnership meetings. |  |
| **1.2.4\*** | Organise for one of the Armed Forces Engagement Teams to deliver a session with Service children and their peers. |  |
| 1.2.5 | Communicate with the local unit/base welfare support team/HIVE to be aware of the support they can offer to the Service children and families in your school. |  |
| 1.2.6 | Use social media (Twitter (X), Facebook and Instagram) to develop contacts/networks and find out what is happening locally, regionally and nationally to support and promote Armed Forces families and Service children. See the [SSCE Cymru Directory of support](https://www.sscecymru.co.uk/resources/directoryofsupport/default.htm) for ideas of which organisations to follow on social media. |  |
| 1.2.7 | Identify a member of the school’s governing body to champion Service children. You may want to consider inviting a current Service person or Veteran/ex-Service personnel to be part of the school governing body. Unit Welfare Officers can support with identifying an appropriate representative from the Armed Forces. |  |
| 1.2.8 | Use the [SSCE Cymru Tool 2. TEMPLATE: Armed Forces Covenant school agreement](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to set clear commitments to the Armed Forces Covenant, and post these on the school website. |  |
| 1.2.9 | Engage with SSCE Cymru social media content: retweet appropriate information for families, and tag SSCE Cymru in school activities that relate to supporting Service children or engaging with the Armed Forces community. |  |
| 1.2.10 | Host regular Armed Forces forums in the school, to discuss ways in which the school can work collaboratively and engage with the Armed Forces to support Service children. Consider inviting parents of Service children, other members of the Armed Forces community, other schools with Service children on roll and charities/support organisations. |  |
| Ref. | Recommended Gold actions/activities | P6C3T1#y1 |
| 1.3.1 | Organise and hold Armed Forces themed family events or fun days, inviting the local unit/base to participate and support the activities during the event, and to engage with the wider school community. |  |
| 1.3.2 | Liaise with [Never Such Innocence](https://www.neversuchinnocence.com/workshops) about running a poetry, art and song writing workshop with Service children and their peers. |  |
| 1.3.3 | Identify the local authority Armed Forces Champion and invite them to the school to meet with Service children. Help them to gain an understanding of what the school is doing to support the Armed Forces community. |  |
| Any other actions/activities? | | |
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| **2. Service children’s experiences** | | |
| Ref. | Recommended Bronze actions/activities | P104C3T2#y1 |
| 2.1.1 | Read section 2 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about Service children’s experiences. |  |
| **2.1.2\*** | Identify a member of staff to be the ‘Service Children School Champion’ (SCSC) and the primary link with SSCE Cymru. This person should engage with SSCE Cymru to access appropriate information, advice and support, and be identified in the school community as the primary contact for Service families. *(AFC Duty – 3E)* |  |
| 2.1.3 | Conduct discussions with Service children to gain an understanding of their experiences and needs. Consider using the [SSCE Cymru Tool 8. TEMPLATE: Getting to know Service children](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) and [SSCE Cymru Tool 13. GUIDANCE/TEMPLATE: Service children pupil voice](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to support you. |  |
| 2.1.4 | Establish procedures so the school can be aware of times when a Service child’s parent(s) is/are being deployed. If appropriate, gain information about their return date, where they are being deployed, what they will be doing and who they will be deployed with. *(AFC Duty – 3D)* |  |
| 2.1.5 | Embed a process to communicate to school staff regarding extended periods of separation, to ensure that the school remains a safe, sensitive and understanding environment. *(AFC Duty – 3D)* |  |
| 2.1.6 | Ensure Service children and parents are aware of any additional support the school can offer to the Service child. This could include homework clubs and extra-curricular activities that may help overcome the barriers that the family faces during periods of separation. Consider using [SSCE Cymru Tool 6b. TEMPLATE: School welcome pack for parents/carers](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to share this information. |  |
| 2.1.7 | Adopt a buddy/peer-to-peer support system to help new Service children settle into the school community. *(AFC Duty – 3E)* |  |
| 2.1.8 | Establish ways to keep school life as “normal” as possible to ensure stability for Service children while their parent(s) is/are deployed. Schedule check-ins with a key member of staff. See [SSCE Cymru Tool 9: TEMPLATES: Service children journal](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) for example resources. |  |
| Ref. | Recommended Silver actions/activities | P6C3T1#y1 |
| 2.2.1 | Identify ways in which a Service child can communicate with their parent(s) whilst deployed; for example, by using the Ministry of Defence [INtouch](https://www.gov.uk/government/publications/intouch-mail-service-for-uk-armed-forces-personnel-service-guide) mail service. Consider that the only time the Service personnel may be available to call/video chat may be during school hours due to different time zones. Use other forms of communication, such as writing, if GDPR policies allow. |  |
| 2.2.2 | Use the [Reading Force](https://www.readingforce.org.uk/) tools, resources and scrapbooks to keep Service families close and connected through shared reading. |  |
| 2.2.3 | Encourage non-deployed parents to engage in school activities, to ensure they feel well supported by the school and local community. |  |
| 2.2.4 | Establish a clear term-time absence policy for Service families and promote this on the school website, to allow Service children to have time with their Service parent(s) following periods of separation. *(AFC Duty – 3G)* |  |
| 2.2.5 | Use the [Little Troopers at School](https://www.littletroopers.net/little-troopers-at-school/) tools and resources to support Service children to overcome challenges. |  |
| 2.2.6 | Provide new Service families with relevant information about the school to ensure a comfortable transition. See the [SSCE Cymru Tool 6. TEMPLATES: School welcome packs](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) for an example. |  |
| **2.2.7\*** | Liaise with the [SSCE Cymru Participation Lead Officer](https://sscecymru.co.uk/en/about-ssce-cymru/meet-the-team/joanna-wolfe/) to explore options for listening to Service children. |  |

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| Ref. | Recommended Gold actions/activities | P6C3T1#y1 |
| **2.3.1\*** | Celebrate Month of the Military Child in April (use [SSCE Cymru guidance](https://sscecymru.co.uk/en/events/month-of-the-military-child/) for ideas on activities to run and ways to celebrate throughout the month) |  |
| **2.3.2\*** | Embed a process for listening to your Service children and creating opportunities for them to share their experiences. *(AFC Duty – 3E)*  See the [SSCE Cymru Tool 13. GUIDENCE/TEMPLATES: Service children pupil voice](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) for examples. |  |
| 2.3.3 | Identify Service children that may be interested in becoming [Service children ambassadors](https://sscecymru.co.uk/en/service-children/clubs-and-ambassadors/) and get in touch with the SSCE Cymru Participation Lead Officer (PLO) with their details. |  |
| 2.3.4 | Utilise the [SCiP Alliance UCAS guidance](https://www.scipalliance.org/resources/ucas-guidance) to support Service children with celebrating and embracing their experiences of being part of a Service family when applying for university. |  |
| Any other actions/activities? | | |
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| **3. Education in Wales** | | |
| Ref. | Recommended Bronze actions/activities | P202C3T3#y1 |
| 3.1.1 | Read section 3 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about education in Wales and how it impacts Service children. |  |
| **3.1.2\*** | Ensure that relevant staff members complete the [SSCE Cymru e-learning](https://sscecymru.co.uk/en/resources/ssce-cymru-e-learning/). This should include a member of the Senior Leadership Team, the Service Children School Champion, the ALNCo and a member of the pastoral team. *(AFC Duty – 3B)* |  |
| 3.1.3 | Conduct awareness-raising presentations in school assemblies and in school staff/governor/PTA meetings to share the experiences of Service children and Service families. See the [SSCE Cymru Tool 11: TEMPLATE: Service children experience presentation](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) as an example. |  |
| 3.1.4 | Share the [SSCE Cymru Service family guide](https://sscecymru.co.uk/en/resources/service-family-guide/) with Service families. |  |
| 3.1.5 | Develop opportunities for families living in Wales for the first time to engage in Welsh culture and language activities and events. For example, Welsh displays in the school, school performances shared with the community, Welsh lessons for families and the provision of a variety of Welsh reading books to use at home. |  |
| 3.1.6 | Create a strategy for identifying gaps in learning and implementing catch-up activities for Service children. *(AFC Duty – 3D & 3E)* |  |
| 3.1.7 | Ensure your school library has a set of the six bi-lingual Little Troopers books, available free from [SSCE Cymru.](https://sscecymru.co.uk/en/service-children/learning-welsh/) For Primary schools only. |  |
| Ref. | Recommended Silver actions/activities | P6C3T1#y1 |
| 3.2.1 | Include books and resources in your school library that promote learning Welsh. See the [SSCE Cymru Tool 10. GUIDANCE: Recommended resources SSCE Cymru Padlet](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) for examples. |  |
| 3.2.2 | Create displays that promote a positive connection to the Armed Forces. See the [SSCE Cymru Tool 12. GUIDANCE: School display - promoting school support for Service children](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) for examples of resources. |  |
| 3.2.3 | Encourage parents to engage with Welsh-language materials available on the [SSCE Cymru website](https://sscecymru.co.uk/en/service-children/learning-welsh/) and other online Welsh resources identified in the SSCE Cymru case study [Ysgol Y Tywyn (Isle of Anglesey) – Service children learning Welsh.](https://sscecymru.co.uk/en/resources/good-practice/welsh/ysgol-y-tywyn-isle-of-anglesey-service-children-learning-welsh/) |  |
| 3.2.4 | Establish a process for Service children who are learning Welsh for the first time. Consider when it may be appropriate to disapply Service children from Welsh-language exams. *(AFC Duty – 3D)* |  |
| 3.2.5 | Meet with other schools to identify the needs in the local area, discuss good practice and work collaboratively to support Service children. |  |
| Ref. | Recommended Gold actions/activities | P6C3T1#y1 |
| 3.3.1 | Identify how the school community embraces the [United Nations Convention on the Rights of the Child (UNCRC).](https://www.childcomwales.org.uk/united-nations-convention-on-the-rights-of-the-child-full-text/) How can this be supported and/or developed in relation to supporting Service children to ensure they are heard (article 12)? |  |
| 3.3.2 | Consider offering alternative arrangements for parents’ evenings (dates/virtual meetings) for Service personnel and Veterans who may not be able to attend in person. |  |
| 3.3.3 | Utilise communication apps (e.g. ClassDojo/Slack) and social media pages to engage with Service families and share information that demonstrates an Armed Forces-friendly school environment and that could help families when settling into a new area. |  |
| 3.3.4 | Add Service children to groups of pupils whose attainment and progress is monitored. |  |

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| Any other actions/activities? |
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| **4. Service children data and school admissions** | | |
| Ref. | Recommended Bronze actions/activities | P293C3T4#y1 |
| 4.1.1 | Read section 4 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about Service children data and school admissions. |  |
| **4.1.2\*** | Embed a process for collecting data on Service children. Identify Service children in the school who fall within the two definitions that are provided in the [SSCE Cymru Tool 4. TEMPLATES: Data collection](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) *(AFC Duty – 3B)* |  |
| 4.1.3 | Add a question to school enrolment forms, giving families the opportunity to identify a Service child. For example: “Is the child a member of a Service family? (A child whose parent(s) is/are *currently serving* or have *previously served* in the Royal Navy/Royal Marines, British Army, Royal Air Force or as a Reservist)”. *(AFC Duty – 3B)* |  |
| 4.1.4 | Ensure a smooth transition in and out of school by using the [SSCE Cymru Tool 5. CHECKLISTS: Transition in or out of school](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) and [SSCE Cymru Tool 7. TEMPLATE: Service children school transfer information](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools). Utilise the opportunity to find out about the student, any additional needs, support in place, progress and attainment etc. *(AFC Duty – 3D, 3E, & 3H)* |  |
| 4.1.5 | During school moves, use the [SSCE Cymru Tool 6. TEMPLATES: School welcome packs](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools), [SSCE Cymru Tool 8. TEMPLATE: Getting to know Service children](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) and [SSCE Cymru Tool 9. TEMPLATES: Service children journal](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to support children with preparing for the transition, including supporting communication with and/or visits to a new school. *(AFC Duty – 3D, 3E, & 3H)* |  |
| 4.1.6 | When welcoming a new Service child, use the [SSCE Cymru Tool 8. TEMPLATE: Getting to know Service children](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to gain an understanding of their experiences, interests and needs. Schedule check-in sessions to support their transition. |  |
| 4.1.7 | Ensure all school administration staff are aware of the importance of collecting and maintaining data on Service children. Consider including these staff in any training on the experiences of Service children. |  |
| 4.1.8 | Inform SSCE Cymru annually of the number of Service children in the school by completing the online form [here](https://sscecymru.co.uk/en/data-collection/). |  |
| Ref. | Recommended Silver actions/activities | P293C3T4#y1 |
| 4.2.1 | Add a “Service child” flag on your school data management system to track progress and attainment. *(AFC Duty – 3B & 3D)* |  |
| 4.2.2 | Encourage Service families to register with the MOD’s [Education Advisory Team (EAT)](https://sscecymru.co.uk/en/resources/directory-of-support/education-advisory-team/) if they have a child with Additional Learning Needs (or equivalent – different terminology is used across the UK), so they can be supported through any transitions. |  |
| 4.2.3 | Include information on the school website, detailing the definition of a Service child, SSCE Cymru information, who to contact in school for support and how and why data of Service children is collected. See the [SSCE Cymru Tool 3. TEMPLATE: Support for Service children](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) for an example. |  |

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| Any other actions/activities? |
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| **5. Mental health and wellbeing** | | |
| Ref. | Recommended Bronze actions/activities | P362C3T6#y1 |
| 5.1.1 | Read section 5 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about mental health and wellbeing support relevant to Service children. |  |
| 5.1.2 | Consider how your strategic approach to mental health and wellbeing across the school community could include a specific consideration of Service children’s unique experiences. *(AFC Duty – 3E)* |  |
| 5.1.3 | Ensure all staff are aware of the induction process and support needed for new Service children joining the school. |  |
| 5.1.4 | Provide a display with support and advice available within your setting; for example, counselling phone numbers, school contacts and lead staff details, and local groups and clubs to join. |  |
| 5.1.5 | Create a designated “safe space” where Service children know they can go if they need time away from the classroom. *(AFC Duty – 3E)* |  |
| 5.1.6 | Access local authority websites for information on:   * Family information services * Education psychology * Counselling services * Behaviour support * Education welfare * Social services * Youth services. |  |
| Ref. | Recommended Silver actions/activities | P362C3T6#y1 |
| 5.2.1 | Develop and train key staff in appropriate health and wellbeing strategies to support Service children and embed activities within the school; for example, Trauma Recovery, Thrive, ELSA, Nurture, counselling. |  |
| 5.2.2 | Deliver a FREE 2-hour [Little Troopers workshop](https://sscecymru.co.uk/en/resources/little-troopers-virtual-workshops/). For Primary schools only. |  |
| 5.2.3 | Raise awareness of [Little Troopers parent video series](https://www.littletroopers.net/little-troopers-therapy-programme/), [Crafty Little Troopers activity sheets](https://www.littletroopers.net/little-troopers-at-home/resources-for-home/) and other resources for Service families. |  |
| Ref. | Recommended Gold actions/activities | P362C3T6#y1 |
| 5.3.1 | Consider accessing and delivering the seven-week [Little Troopers Wellbeing course](https://www.littletroopers.net/wellbeing-course/). For Primary schools only. |  |
| 5.3.2 | Ensure staff have opportunities to share their views and feelings, and a chance to debrief if they have dealt with challenging discussions or situations with Service children. |  |

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| **6. Extra-curricular activities** | | |
| Ref. | Recommended Bronze actions/activities | P437C3T8#y1 |
| 6.1.1 | Read section 6 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about youth provision relevant to Service children. |  |
| 6.1.2 | Use the [SSCE Cymru Tool 13. GUIDANCE/TEMPLATE: Service children pupil voice](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to hear from your Service children and understand which extra-curricular activities they would like to be made available. |  |
| 6.1.3 | Find out which extra-curricular activities are available in the local area by making contact with relevant organisations. See the [SSCE Cymru Directory of support](https://sscecymru.co.uk/en/resources/directory-of-support/). |  |
| 6.1.4 | Encourage Service children to engage with the local provision available. |  |
| Ref. | Recommended Silver actions/activities | P437C3T8#y1 |
| 6.2.1 | Investigate funding opportunities or support, and develop activities and events available to your setting. See the [SSCE Cymru website](https://sscecymru.co.uk/en/schools-las/funding/) for details. |  |
| 6.2.2 | Engage with [The Reserve Forces’ and Cadets’ Association (RFCA) for Wales](https://www.gov.uk/guidance/the-reserve-forces-and-cadets-association-for-wales) and promote the benefits of being a cadet. For Secondary schools only. |  |
| 6.2.3 | Create opportunities for Service children to be represented on the school youth council/forum. |  |
| 6.2.4 | Develop links to attend events within the local community; for example, Veteran/ex-Service-personnel groups, local Armed Forces bases and units, [Motivational Preparation College for Training (MPCT)](https://sscecymru.co.uk/en/resources/directory-of-support/motivational-preparation-college-for-training-mpct/) and remembrance services. |  |
| 6.2.5 | Set up extra-curricular provision based on the outcome of item 6.1.2. |  |
| 6.2.6 | Engage with local Further Education and Higher Education settings to see whether they can offer events for Service children; for example, Service-children-focused outreach days. |  |
| Ref. | Recommended Gold actions/activities | P437C3T8#y1 |
| 6.3.1 | Organise an open event and invite all local extra-curricular organisations to attend with stands and information; consider organising collaboratively with other schools. |  |
| 6.3.2 | Investigate opportunities for Service children to be represented on the local authority youth council/forum. |  |
| Any other actions/activities? | | |
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| **7. Funding** | | |
| Ref. | Recommended Bronze actions/activities | P512C3T10#y1 |
| 7.1.1 | Read section 7 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about funding to support Service children. |  |
| 7.1.2 | See [SSCE Cymru case studies](https://sscecymru.co.uk/en/resources/good-practice/) for examples of good practice when using funding to support Service children. |  |
| 7.1.3 | Use the [SSCE Cymru funding advice](https://sscecymru.co.uk/en/schools-las/funding/) document for advice and support when applying for funding. |  |
| 7.1.4 | Gain a strong understanding of the experiences of Service children in education and the impact on their education, which could be achieved through:   * Monitoring attainment and progress levels of Service children in comparison to non-Service children * Monitoring and evaluating the mental health and wellbeing of Service children in comparison to non-Service children * Using the [SSCE Cymru Tool 8. TEMPLATE: Getting to know Service children](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) and [SSCE Cymru Tool 13. GUIDANCE/TEMPLATE: Service children pupil voice](https://sscecymru.co.uk/en/resources/school-toolkit-and-tools/#toolsforschools) to conduct discussions with Service children * Conducting questionnaires with parents of Service children * Creating opportunities for open discussions with teachers and support staff about the challenges that Service children face * Reviewing and auditing staff skills and knowledge in line with the challenges outlined above, and developing training opportunities to upskill staff members; for example, Trauma Recovery, Thrive, ELSA, Nurture, counselling * Ensuring the whole school community is aware of the benefits and the challenges of being part of a Service family. |  |
| Ref. | Recommended Silver actions/activities | P512C3T10#y1 |
| 7.2.1 | Apply for funding in response to the needs that have been identified. See the [SSCE Cymru funding advice](https://sscecymru.co.uk/en/schools-las/funding/) for funding project ideas. |  |
| 7.2.2 | Approach other schools to discuss plans for funding applications; seek advice, share examples of good practice and explore opportunities for cluster bids. |  |
| 7.2.3 | Utilise the [SSCE Cymru team](https://sscecymru.co.uk/en/about-ssce-cymru/meet-the-team/) for support with funding ideas and applications. |  |
| Any other actions/activities? | | |
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| **8. Research and evidence** | | |
| Ref. | Recommended Bronze actions/activities | P564C3T11#y1 |
| 8.1.1 | Read section 8 of the [SSCE Cymru School Toolkit](https://sscecymru.co.uk/media/fivnsi4w/ssce-cymru-school-toolkit-e.pdf) to gain information about research and evidence regarding Service children. |  |
| 8.1.2 | Review [SSCE Cymru research](https://sscecymru.co.uk/en/research/ssce-cymru-evidence/) to gain an understanding of the needs and experiences of Service children in Wales, based on the views of [Service children](https://sscecymru.co.uk/media/dt5haobb/ssce-cymru-listening-to-our-service-children-2020-findings-e.pdf), [schools](https://sscecymru.co.uk/media/osrpgire/ssce-cymru-school-survey-2019-findings-e.pdf) and [parents/carers](https://sscecymru.co.uk/media/tmnftlqy/ssce-cymru-parent-carer-survey-2020-findings-e.pdf), to develop an evidence-based approach to supporting Service children. |  |
| **8.1.3\*** | Sign up to the [SCiP Alliance Thriving Lives Toolkit](https://www.scipalliance.org/thriving-lives-toolkit) and engage with its content. |  |
| Ref. | Recommended Silver actions/activities | P564C3T11#y1 |
| 8.2.1 | Consider how research findings may impact the support that the school offers to Service children. Are there any findings relevant to the school’s circumstances that you might consider implementing? |  |
| 8.2.2 | Connect with school clusters and Further and Higher education providers to support better transitions into and through education for Service children. |  |
| **8.2.3\*** | Complete the [SCiP Alliance Thriving Lives Toolkit](https://www.scipalliance.org/thriving-lives-toolkit), providing a self-assessment of the school's support for Service children in all 7 principles, and commit to an annual review. |  |
| Ref. | Recommended Gold actions/activities | P564C3T11#y1 |
| 8.3.1 | Contact SSCE Cymru about participating in the [SCiP Alliance – Hub Cymru](https://sscecymru.co.uk/en/research/scip-alliance/) meetings. |  |
| **8.3.2\*** | Implement actions identified through the [SCiP Alliance Thriving Lives Toolkit](https://www.scipalliance.org/thriving-lives-toolkit) to progress to the "developing" or "embedding" status for all 7 principles. *(AFC Duty – 3E)* |  |
| 8.3.3 | Conduct your own research around the needs of the Service children/families and/or staff in the school or setting. Utilise the [SSCE Cymru team](https://sscecymru.co.uk/en/about-ssce-cymru/meet-the-team/) for support. |  |
| Any other actions/activities? | | |
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| Notes | | |
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