

06-11-2025

KGA Bay House

Thriving Lives Toolkit self assessment progress

Principles completed: 7 (out of 7)

Objectives set: 35

Current profile: Embedding

1. Our approach is clear

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

2. Wellbeing is supported

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

3. Achievement is maximised

Teaching, assessment and support ensure the continuity of Service children's learning and progression.

4. Transition is effective

Systems and support ensure seamless transitions for Service children arriving at and leaving school.

5. Children are heard

Service children's diverse voices are heard and inform the support they receive.

6. Parents are engaged

Strong home-school partnerships help Service families feel valued as part of the school community.

7. Staff are well-informed

Supportive training and networks ensure all staff understand and support each Service child.

For more information, please click [here](#).

1. Our approach is clear

Progress: 100%

Current profile: Embedding

Evidence suggests

- Clear policies and strong cultural awareness of the life of a Service child at a school's strategic level are key to effective support
- A central aspect of school transparency and support is the targeted deployment of resources, including any dedicated funding where available
- Monitoring Service children's outcomes and the impact of spend and activity can improve the effectiveness of support
- There are 6 key questions for schools to consider

Reflect with key stakeholders

1.1: To what extent are all those involved in leadership, governance and Service child support aware of funding and other resources available to support Service children?

Evidence

Identify data and practice showing where you are now

Staff are informed of dedicated staff members who work 1-1- and in groups with our Service children, Newsletters are shared with staff members year teams monthly so they are aware of the support offered to our service families

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

1.2: To what extent do you monitor how dedicated funding is spent?

Evidence

Identify data and practice showing where you are now

Service Pupil Premium spend is tracked and published online, inline with our Pupil Premium.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

1.3: To what extent is support informed by evidence and monitored for effectiveness?

Evidence

Identify data and practice showing where you are now

Feedback from children and their families following support is sought. This provides us with data and information on how the support has been effective. We complete impact reports to monitor.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

1.4: To what extent do Service family voices and Armed Forces representation inform those responsible for leadership, governance and Service child support?

Evidence

Identify data and practice showing where you are now

Feedback from beneficiaries, both adults and children is sought. This feedback and evidence collected is included in our impact reports

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

1.5: To what extent do those responsible for school governance ensure Service children's outcomes are monitored and appropriate support is delivered?

Evidence

Identify data and practice showing where you are now

We carry out regular Supervision meetings, team meetings and performance management/appraisal meetings, this has an element of reflective practice piece.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

To continue regular team meetings. (Deadline: 28/07/2025)

To continue to have monthly supervision meetings with Line manager (Deadline: 28/07/2025)

To complete yearly appraisals (Deadline: 28/07/2025)

completion of impact reports (Deadline: 28/07/2025)

Reflect with key stakeholders

1.6: To what extent do your admissions arrangements take account of Armed Forces families' frequent, mid-term and short notice moves?

Evidence

Identify data and practice showing where you are now

The schools admission teams on each school site will continue to inform the Service team when a child is applying to the school and when they have informed the school of a move away. The Service team will work with the appropriate staff members to inform them of any interventions the child has had with the service team if they are moving to another school. This information will be passed to the new school along with the other information. Continuing to work closely with the admissions team with regards to the ne year 7 cohort so we can have early identification of Service children moving into the secondary phase. When the Service team are informed of a new starter the Service team will make contact with the family via email or call and introduce them to our Service offer and team. A welcome booklet with informaiton on the Serivce team and offer is given to the family. If they are new to the area key information booklet is also shared with them.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Continue to update information in the booklets to new families (Deadline: 28/07/2025)

continuing to work closely with the admissions team. (Deadline: 28/07/2025)

2. Wellbeing is supported

Progress: 100%

Current profile: Embedding

Evidence suggests

- Provision of pastoral support for Service children is a priority
- A school environment attuned to the experiences of Service children can promote positive development
- Service children may need extra support during periods of transition and discontinuity
- There are 5 key questions for schools to consider

Reflect with key stakeholders

2.1: To what extent do you create opportunities for Service children to meet, and explore experiences together?

Evidence

Identify data and practice showing where you are now

We offer a lunch time drop in session once a week, Monthly swimming sessions, a youth club that runs every other week, cooking sessions and trips.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

2.2: To what extent is your pastoral support informed by Service children's voices?

Evidence

Identify data and practice showing where you are now

We ask our service children to fill out google forms where they can give feedback and ideas. Our secondary schools have a service ambassador group. The Service ambassadors are a group of service children who are advocates for other service children in our schools they are also involved in webinars sharing the children's views to other professionals.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

continuing to gather information and feedback from children to support child's voice (Deadline: 28/07/2025)

Reflect with key stakeholders

2.3: To what extent do you have mechanisms to provide tailored support when Service children need it while ensuring that they are not singled out unnecessarily?

Evidence

Identify data and practice showing where you are now

We offer drop in sessions where Service students can seek out staff for support or spend time with other service children. 121 wellbeing sessions are available for students within the school day, referrals can be made by parents/carers or school staff directly to our service team. Service students can contact the service team via email or through the google classroom for Service students. Having specific areas where children know the service team are.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

continue to promote the service lunch time drop ins (Deadline: 27/07/2025)

To make sure all Service Children are aware of the Service Children Google Classroom (Deadline: 27/07/2025)

Reflect with key stakeholders

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

Evidence

Identify data and practice showing where you are now

The service team communicate with parents constantly on social media and through email and monthly newsletters, building positive relationships with families brings with it trust where parents/carers are open to inform us of any changes in circumstances deployments etc. We have a specific facebook page for our service families and all families are emailed new welcome packs when they arrive to our school. Home visits are also offered to new families. New families are offered a tour of the new school where the families can look around the school and also meet the service team. Wellbeing support is offered to children who may have a deployed parent or weekending parent and children who may be young carers or be taking on more responsibilities at home due to the deploying parent/carer. The service team will Liaise with other staff within the school and inform them of any changes they are aware of to ensure the child has people who understand things may be different at the moment. Deployment sessions or check in sessions are available for children when needed or check in sessions if the child prefers.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

2.5: To what extent do you nurture Service children's identities, and help them feel understood?

Evidence

Identify data and practice showing where you are now

We offer a Service ambassador group where service children can become advocate for the service children in our schools. They have organised an assembly for the whole school and have been involved in webinars that involve other professionals working and supporting service children. Youth clubs, after school clubs, lunchtime groups. activities and events where other service children can meet, relax and make new friends are all available. 121 wellbeing support is also offered.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

to have a recruitment drive for ambassadors (Deadline: 14/02/2025)

3. Achievement is maximised

Progress: 100%

Current profile: Embedding

Evidence suggests

- A commitment to support Service children to maximise personal levels of achievement is a priority
- Transition impacts on attainment in a range of ways, including the disruption of moving, non-alignment of subjects and exam boards, missing curriculum and repeated curriculum
- The emotional impact and stress that deployment and separation have on Service children can affect academic attainment
- There are 6 key questions for schools to consider

Reflect with key stakeholders

3.1: To what extent do you assess on entry and monitor Service children's achievement, learning gaps and preferences, support needs and interests and skills?

Evidence

Identify data and practice showing where you are now

In year assessments are completed within schools and Service data is monitored and compared to that of non service children to identify gaps. Attending parent meetings and working closely with the year teams, Inclusion team and safeguarding teams helps to identify any gaps or support needs. School teams will also contact the service team if they have noticed a need to see what support can be given to the child through wellbeing or resources to support the child's learning and signposting the children and families to other agencies and charities to support their child.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

to be invited to parent/child meetings with other teams in the school (Deadline: 27/07/2025)

Reflect with key stakeholders

3.2: To what extent do you address gaps and mitigate curriculum and qualification discontinuity?

Evidence

Identify data and practice showing where you are now

If a child is needing educational support due to mobility SPP can be used to support with tutoring or extra support within school with teaching staff

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Reflect with key stakeholders

3.3: To what extent do you track and regularly review Service children's outcomes and progress, and tailor support in response?

Evidence

Identify data and practice showing where you are now

The Attendance team work closely with the Service team and will support to identify a child with questionable Attendance. Support is offered attending meetings with the attendance teams and reaching out to families together shows strong support. Year teams reach out and refer a student to the service team when needed and sessions with the Service team will hope to improve their outcomes, progress and attendance. We also track when the children attend events, after school clubs and activities to review their engagement.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Reflect with key stakeholders

3.4: To what extent do you address Service children's additional learning support needs?

Evidence

Identify data and practice showing where you are now

Information is added to the school system and provision maps to show when children are receiving support from the service team this gives all staff a clear view of the wrap around care a child or the family is receiving.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

to add information on to school systems (Deadline: 27/08/2025)

Reflect with key stakeholders

3.5: To what extent do you celebrate prior learning and help Service children make the most of their strengths?

Evidence

Identify data and practice showing where you are now

Celebrating success and achievements for our service children in our Service newsletters and communicating with the school team informing them of success stories. Having a get to know me sheet on transition day to help gather information on what strengths our new students bring with them.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Continue to share good news on the newsletter. (Deadline: 27/07/2025)

Reflect with key stakeholders

3.6: To what extent do you provide tailored careers and decision-making support for Service children?

Evidence

Identify data and practice showing where you are now

Careers support and interviews are given to year 10 and 11 students currently. We are involved in introducing our year 9 students to the world of university by attending a local university creative forces day.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

All service children in year 10 have had an initial careers meeting (Deadline: 20/08/2015)

All service children in year 11 have had a careers interview with clear views and advice on what they can look at applying for in college or apprenticeship or military route (Deadline: 20/08/2025)

4. Transition is effective

Progress: 100%

Current profile: Embedding

Evidence suggests

- A robust and supportive transition procedure for pupils both entering and leaving schools is a priority
- Not only may Service children relocate more than non-service children, but many move in the middle of the school year
- Service children require bespoke pastoral support for repeated transition
- Proactive and planned support can be particularly important for children with specific educational needs
- There are 6 key questions for schools to consider

Reflect with key stakeholders

4.1: To what extent does your school identify Service children?

Evidence

Identify data and practice showing where you are now

As children apply for their school place they have a section to fill in and tick to inform the school they are a service family. In September of each school year a google form is emailed out to all parents/guardians where they are asked to complete from this we then update the school system. Also working closely with the admissions teams where they inform the Service team of a new family coming to the school.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Continue to work closely with admission teams (Deadline: 27/07/2025)

Reflect with key stakeholders

4.2: To what extent do you work with outgoing and incoming families through the long transition process?

Evidence

Identify data and practice showing where you are now

When a family is due to start at the school an initial email is sent to the family to introduce ourselves to them, a follow up call is offered and a home visit and support for tours of the school are offered. In some cases where families are moving from overseas we offer a virtual meeting so we can meet and discuss any thing the family have to ask. Communication with the family is important and follow up email and calls are carried out to ensure a smooth transition. If families are moving new to the area we also send them an information booklet about the local area to help support their transition to a new area informing them of local doctors, dentists, hospitals, local parks etc If a child is moving out of the area communication with the child in a 121 session if offered and the service team will reach out to the family to offer any support.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

4.3: To what extent do you welcome families, both before and after their moves, and ensure a positive experience from the first day?

Evidence

Identify data and practice showing where you are now

Through emails, phone calls, video calls and offering meetings. We send a welcome booklet and also send them recent newsletters so they have information on what the service team can offer and support with. We meet with the child on an 121 in school to talk through how they are finding it in their new school and surroundings offering a time and a place to talk.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Making sure the child is met on a 121 as soon as possible from their first day. (Deadline: 27/08/2025)

Reflect with key stakeholders

4.4: To what extent do you work with a Service children's previous or future schools to transfer records and find out about learning, wellbeing, achievements, interests, skills and their family context?

Evidence

Identify data and practice showing where you are now

Information sent from their previous schools will be shared with the Service team from the year teams. When a child is moving on to another school the service team will inform the year team of any interactions with the child so this can be passed on to their new school. Also information on how the new school can contact us

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Reflect with key stakeholders

4.5: To what extent do you minimise discontinuity in additional support, for example by minimising re-assessment of needs?

Evidence

Identify data and practice showing where you are now

All information from previous schools will be sent through to the year teams to provide information

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Reflect with key stakeholders

4.6: To what extent do you help Service children build new and maintain existing relationships?

Evidence

Identify data and practice showing where you are now

We support children in meeting new friends and other service children in their local area by running a youth club, after schools clubs, lunchtime drop in sessions. Time to support the children with making things to send to their friends and family who may be living away from them now.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

5. Children are heard

Progress: 100%

Current profile: Embedding

Evidence suggests

- It is vital that Service children are heard and that support is consistently improved in the light of the learning
- Service children benefit from being actively involved in developing support
- Failure to listen can result in a sense of isolation
- There are 5 key questions for schools to consider

Reflect with key stakeholders

5.1: To what extent are Service children represented in school and other forums?

Evidence

Identify data and practice showing where you are now

We have our Service ambassadors group of children. We have Service ambassadors Google classroom and Service child google classroom. Sharing thoughts and ideas and views from our Service children and Ambassadors within our Service Cluster meetings to other professionals

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Making sure Children are added to the correct google classrooms and parents are aware of them (Deadline: 28/08/2025)

Service Ambassadors are present at after school transition evenings (Deadline: 28/07/2025)

Reflect with key stakeholders

5.2: To what extent do Service children's voices inform your strategies, approach and actions throughout the school?

Evidence

Identify data and practice showing where you are now

Gathering feedback from the children through google classroom and tutor group slides using google forms to gather information and feedback. During drop in sessions and youth club or afterschool sessions. Asking the children directly what they are needing or looking for from their service team. This information from the children gives us the baseline for what we can plan and organise. The Service Ambassadors have been working on a project that they have made slides as an assembly to have their voices heard to explain to others what is it like being a Service Child. Their ideas can support us with our objectives so we are following on from their views and putting things into place.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

making sure the children have many ways in which they can contact the service team and give feedback and ideas (Deadline: 28/08/2025)

Getting feedback and information from Service Ambassadors at meetings to see where we can support them in getting their voices heard within the school. (Deadline: 28/07/2025)

Having input from the Service Ambassadors sent out to teaching staff and students (Deadline: 28/07/2025)

Reflect with key stakeholders

5.3: To what extent do Service children feel heard and understood?

Evidence

Identify data and practice showing where you are now

Service children have many ways to contact and meet with the service team either in person, via email or google classroom. feedback forms and evaluations from events are a way to gather information from our service children

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

sending out google forms for research, feedback and ideas (Deadline: 28/08/2025)

continuing to support the ambassadors with ideas they want to share with other staff members or other students (Deadline: 28/07/2025)

Reflect with key stakeholders

5.4: To what extent do you act on feedback and ideas from Service children?

Evidence

Identify data and practice showing where you are now

Listening to students views, verbally or from feedback forms when planning sessions to what the students are requesting or looking for at after school sessions or lunch drop ins. Organising those that are achievable. Continually involving students in decisions around services for them.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Listening to students ideas for after school sessions and meeting and organising those that are achievable (Deadline: 28/08/2025)

Reflect with key stakeholders

5.5: To what extent do you monitor and communicate your actions in response to listening to Service children?

Evidence

Identify data and practice showing where you are now

Using google classroom and emails home , newsletters give lots of information to children and families these are shared with all. Conversing with students individually if they have specific individual ideas. Keeping them informed of the planning process.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

6. Parents are engaged

Progress: 100%

Evidence suggests

- A commitment to work effectively with Service families is a priority
- Close relationships with parents enable a school to understand the family situation and upcoming deployment, separation or moves
- Empathy, communication and collaboration with families are required in order to foster confidence in school provision
- There are 5 key questions for schools to consider

Reflect with key stakeholders

6.1: To what extent do you provide support to Armed Forces families?

Evidence

Identify data and practice showing where you are now

Support groups drop ins and bespoke sessions for Service families are available for families with younger and older children during the term time and in school holidays and weekends. Sessions and groups are available to support emotional health and wellbeing of parents through our yoga sessions on weekends. Sharing information/newsletters and communicating with those service parents when they are deployed or working away making sure that both parents are on the mailing system or finding out a way to contact them during their time away. Identifying young carers within our service children and supporting families with signposting to support, activities or advice. Attending meetings and being informed of attendance matters within school to see where we can reach out to the families to offer support or guidance for support through military charities. Being a point of contact for new starters and leavers through transition, offering video calls, tours and meetings or home visits to families. Sending welcome packs of information to new starters who may have just moved to the area receive a booklet guide for the local area and information on our Service team and what we have to offer them and new starters who are from the area also receive a welcome booklet with information on the service team and information on what we offer our families. Monthly newsletters are sent to parents /carers to pass on information to them of all things happening be it from our service team or from outside agencies/charities that they can access. We offer support where we can signpost to relevant places We have staff with specific roles to support our Military families

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

6.2: To what extent do you help Armed Forces families build strong relationships with each other and with the school community?

Evidence

Identify data and practice showing where you are now

We offer a variety of events, activities and drop ins where families can mix with other service people from their local area. Supporting those families throughout deployments as well as the children within school. connecting and communicating with families regularly offering guidance and support be it face to face, email, phonecall, newsletters or through social media. Sharing information with school staff if we are supporting a child or family within our school Signposting our families to relevant advice, support, groups and information

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Continuously updating the Service facebook page with offers, activities and events (Deadline: 31/07/2025)

Continuing to communicate with families via newsletters (Deadline: 31/07/2025)

making sure emails or information is shared with the serving parent where possible. (Deadline: 31/07/2025)

Reflect with key stakeholders

6.3: To what extent do you liaise with parents and if appropriate local Armed Forces personnel about deployment and mobility?

Evidence

Identify data and practice showing where you are now

We have google referral forms that families can fill in to inform our service team directly of any information on deployments or change in circumstances/routines. Offering support and signposting families Hosting drop ins for families with the Naval Families Federation where families can come to see a person from NFF for support and advice.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

inform parents of drop in information sessions (Deadline: 31/07/2025)

Reflect with key stakeholders

6.4: To what extent are deployments, separation or impending moves shared with all staff appropriately?

Evidence

Identify data and practice showing where you are now

Staff are updated from the Service team and vice versa once information has been given to the staff member. Year teams are also informed that the Service coordinator is working with a Service child. This is also added on the child's school system Arbor so teachers are aware of the support that the child is receiving

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

Reflect with key stakeholders

6.5: To what extent do you support Service children to communicate with a parent when they are away?

Evidence

Identify data and practice showing where you are now

Through Deployment support sessions children are giving the opportunity to email their parent (as long as we have the consent and information from parents) while they are in the deployment support session with the service coordinator. Deployment boxes are also made where they can write letters draw pictures put in information from school for their parent to have when they return home if they can be sent out to them on their ship/base.

Self assessment

Assess your current practice

Embedding

Objectives

Identify actions to enhance support

7. Staff are well-informed

Progress: 100%

Current profile: Developing

Evidence suggests

- Whole school understanding of the context for Service children is a priority
- Supportive and well-informed teachers can be protective factors in situations such as deployment

- Service children's experiences can be diverse
- There are 5 key questions for schools to consider

Reflect with key stakeholders

7.1: To what extent do you have a named point of contact to help staff support Service children and families?

Evidence

Identify data and practice showing where you are now

Staff are informed of the Service Team staff members and year teams and head teacher, safeguarding and send teams are sent a copy of the Service newsletter monthly. The staff are aware where we are based in the Gosport Community Hub. The Service Coordinator informs every year team of who their Service children are where they update if children move in and out of school. We have a Service children and family notice board up in school where staff, children and parents have information on the service team, activities and contact details.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

To make sure staff in year teams are updated when children and moving in and out of our school. (Deadline: 31/07/2025)

Reflect with key stakeholders

7.2: To what extent do you provide appropriate time for professional development around Service children?

Evidence

Identify data and practice showing where you are now

The service team are constantly keeping track of any training and courses or opportunities that are available to support our families. Information is shared with staff if any new information is found. Slides have been produced to show at induction for new staff members so they are aware of Service children and their needs. Emails of information with regards to service children are sent to staff. Information on how they can understand the deployment cycle if they have a student in their year or tutor group who has a parent away. Inset days can be used for specific training, Weekly morning team meetings provide staff with opportunities to explore learning opportunities. 4 weekly supervision with Line Manager gives each member of staff the chance to look at gaps in learning with their Line manager.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

HR and the KGA Central team to have copies of the slides for new colleagues/staff members (Deadline: 28/08/2025)

Reflect with key stakeholders

7.3: To what extent do you ensure that all staff and those with responsibility for school governance have access to high quality training about supporting Armed Forces children?

Evidence

Identify data and practice showing where you are now

Our Service team staff both have experience and understanding with the Military life and look for and attend training around more support for our Military families. One of our team is on the management board for the Scip Alliance. We have close relationships with the RNRMC who host training and information conferences of support available for our Military families Through inset trainign days these can be used to upskill knowledge and training in a particular area. Being able to attend local training or online training that is available.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Staff attend meetings with local authorities and we run a Service Cluster meeting with our local schools (Deadline: 13/07/2025)

Reflect with key stakeholders

7.4: To what extent do staff apply research and evidence-based resources in their support for Service children and families?

Evidence

Identify data and practice showing where you are now

Offering Talking teens programmes for families, supporting the deployment cycle with children and their families Staff are trained in Staff members are trained in ACE's and family support. We look into the data of our local area looking at change and similarities. SCIP alliance, attending local district and nationwide meetings. Data collected from our partners such as Anchoring Minds and Using the tool kit to inform and evaluate our practice.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

Reflect with key stakeholders

7.5: To what extent do staff engage in local and national networks focused on supporting Service children and families?

Evidence

Identify data and practice showing where you are now

Service team staff work closely with military charities, Military establishments, local events and RNRMC where they are involved and engage with many events, conferences, activities that are local to us and further afield. We are involved in local parades and service families days in our local area. We have our Service Cluster Group where we have local service leads/staff attend and staff who work with Service children within the school are welcome to attend. The Thriving lives toolkit information has been shared and looked at, training on this has been offered to staff so they can get on board to support their service children.

Self assessment

Assess your current practice

Developing

Objectives

Identify actions to enhance support

be present at Collingwood open day (Deadline: 28/08/2025)

continue to work with charities and support with signposting to relevant support (Deadline: 28/08/2025)

continue Service Cluster groups, offering training/support on Thriving lives toolkit (Deadline: 28/08/2025)