



YORK & NORTH YORKSHIRE

THE FESTIVAL OF FRIENDS

North Yorkshire & York- A schools' project to support Service children

Autumn 2019 – Summer 2021

Funded by an Armed Forces
Community Covenant Grant



North Yorkshire
County Council



Contents


| | | | |
|---------------------------------------|---|--|----|
| Introduction | 3 | Applegarth Primary School | 8 |
| Project schools – Secondary | 4 | Bedale High School. | 10 |
| Project schools – Primary | 4 | Boroughbridge High School. | 12 |
| Celebration Event 30.6.21 | 5 | Carnagill Primary School Dales Academy Trust. | 14 |
| Overview | 6 | Dishforth Airfield Primary School | 16 |
| Purposes. | 6 | Great Ouseburn Community Primary School. | 18 |
| Organisation | 7 | Hipswell C of E Primary School | 20 |
| Acknowledgments. | 7 | The Joseph Rowntree School | 22 |
| | | Le Cateau Community Primary School | 24 |
| | | Leeming RAF Community Primary School | 26 |
| | | Linton-on-Ouse Primary School and Nursery. | 28 |
| | | Ravensworth C of E Primary School Dales Academy Trust. | 30 |
| | | Risedale Sports and Community College. | 32 |
| | | Brompton on Swale C of E Primary School Synergy Schools | 34 |
| | | Crakehall C of E Primary School Synergy Schools | 34 |
| | | Wavell Community Schools’ Federation. | 36 |


Introduction

The first Festival of Friends was held in Hampshire in 2018 through a successful collaboration between the Council’s Inspection and Advisory Service, the University of Winchester and a number of Hampshire schools. I am indebted to both the organisation and evaluation of that project for helping me to shape a North Yorkshire and York edition.

Matt Blyton,
Principal Adviser
School Improvement Service
North Yorkshire County Council

Project schools – Secondary

 Joseph Rowntree School, York
Risedale Sports and Community College
Bedale High School

 Boroughbridge High
*Outwood Academy Ripon
*Selby High School

Project schools – Primary

 Linton-on-Ouse Primary School and Nursery
 Le Cateau Community Primary School
Dishforth Airfield Primary School
 Great Ouseburn Community Primary School
 Wavell Community Schools' Federation
Synergy Schools - Brompton on Swale C of E Primary & Crakehall C of E Primary
Dales Academies Trust - Carnagill Primary
Dales Academies Trust - Ravensworth C of E Primary School -
Hipswell C of E Community Primary
Leeming RAF Community Primary School
 Applegarth School
*Romanby Community Primary
* Northern Star Academies Trust - New Park Primary Academy,

(*Case studies not available at time of publication)

Celebration Event 30.6.21

| | |
|-------|--|
| 15.30 | Introductions and welcome by Major Anthony Turner, 2 SIGNALS, York Garrison |
| 15.35 | A virtual 'hello' to you in your school hall |
| 15.40 | Let's get in the mood: Steve Royle, comedian, actor, juggler and all-round entertainer |
| 15.55 | 5 minute virtual campus tour of York St John University |
| 16.00 | Steve Royle – learn how to juggle (Part 1) |
| 16.05 | Vox Pops 1 - led by a student with a military background |
| 16.10 | Steve Royle – learn how to juggle (Part 2) |
| 16.15 | 5 minute virtual trip around the University of York |
| 16.20 | Vox Pops 2 - led by a student with a military background |
| 16.25 | Steve Royle – learn how to juggle (Part 3) |
| 16.30 | Break for afternoon tea |
| 17.00 | Welcome back: what's coming up |
| 17.05 | MKC Choir: What About Us? (Pink) & Count Your Blessings (Mark and Helen Johnson) |
| 17.15 | Dame Tanni Grey-Thompson introduction and You-Tube clip |
| 17.20 | Talk from Dame Tanni Grey-Thompson |
| 17.30 | Award Ceremony Nominations announced by Steve Royle Video clips Runners and Winners announced by Tanni Grey Thompson |
| 17.45 | MKC Choir – join in and sing along - Three Little Birds (Bob Marley) |
| 17.50 | Words of thanks - Lt. Col. Jim Turner, Catterick Garrison Commander Final goodbyes |
| 18.00 | Close |

Overview

The Festival is a new model of collaborative activity for supporting Service children. Its key aims are to develop and share good practice whilst promoting progression to further and higher education, thereby improving outcomes for this significant group of North Yorkshire's pupils (about 6%). In autumn 2019, twenty-four schools and academies indicated they wished to be involved, including one within the boundaries of York. The project has been supported throughout by the University of York and York St John University, as well as by the Office for Students' Uni Connect programme FutureHY York and North Yorkshire. Due to the ongoing COVID-19 pandemic, timescales twice had to be shifted, and understandably a small number of schools withdrew before the rescheduled celebration event held on 30th June, 2021: nevertheless all 24 accessed some training and will now be better placed to support the country's children of Armed Forces personnel.

Purposes

The project provided opportunities for building links between schools to share good practice and to disseminate professional development. It was designed to be of particular benefit to schools that have a small number of Service children on their roll, as is the situation facing the large majority of Service children in the county, the staff of which have gained new ideas and guidance from schools with more experience of working with their military community.

The collaborative activity of the project has promoted the identity of Service children amongst their non-Service peers, offering a mutually beneficial opportunity of supporting one another on school-based projects. The Festival of Friends has therefore established stronger connections between schools to address the needs identified by the children themselves. The project brought together key stakeholders to support the educational progression of Service children and improve the integration of Service children with non-Service peers, by raising the awareness of their distinctive needs.

Organisation

The project's steering group appointed three school-based middle leaders as Area Service Pupils' Coordinators (ASPC) for the geographical districts of York, Catterick and Hambleton/Harrogate. These ASPCs each oversaw a network of Armed Forces Champions, one from each participating school, assisted by three school military support staff (North Yorkshire's two Service Children's Champions and a York-based Service Families' Liaison Officer). The school-based champions ranged from senior leaders to welfare support staff, depending on circumstances, although senior leaders were involved throughout.

The ASPCs met six times during the project to receive training and support from a North Yorkshire County Council education adviser. This included drawing on the Service Children Progression (SCiP) Alliance's Thriving Lives Toolkit, which was launched nationally in October 2020. Many of the participating schools used the Toolkit's self-evaluation framework, as well as accessing some of its excellent, evidence-based training resources. The ASPCs then organised and led network meetings with their school-based 'champions' to disseminate this CPD and help develop school-based projects and providing a funding grant.

Each participating school was invited to develop and deliver a small improvement project over the course of the Festival of Friends project focused on one or more of the following:

- Spreading awareness of Service children;
- Supporting the integration between Service and civilian children;
- Promoting access to Further and Higher Education.

Schools were then invited to submit their projects for an award ceremony, with prizes taking the form of small financial development grants for embedding the projects and sharing them with other schools. This case study booklet also has this aim.

Due to the coronavirus pandemic, many of the projects have had to be amended; some have been changed altogether. I thank all the staff in the schools involved in continuing this important work in the face of such additional national challenge. I am also grateful to the Armed Forces Covenant Grant trustees for agreeing to extend the project and providing a funding grant.

Acknowledgments

A project of this nature could not take place without the hard work, planning and commitment 'behind the scenes' of a number of people. I therefore am extremely grateful to the following:

Nickie Young, **Service Children's Champion (NYCC)**

Jess Greenhalgh, **Service Children's Champion (NYCC)**

Beccy Dixon, **Service Families' Liaison Officer, Ebor Academy Trust (York)**

Donna Makepeace, **Senior Education Adviser, School Improvement Service (NYCC)**

Helen Smith, **Project Director, FutureHY York and North Yorkshire Uni Connect**

Louisa Dobson, **Outreach Hub Officer, FutureHY York and North Yorkshire Uni Connect**

Jennifer Addicott, **Widening Participation team, University Of York**

Boawe Rankin, **Widening Participation team, York St John University**

Chloe Carbis, **Widening Participation team, University Of York**

Izzy Tooke, **FutureHY York and North Yorkshire Uni Connect**

Angela Purdham, **Widening Participation team, University Of York**

Grahame Shepherd, **governor and former Headteacher Le Cateau Primary School**

Niamh O'Shea, **York St John University**

Also, thanks to the three Area Service Pupils' Coordinators:

Michelle Lister, **Linton on Ouse Community Primary School**

Angela Campbell, **Le Cateau Community Primary School, Catterick**

Charlotte Uempleby, **New Park Academy, Harrogate**

We hope you find the following case studies both interesting and a source of inspiration.



Applegarth Primary School

| Title of project | Little Heroes Club and Memorial Garden | |
|------------------------------------|---|---------------------------------|
| School context | Number on roll | 277 |
| | % of Service children | 3% |
| | Class structure | 3 form entry |
| | Military base(s) served | RAF Leeming, Catterick Garrison |
| | Distance to military base | 5 miles, 14 miles |
| | Military member on GB? | No |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | Historical military connections |
| Why the school agreed to take part | Although we have a small percentage of military children, they are significant with individualised needs, which deserve support and understanding | |

Project overview

Support group 'Little Heroes' to bring together service pupils and their friends. Run by two members of staff who are military spouses. The memorial garden will be a way to bring the community together and recognise the school's military history and connections. A termly newsletter to make connections with service families.

Main Project objective

Spreading awareness of Service Pupils

Intended outcomes of the project

Little Heroes is a support group, which allows service pupils and their friends an opportunity to partake in activities designed to celebrate their military connections. We also assist with pastoral duties when deployments occur and aim to be a main contact with parents when restrictions are lifted. This club is intended to create an awareness of our diverse cultures and engage non-service pupils with service pupils. Our newsletter is designed to reach out to service families who are not living directly on military camps and can feel isolated within the community, particularly during deployments.

Description of what you did

We contacted all service families and invited them to school for the launch of the Little Heroes club. The club then began weekly sessions during lunchtimes where service pupils and their choice of two friends could attend to partake in craft activities and games. During these sessions the children created artwork for our Service Children display, baked and decorated Mother's Day biscuits and made cards for their families. These sessions also allowed us to monitor the impact of deployments on our children and offer additional pastoral support. During this time we had children transition to other schools and we were able to work closely with the children to assist in a positive move.

We have begun the initial planning of our memorial garden at the front of our school and have made contact with local suppliers to seek donations. We aim to begin work on the garden by the start of summer, enlisting a group of parents to help with the labour.

The summer term newsletter has been sent to all service families initially and it is hoped that this will then extend to all families to promote our service links.

I would like to commend Mrs Jones and Mrs Vincent for the fantastic support given to Applegarth's service pupils to date and to add my support to this important area of work being able to continue, especially in view of the impact of the pandemic on pupils' and families' wellbeing over the last year.



Details of any funding costs

NA

What has been the impact?

As a result of running Little Heroes we have raised awareness with pupils and staff of the service pupils within the school and the additional challenges that they face. Peers have developed a greater understanding of the lives of children in the military and service children feel that they have a special place within the school. Engagement with our parents has seen a marked improvement and communication between families and school has increased so that we are able to provide targeted support when needed.

Next steps

- Restart Little Hero sessions once restrictions allow.
- Update website to include Little Heroes club and service pupils support.
- Structured processes for service children starting and leaving Applegarth to include Little Heroes welcome pack.
- Regular coffee afternoons for service families to attend.
- Work to begin on the Memorial Garden.



Prior to the Covid-19 pandemic, the development of the Little Heroes Club not only gave the service pupil community an important weekly opportunity to come together and get much-needed support, but it really raised the profile about this community of pupils across the school. Through the club, service pupils have undertaken many stimulating and supportive activities, including making Mother's Day gifts and creating school displays to bring focus to their story. They have also been supported by Mrs Jones and Mrs Vincent in their transitions to other schools. Support has continued to be provided as far as restrictions have allowed over the last year, and I am excited by Mrs Jones's plans for the coming year and beyond. These include bringing service families into the school for coffee afternoons and to develop a space for remembrance and reflection for all children on the school site. It is so important that we provide an inclusive and supportive space at school for our service pupils and the continued work of our Service Pupils Champions will be key to ensuring that these pupils continue to thrive at Applegarth School. (Chair of Governors)



Bedale High School

| Title of project | | Spreading the awareness of Service Pupils |
|------------------------------------|--|---|
| School context | Number on roll | 489 |
| | % of Service children | 21% |
| | Class structure | - |
| | Military base(s) served | Catterick Garrison, RAF Leeming |
| | Distance to military base | 7.5 miles to Catterick Garrison/6 miles to RAF Leeming |
| | Military member on GB? | Yes |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | - |
| Why the school agreed to take part | To increase awareness and support for Service Pupils. | |

Project overview

A film presentation outlining the thoughts, feelings and memories of students from military families and also detailing the support/activities on offer at Bedale High School for Service Pupils including the Military Students' Club.

Main Project objective

Spreading awareness of Service Pupils

Intended outcomes of the project

The project will reinforce the various opportunities at Bedale High School for Service Pupils and hopefully lead to an increase in the numbers attending the lunchtime support club and other military events in the area including Armed Forces' Day in June and the annual Remembrance Service at Ripon Cathedral in November. It is also hoped that Non-Service Pupils and families will receive a greater appreciation and understanding of how life can be for Service Pupils and the disruption often encountered through school moves and absent parent(s) due to deployment.

Description of what you did

A survey was sent out to families/carers of Service Pupils detailing the support available for Service Pupils at Bedale High School. A film presentation was placed on the Bedale High School website and also the school Facebook page with regard to how Service Pupils feel about being part of a military family and the challenges they face. The film also included details regarding the lunchtime support club for students, trips available and the other support which can be accessed from the North Yorkshire Service Pupils' Champions, Mrs Jessica Greenhalgh and Mrs Nicki Young who are available to help in respect of counselling and well-being.

Isobel, "It was fun taking part in the Festival of Friends project and I also liked being filmed."



Lilly, "I have enjoyed taking part in the Festival of Friends project because I enjoyed working with my friends and also speaking to my Dad about it who is currently serving in Canada."

Details of any funding costs

Re-imburement for the time given to this project in and out of school by Mrs G Hoile/ Miss E Hobbs. Approx. 18 hours.

What has been the impact?

A greater awareness to all parents/ carers of the challenges faced by Service Pupils and the support available.

Next steps

Showing the film presentation in a school assembly.





Boroughbridge High School

| Title of project | | Y9/10 Service Children's Careers Project |
|------------------------------------|--|--|
| School context | Number on roll | 451 |
| | % of Service children | 7% |
| | Class structure | - |
| | Military base(s) served | Predominantly 6 Regiment RLC, but also 21 Engineer Regiment |
| | Distance to military base | (4 miles) (9 miles) |
| | Military member on GB? | No |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | We have a number of our students who are from Married Unaccompanied families rather than the local bases. |
| Why the school agreed to take part | Due to the nature of the Service lifestyle, research has shown that students from this background tend to be slightly less likely to go on to college and/or university, possibly because they might move during these vital years, or because they are unaware of the choices available to them. We felt that this project was an ideal opportunity to address this, especially as we are already aware that two out of the eleven students are due to move away from the area in the near future. | |

Project overview

The aim was to guide our Y9 and Y10 Service students through some of the options available after GCSE and into Post-16 education. It was primarily to look at the local pathways for Post-16 education, but also to develop these skills should they move away in the next few years.

Main Project objective

Promoting access to Further and Higher Education

Intended outcomes of the project

To create an initiative to explore possible careers options and the different ways that these could be achieved. They could learn about the different levels of courses that colleges and universities offer, as well as looking at the apprenticeship route. It was intended that the students would develop the confidence and skills to enable them to research independently at home and to develop a working relationship with the Careers Advisor in preparation for future applications in both Yorkshire and beyond.

Description of what you did

A bespoke seven-week programme was created, giving the students the opportunity to explore possible careers options and the different pathways by which these could be achieved. Due to the national lockdowns from Covid, it was necessary to adapt the project to ensure that it could be delivered both online and face to face. A Google Document/booklet was created that could be used online in conjunction with Google Meets sessions. The first two sessions were held on Google Meets with most students attending at least one session. A further five sessions were held in school with all students taking part. In the last session, the students had the opportunity to interview a final year student at York University who was also from a Service background with the hope that they will see him as a role model to encourage their own aspirations.



The booklet supported the students to identify their interests and talents and to consider how these could lead to a future career; they then investigated a potential career path via local colleges/universities/apprenticeships. Students had the opportunity to discuss their ideas with both members of staff and to carry out their own research – a regular time slot was allocated to deliver the project, which was done in year group bubbles in order to cater for the specific needs of each year group (as well as being Covid-safe).

The booklet was a 'live' document so it was able to be adapted and updated as the project progressed. A detailed glossary was included and also a list of useful websites – as the student explored their ideas, relevant website addresses were added. It was a priority to ensure that each student was treated as an individual. For example, one Y10 student is due to move back to his home town at the end of his GCSEs so links to colleges offering mechanics courses in this area were added to his booklet and discussed in detail. Another student who is currently in Y9, is due to move sometime during Y10 but has no posting location yet. She is interested in a career in television so her skills in researching post 16 options were focused on in a more generalised way. The Careers Advisor built personalised resource packs to complement the booklets too. At home, students could share their research with parents and continue beyond the official end of the project.

Madi Y10: I've learnt that I need higher grades than I thought I'd need to get to be a Paediatric Surgeon. I now know what to aim for and am willing to put the work in to achieve it. I've learnt about extra things to put on my UCAS application, like becoming a St John's Ambulance cadet. I'm starting this soon to help increase my chances of getting into medical school.

Ryan Y10: I only thought there were a few jobs related to my favourite subject (DT), there are actually lots of jobs and there are three different local colleges I can go to that run courses related to it.

Details of any funding costs

Staff time to plan and create the booklet that could be used online and face to face. The Careers Advisor and Service Children's Coordinator then led and delivered all of the sessions.

What has been the impact?

The students learnt how to identify their own interests and talents and to link these to the skills required for specific jobs. Using research skills, supported by staff, students investigated a specific career and were able to visualise a potential career path; they were able to learn the skills needed to look into alternative routes. Should their interests change over time, they have the transferable skills to look at other careers. The impact of this is more aspiration from the students, as they can see a clear link to the need to achieve specific grades in order to be accepted onto the apprenticeship/course that they have been investigating. As the project has progressed, the students have visibly grown in confidence. They have developed an excellent relationship with the Careers Advisor and now feel able to approach her with ideas as they evolve. This will enable them to have more open discussions in the future. They now see that progression to college and/or university is a realistic opportunity and a desired destination. They recognise the barriers created by the Service lifestyle, such as moving during their teenage years, as surmountable.

Next steps

Due to the success of the project and the enthusiasm of the students involved, the school intends to continue this on a rolling programme with Service students. We hope to take the students to visit York College and York University to look around and inspire them further with the help of the university contact made through this project.



Carnagill Primary School

| Title of project | To develop a positive focus on how to integrate families into school life | |
|------------------------------------|--|---|
| School context | Number on roll | 181 |
| | % of Service children | 121 (67%) |
| | Class structure | N, R, Y1/2, Y3/4, Y5/6 |
| | Military base(s) served | Catterick Garrison |
| | Distance to military base | 0 |
| | Military member on GB? | No (MOD employed civilian on GB) |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | - |
| Why the school agreed to take part | To raise the profile of Service Pupils in our school and show their value and resilience. To improve communication and parental engagement with all service families and integrate them into the school community. To develop friendships and communication between ALL families, including civilian parents and dispel any prejudices or common misconceptions about being part of an Armed Forces family. | |

Project overview

The aim is for all families to be integrated into the school life and school community for however long the children are with us in school. It will give the children a chance to form strong friendships and allow families to communicate with each other.

Main Project objective

Supporting integration between Service Pupils and Civilian Pupils

Intended outcomes of the project

- Recognition of Service Pupils and the offering of support, ideas and advice to their families.
- Ensure mental health & well-being are promoted.
- Families are aware of the support, advice and resources available to them in the event of postings both domestically and abroad.
- The profile of Service children will be raised and give everyone in school a chance to recognise the importance Service children have in their family, their community and what a military lifestyle can entail.
- There will be more integration of both service and civilian families and a recognition of the services and community in the Garrison.

Description of what you did

At the start of the project, I invited parents of Service Pupils into school for a coffee morning with myself and our Service Pupils liaison governor to discuss and share ideas as well as any concerns or strengths the School were currently upholding. Parents were positive about the idea of family fun mornings and shared practices they had seen in other schools.

Family fun days were introduced in the school holidays to allow parents to form friendships and get to know one another. Arts and craft activities were put on to engage the children, with activities suitable for all ages aged 3 to 11. Refreshments were provided and staff were on hand to support and share ideas with families and the local area. It was a great success and positive feedback was received by parents, children, staff, and governors. Family Fun Days will now be implemented as a regular feature in the School Calendar.



During lockdown, a Seesaw page was formed for Service Pupils to communicate with each other and raise the profile of Service Pupils in school, with links and activities suggested for service children during lockdown when parents were posted away. It was a place for parents to share ideas and discuss any news from the Garrison from different regiments. Resources from Little Troopers/British Legion/Military Heroes were put on to give Service Pupils support and activities to complete throughout holidays, weekends and during lockdown.

Activities around the school were put on display to promote Service Children and their role in the school. Children were invited to share what words would be used to describe Service Children.

Details of any funding costs

Funding was taken out of the Service Pupil budget.

Donations were given by parents generously to help pay for the refreshments.

Fundraising ideas such as raffles and competitions within School will help fund for any future Family Fun Days.

Parent – “Myself and my 3 children were at the fun day. It was nice during holidays to be able to take all 3 children out for a bit of fun and change of scenery and of course have a lovely bacon roll and a cuppa. It was nice to chat to other parents and teachers - my husband was away at the time so was a welcome break for us all.”

What has been the impact?

The family fun days were a great success and positive feedback was received by parents, children, staff, and governors. The day brought the community closer to the school and was recognised as a safe place not just for children, but the whole family. The impact will be strengthened and will be increased as the Family Fun Days start up again when Lockdown is lifted. The Service Pupil page has also had a strong impact on welcoming families into the school; as I am not able to introduce myself to them in person, they know who I am and my role within School. It has allowed them to feel welcomed and integrated into the community at a time when they have not been able to socialise and meet parents in the same situation as them.

Parent – “We attended the family fun day and we found that it was a great way to connect with others and continue to encourage the social interaction for children. It was a familiar setting for the children which felt safe and comfortable. Staff were welcoming and warm and always strive to ensure the children are happy and supported.”

Next steps

Family Fun Days will start up again in August 2021 when the lockdown is lifted with a stay and play picnic on the School field, with sports games organised by staff. Family Fun Days will now be implemented as a regular feature in the School Calendar.





Dishforth Airfield Primary School

| Title of project | | Mental Health and Wellbeing for Service and Non-Service Pupils |
|------------------------------------|---------------------------------|---|
| School context | Number on roll | 101 |
| | % of Service children | 90 |
| | Class structure | EYFS, Year1/2, Year 3/4, Year 5/6 |
| | Military base(s) served | Dishforth Airfield Primary School |
| | Distance to military base | 0.5 mile |
| | Military member on GB? | Yes |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | - |
| Why the school agreed to take part | | |

Project overview

Following the recent lockdown and the impact COVID has had on mental health and wellbeing within families we feel that giving children time to reflect and think about their own wellbeing is important. To be able to offer the skills and expertise that staff already have to build in time to talk with individuals when they are feeling vulnerable.

Main Project objective

Supporting integration between Service Pupils and Civilian Pupils

Intended outcomes of the project

- Within this project we hope to promote the children's knowledge and understanding of mental health and wellbeing.
- For children to be able to recognise their own emotions and how these change throughout the school day.
- For the children to have a quiet reflection space within the classroom that they can sit and record a message and place in a message box.

Description of what you did

Every classroom within school from EYFS to Year 6 will have an emotional check in. Each class teacher and TA will ensure children check in every day and then children are responsible for checking in with those children who have put themselves in a negative emotion.

Every classroom will have an age appropriate reflection / quiet space where children are encouraging to sit quietly, write a message and put it in a message box. Class staff will monitor the message box and respond appropriately to the message left.

In EYFS this could be a talk, post card or picture, in Year 6 this could be writing a brief message. School staff will use their emotion coaching skills, restorative practice and knowledge of the children to support the child to resolve and move on from the message on the note.

Details of any funding costs

NA

What has been the impact?

The impact of this has enabled children to talk openly and honestly about how they are feeling. Classes have developed strategies to manage these feelings.

Next steps

To continue to embed the emotional literacy in schools.

To develop the emotional resilience and emotion coaching when the school can fully integrate.

To enable the children to coach new children as they land at Dishforth Airfield Primary School



Great Ouseburn Primary School

| Title of project | Reflection Space | |
|------------------------------------|---|--------------------------|
| School context | Number on roll | 105 |
| | % of Service children | 6% |
| | Class structure | Mixed year group classes |
| | Military base(s) served | RAF Linton on Ouse |
| | Distance to military base | 5 miles |
| | Military member on GB? | Yes / No |
| | Any staff with serving spouses? | Yes |
| Any other relevant information | We have several children who have parents and siblings that are serving or are ex-serving. | |
| Why the school agreed to take part | We have various children and parents who are serving and ex-serving members of the Armed Forces and 1 staff member who is a spouse of a serving member. | |

Project overview

To raise awareness about the different challenges that Service and non-Service children may be facing and to provide the children with a calm place in which they can take time to reflect and seek help to deal with their feelings.

Intended outcomes of the project

To open up opportunities for children to be able to reflect on their feelings and have a way to express this and ask for help. We hope that our reflection space provides a place for the children to interact and share their experiences and grow an awareness of each other's challenges.

Parent - "I feel that the school is lucky to have such a wonderful facility and I hope that the children will use the space to its full intended purpose".

Parent - "It's truly beautiful. Amazing. The children are so lucky".



Description of what you did

Choosing a project that would be beneficial to our school, proved difficult because of the small amount of Service children that we have. We thought hard about what would be inclusive for all children facing similar issues within very different family circumstances.

For our project we designed and created an inclusive reflection space for our children to use when they might be facing these difficult challenges in their lives. We wanted to allow the children to be able express their feelings and worries such as concerns about moving schools, family deployment, missing family (due to the pandemic) and bereavements.

At the start of the project, we initially bought a post-box for the children to use in a number of ways such as:

- Writing to parents or family on deployment.
- Writing to peers from a previous school.
- Writing to their wider family.
- Sharing worries with our staff.

We had originally planned to house the box in an alcove in the hall but as the timeframe for completion was extended, we decided that the post-box needed to be more accessible to the children. As a result, we re-designed a previously unused area and transformed it into an inviting and somewhat private space for them to be able to fully express how they were feeling.

The children have now been introduced to the reflection space and have recently started to use it.

Parent - "Is it available to parents? Well done everyone, what a wonderful idea".

7 yr-old girl - "I thought it was great and I would use it for some alone time if I was upset".

6 yr-old girl - "I could use it for writing letters".

Details of any funding costs

Resources bought to renovate the space such as paint and materials for furnishings.

What has been the impact?

The pupils have given positive feedback and expressed their excitement at being able to use the facility that was previously unavailable to them.

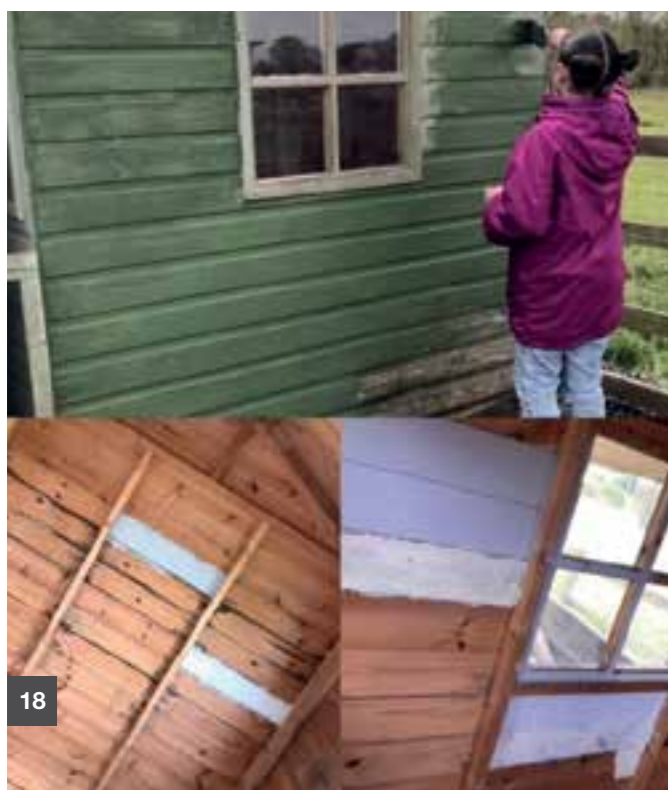
They have been able to give examples of how they intend to make use of the resources and how the space made them feel in a positive way.

Next steps

Monitor the use of the area and take onboard suggestions from the pupils.

Introduce the concept to the rest of the staff team in order for them to encourage the children to use the area positively.

Introduce the staff team to the Thriving Lives toolkit and encourage its use to make further improvements within the school.





Hipswell C of E Primary School

| Title of project | | Supporting integration between Service Pupils and Civilian Pupils | |
|------------------------------------|---------------------------------|---|--|
| School context | Number on roll | 166 | |
| | % of Service children | 59.6% | |
| | Class structure | Reception to Year 6 | |
| | Military base(s) served | Catterick Garrison | |
| | Distance to military base | 0.9 miles | |
| | Military member on GB? | Yes | |
| | Any staff with serving spouses? | Yes | |
| | Any other relevant information | - | |
| Why the school agreed to take part | | Hipswell C of E Primary School agreed to take part in the Festival of Friends project because we will benefit greatly from collaborating with other local schools. By sharing ideas, we will be able to provide a higher quality of support to all of our pupils. | |

Project overview

Our project aims to provide opportunities for our Service and civilian pupils to work together as a team, to build friendships and work together towards a set goal.

Additionally our project aims to encourage peer support for all pupils and provide pastoral support in different ways so that pupils are able to access it in a way that is suitable for them.

Main Project objective

Supporting integration between Service Pupils and Civilian Pupils



Intended outcomes of the project

That transition to and from Hipswell Primary School is effortless for children and their families.

That Hipswell Primary School provides a safe and welcoming environment for all new pupils.

To enable children who join Hipswell Primary School to make new friends and feel settled within their year group, therefore enhancing their ability to learn.

To run a successful Hipswell Heroes club which welcomes Service children and their friends.

To celebrate and promote Hipswell Heroes through in-school activities and display boards which the Heroes will create and maintain.

8-year-old boy- 'Does having extra support help?'- "Yes because it helps to calm me down for the rest of the day."

Description of what you did

New Starters Board: Our new 'New Starters' board is in the main corridor of the school. On the board, we put pictures of our new pupils with some information about them – likes and dislikes etc. This has encouraged conversation between current pupils and new pupils and has encouraged friendship building. We have also added a 'Leavers' board so that children who are moving to new schools feel their time at Hipswell is celebrated and that they will be remembered.

School Council: Our council consists of 2 children from each year group who aim to work together to support pupils and improve our school. They have had many successful requests including our coping tree display, a successful request for new play equipment and a time capsule.

Hipswell Warriors – reward scheme. Each child in the school is allocated to a Hipswell Warriors team, the teams are mixed year groups and are named after Service ranks which we hope helps Service pupils feel visible in the school. Teams are awarded tokens which accumulate towards an end of term treat, encouraging all pupils to work together and raising behavioural standards in Hipswell Primary School.

The Lunch Bunch Club has been established to offer extra support for children who are struggling for instance with family breakdowns, deployment or an impending move. The Lunch Bunch Club eat lunch together, supporting each other through difficult times and completing activities aimed at improving their emotional well-being. Through the Lunch Bunch Club, we encourage peer support but are also able to identify those children who may benefit from 1:1 targeted support from a member of school staff. Regular updates from the Lunch Bunch Club are sent to staff so they are aware of any issues the children may be facing.

We established Hipswell Heroes, a club for Service pupils and civilian pupils. Hipswell Heroes enjoyed indoor and outdoor activities, supporting each other when they were coping with deployment or the prospect of moving, and raised funds for the school. Unfortunately, due to the restrictions put in place because of the Coronavirus pandemic, our Hipswell Heroes club has had to be put on hold. We will resume as soon as restrictions are eased.



Details of any funding costs

Our funding has been used to support our Hipswell Warriors reward scheme and our School Council projects.

What has been the impact?

Our pupil questionnaires show that Hipswell has had a positive impact on their lives. When asked if they feel happy, safe and welcomed at our school the overall response was positive - they have made lasting friendships and new friendships. We asked if there was any other support we can offer. They suggested more opportunities to come together as a group. One pupil responded "It helps to take my mind off of things." Hipswell Heroes made a huge difference to a lot of our pupils and who are keen to join.

We have an 8-year-old girl in Year 4 who has recently returned to Hipswell after her family were deployed to Bulford. She is currently experiencing some difficulties in her life due to a family breakdown. She is receiving support in class and will be starting the Lunch Bunch Club when restrictions are lifted. When asked, 'If someone in your family is away from home, is there someone in school that you feel happy to talk to?' She replied, "I can talk to my teachers and friends." We asked her if it helps to have support in school? She replied, "Yes, because I can speak to you about it and you always help me."

These are just a few examples of the pupils that Hipswell has strived to support.

Next steps

To continue to provide pastoral care for Service pupils and their families and re-start our Hipswell Heroes club to support integration between Service pupils and civilian pupils.



The Joseph Rowntree School, York

| Title of project | | Getting Ready To Listen - Raising Awareness within the School Community |
|------------------------------------|---------------------------------|--|
| School context | Number on roll | 1329 |
| | % of Service children | 1.12% |
| | Class structure | Comprehensive School and Sixth Form |
| | Military base(s) served | QEB Strensall |
| | Distance to military base | 3 miles |
| | Military member on GB? | No |
| | Any staff with serving spouses? | Yes |
| Any other relevant information | - | |
| Why the school agreed to take part | - | |

Project overview

To raise the profile of Service pupils within our School Community.

Gain a deeper understanding of the challenges that Service pupils can face and how they can impact on their SEMH and academic progress.

Look at the support we can offer as a school within our pastoral and academic frameworks.

Main Project objective

Spreading awareness of Service Pupils

Intended outcomes of the project

Taking part offers a support network and a focus for a meaningful effort to highlight the needs of Service pupils.

We will:

appoint an Armed Forces Champion, initiate links with support offered by CYC (City of York Council) and NYCC (North Yorkshire County Council), undertake a review of Staff awareness of Service pupils and related impacts on learning; initiate contact with Service Families within our School Community, interrogate transition and census procedures to ensure accurate identification, undertake Staff training, allocate space and funding for a notice board, move to an online environment (to mitigate future risks of Lockdowns) by designing, building and launching a 'room' on Google Classroom.

A Year 8 student commented about Camo Club, "I like being part of it because there are people like me who I can talk to. It has useful information to look at."

Description of what you did

A member of staff was appointed as the Armed Forces Champion (AFC) when we joined the project, with support from the Deputy Head (Pastoral and Safeguarding). The AFC attended a full staff briefing and outlined the project to all staff.

The AFC has attended network meetings and CYC Service Pupils Forum meetings. The school has enhanced links with external support networks, including the local Service Families Liaison Officer.

A survey of Staff awareness was designed by the AFC and undertaken by a random sample of Staff across the school. Analysis of the data gathered led to the design of a focussed Staff training package by the AFC. The package launch was delayed due to more urgent training required by the Staff for the successful operation of the school during the ongoing pandemic. It has now been disseminated via the training page on Google Classroom. It will remain accessible in the training room as we move into the new academic year.



A serving Parent, who was a Service pupil, commented that he was, "...happy there is something for my children to help them feel that they belong."

We will add a custom field logo to the student card on Class Charts (secure, online application) ensuring easier identification of Service pupils.

A letter initiating contact with all families was distributed electronically. It contained a Google Form for respondents to identify as families with Service pupils for accurate census capture. Sims was updated accordingly.

Meetings were held with the leader of Transition from Key Stage 2 to 3. The format of the admission form has been altered to include the criteria for Service pupils, to facilitate easier self-identification by families.

A page has been added to the school website, highlighting the work we do with Service pupils and outlining the criteria used by the Government to allocate the Service Pupil Premium.

The allocation of space and funding for a noticeboard has not been investigated at this time as we maintain Covid restrictions, with the School split and operating in a bubble structure. This prompted us to move to an online environment which is favoured by our student population.

We have successfully launched a Google Classroom as a focus for Service pupils. It is called 'Camo Club' following a competition for the students to name the group and design a logo. There are advice posters, competitions and support from the AFC, and a teacher with Service connections, who volunteered to help. Camo Club has been featured in the school 'Good News' slot on both the school website and Twitter..



Details of any funding costs

Supply costs to cover the attendance of the Armed Forces Champion at network and support meetings, both in person and virtual.

What has been the impact?

The Staff training package has been accessed by Teaching Assistants, Pastoral Staff and Teachers. Anecdotal feedback suggests that more Staff members are now aware of the possible needs and barriers to learning of our Service pupils. Several Staff members have relayed that they were/are members of Service families and have offered support to our Service pupils in the future.

The move to an online environment has been supported by the students. At the time of submission, 13 students have joined Camo Club and have engaged with some resources including competitions. The students want Camo Club to continue as they feel it is appropriate for their age group.

Next steps

The allocation of space and funding for a noticeboard will be investigated in September. This will display generic information about the life of a Service pupil, as our students wish to continue with Camo Club. It will be important in raising the profile of our Service community within the whole school community.

A Lead Teacher commented, "I found the training slides both informative and interesting. Taking a moment to reflect on the issues our Service students face and to think through how this might impact on them in school had a genuine impact on me as it clarified and sharpened my focus on a group I knew existed, but I hadn't thought about in a long time. Seeing the list of names including students I come across and chat to on duty was important to me too as was the realisation that there is an Armed Forces champion in school, and steps have been taken to develop our awareness of and our provision for these students in school."



Le Cateau Community Primary School

| Title of project | | Northern Military Kids Choir and Military Kids Club Heroes |
|------------------------------------|---|---|
| School context | Number on roll | 475 |
| | % of Service children | 72% |
| | Class structure | 18 Classes plus Nursery |
| | Military base(s) served | Catterick Garrison • 1 CS BN REME • Royal Lancers Royal Dragoon Guards • 4 Scots • Light Dragoons 5 Armoured Med Regt • 1 Military Intelligence 1 Scots Guards • ITC Catterick • Royal Military Police |
| | Distance to military base | Nearest Barracks - ITC Catterick 1.2miles |
| | Military member on GB? | Yes |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | Le Cateau is a mainstream Primary School that is committed to inclusive education and meeting the needs of all the children in its care. We ensure that everybody is given the opportunity to 'shine' – our motto 'Equally Important, Equally Different' recognises the diversity of the children. |
| Why the school agreed to take part | As a school with a large percentage of service children and a long history of working with the military community we wanted to be part of a project which would raise awareness of these amazing young people and the challenges they face. We are proud to support our military families. | |

Project overview

Formation of the Northern Military Kids Choir (NMKC) in September 2019. We felt that it would be a fantastic way to support our service pupils as there are proven links between singing and mental health. Alongside this we offered a series of Military Kids Club Heroes family events.

Main Project objective

Spreading awareness of Service Pupils

Intended outcomes of the project

We decided to form the Northern Military Kids Choir (NMKC) in September 2019. We felt that it would be a fantastic way to support our service pupils as there are proven links between singing and mental health. We also wanted to support integration between service and civilian families as not all our pupils come from service backgrounds. We were hoping that the choir would help to raise awareness of service pupils through publicity and performances.

Description of what you did

The Northern Military Kids Choir was led by myself and my colleague Rebecca Stephens. We sent a request out to 6 other schools in the area to see if they would be interested in working with us and luckily, they all responded positively. By October 2019 we had auditioned and recruited over 100 pupils with a mix of service and non-service pupils from Year 2 to Year 6. Our debut performance was at Ripon Cathedral at the MKC Heroes annual Remembrance service. We were featured on Look North and BFBS. The children met every week at Le Cateau for an hour. We were lucky to have a volunteer who accompanies us on the piano. Mike Hardman was Deputy Head at Wavell Juniors before he retired, and he was also a bandmaster for the Royal Tank Regiment. There are children from Le Cateau, Wavell Infants, Wavell Juniors, Carnagill, Hipswell, Colburn and Risedale High school who were also keen to work with us.

When Lockdown happened in March 2020 this made it difficult for us to continue with the choir, we did continue to support the children involved via our Facebook group and through this group we were able to create a virtual performance for the Annual MKC Service of Remembrance in November 2020. We felt it was important to continue to support our community throughout this challenging period. We did this by creating several videos for social media. One of which involved members of staff and some pupils 'throwing and catching' a pair of black socks to each other. This was featured on Look North and two other schools with military connections took on the 'Black Socks Challenge'. We also organised a Virtual Family Quiz night which followed on from our previous MKC Heroes Family events which we had held the previous year to build links with the community.

Once restrictions are fully eased and we can collaborate once again with the other schools involved in the choir by restarting weekly rehearsals and working toward performances once again.

Catterick-based Northern Military Kids Choir makes debut performance - Richmondshire Today. Jon Sykes, headteacher at Hipswell Primary school, said: "This is a wonderful and exciting opportunity for children from schools with a high number of families from a service background to work together on a very special project."

Details of any funding costs

Each of the 6 schools involved in the NMKC contributed towards the cost of providing a polo shirt for each of the children involved in the choir that could be used for performances. This amounted to £300 per school.

What has been the impact?

The choir was a very positive project which received a lot of attention from the media and thus raised awareness of Service Pupils. It allowed the community of Catterick Garrison to work together with a common goal. The children loved meeting weekly and they were proud to stand up and perform with the rest of the choir. Our debut performance was at Ripon Cathedral in November 2019. It was an extremely special moment for all the children and staff involved in the choir. We collaborated, in December 2019, with the Military WAG's Choir for a special performance for the local community. The children were very proud to be members of the choir and I am sure that there is a bright future ahead once we meet again.

The use of social media to support our school community during lockdown was well received by our families. Some of the videos were viewed over 3000 times with lots of positive comments. Our virtual quiz night was attended by over 50 families and was enjoyed by all with calls for further events to be organised.

Next steps

We aim to restart weekly rehearsals in September 2021 and build up towards performances in November and December. There is even a possibility of featuring on TV once again as we have been approached by producers who are keen to give the children an opportunity to shine.

Christmas Concert Rehearsals For Military Children's Choir (forces.net). "I think it's a great thing for the community and the school getting all the children together from what's a very diverse community," said John Brown, Officer Commanding Army School of Ceremonial and parent.



Leeming RAF Community Primary School

| Title of project | | New Starters' Online Transition Developments |
|------------------------------------|---|--|
| School context | Number on roll | 185 |
| | % of Service children | 99% |
| | Class structure | 7 class |
| | Military base(s) served | RAF Leeming |
| | Distance to military base | 0 miles (behind wire) |
| | Military member on GB? | Yes |
| | Any staff with serving spouses? | Yes |
| Any other relevant information | Highest military % in country. | |
| Why the school agreed to take part | To refine and develop Service provision further – already experienced in this field, but always wishing to continue to improve. | |

Project overview

Re-write and make digital new arrivals information for children. Update from old paper-based leaflet to new online Sway. Content driven and created by pupils, for pupils, to harness Service voice.

Main Project objective

Spreading awareness of Service Pupils

Intended outcomes of the project

The main aims of the project were twofold.

Firstly, it was the intention to bring up to date the medium for sharing information with Service pupils upon their transition to Leeming. The existing new starters' leaflet contained some outdated content, and the format was paper-based and inaccessible. By moving the content online into new, current format, it is hoped that it will be accessed in advance of relocation.

Secondly, involving pupils in the re-write of the material harnessed Service pupils' voice and captured what they felt was important and what they would want to know if they were new.

"I loved doing the guide, because it was really good to get the chance to tell a kid what they would want to know." – Pupil, Y4

Description of what you did

The project commenced by recruiting a diverse group of Service pupils to work together on the re-write. This included pupils who had been at the school for a number of years (thus bringing a detailed knowledge of the area, the school etc.) as well as children who had recent experience of transition (thus bringing memories of their own anxieties, questions and concerns before moving).

We spent time discussing the process of transition (a helpful pastoral reflection time), and then had a general talk about what they felt were important features of a new starters' guide. They advocated lots of real-life photo content (rather than clipart / cartoon images) and, importantly, direct quotations from children. They wanted their voices (and interestingly other children's too) to be directly reported on topics such as whether staff were friendly, what the school dinners were like etc.

From this, the working group began to carefully dissect, page by page, the previous new starters' guide – ditching sections they felt were not relevant and reviewing the content of others. This anchored the children in some of the key areas which they might otherwise have neglected to think of, as the previous document had been very carefully conceived originally and contained much useful material.

The pupils then drew all these ideas together, alongside a member of staff who sketched out a new outline for the guide, page by page. This included direct quotes etc. – the children had some pretty strong views about format too!

The final stage was for staff to bring this to completion in an attractive, up to date format using MS Sway, which has been posted to the website, and to which new pupils will be directed in advance of joining the school. Upon arrival, children will also have the opportunity to go through the presentation in school alongside a member of the pastoral staff.

The intention is ultimately to begin to train up some of the children (ideally those who contributed to the guide) as mentors to lead new pupils through the Sway presentation and add their voice 'in person' to the content of the New Arrivals' Guide.

Details of any funding costs

Costs were for release time for staff to work alongside the pupils on the project, and for the final creation of the document itself.

"I remember when we moved the arrivals book was good, but it didn't tell me everything" – Pupil, Y5



What has been the impact?

Impact can reasonably be considered as two separate strands.

Firstly, the impact on the children involved in the project (i.e. actually doing the re-write) can be evaluated. This was significant and very positive; pupils loved the fact that they were being consulted and were able to bring their perspective and voice to bear. Our recent GUINY (Growing Up in North Yorkshire) survey indicated that pupils' perceptions regarding whether their voice is heard / influential was a lower scoring aspect, and this is a trend among Service pupils more broadly. Therefore, offering the children the opportunity to take the lead in a key piece of work relating to something that they have all experienced (i.e. transition) was really welcomed and raised their sense of self.

Secondly, the impact on new children accessing the guide could be considered. However, unfortunately we do not yet have any robust data on this as COVID closures etc. have delayed aspects of implementation, as well as delaying a proportion of our usual transition. Therefore, the impact on new pupils cannot be determined at this time.

Next steps

Supplement the guide with additional materials which are web-based to support transition. A current plan is for a video 'map' of the school in which different staff feature, offering 'vox-pop' style snippets of information about themselves and their classes to provide more than just a static image to future pupils.



Linton-on-Ouse Primary School and Nursery

| Title of project | | New Starters' Online Transition Developments | |
|------------------------------------|---------------------------------|--|--|
| School context | Number on roll | 69 as at 25th May 2021 | |
| | % of Service children | 35% (24 / 69) | |
| | Class structure | 3 Classes: • Nursery, Rec, Yr 1 & Yr 2 • Yr 3 & Yr 4 • Yr 5 & Yr 6 | |
| | Military base(s) served | RAF Linton-on-Ouse • RAF Dishforth Queen Elizabeth Barracks, Strensall Imphal Barracks, York • Catterick Garrison | |
| | Distance to military base | RAF Linton-on-Ouse – 0.5 miles RAF Dishforth – 16 miles Queen Elizabeth Barracks, Strensall – 12 miles Imphal Barracks, York – 13 miles Catterick Garrison – 36 miles | |
| | Military member on GB? | Yes | |
| | Any staff with serving spouses? | Yes | |
| | Any other relevant information | Exceptionally high historical mobility at our school and pupil-on-roll fluctuation: 14/15 = 100 on roll • 15/16 = 130 • 16/17 = 104 17/18 = between 107 & 124 • 18/19 = between 98 & 106 19/20 = 94 • 20/21 = between 68 and 73 21/22 = estimate less than 50 | |
| Why the school agreed to take part | - | | |

Project overview

Creating a quiet, reflection sanctuary space within the school for children to remember friends who have moved on and give those about to move a focal point to reinforce that they will be remembered by us too.

Main Project objective

Supporting integration between Service Pupils and Civilian Pupils

8 Year old girl leaving: "It feels really nice to know that my friends will be thinking of me when I'm gone."

Intended outcomes of the project

- Support the integration between Service Pupils and Civilian Pupils
- Provide a quiet area suitable for personal reflection
- A focal area where pupils can remember children who have moved on from our setting.
- Promote positive mental health

Our aim is to support and promote integration between our Service and Civilian pupils and maximise the impact of an unused outdoor area. We wanted to ensure that any children moving on from our school know that they will be remembered; and provide a reflection area for the children saying goodbye to a treasured friend.

Description of what you did

The idea of a reflection garden was first suggested by the children at a Military Kids' Club as an idea that they wanted to explore. At our next session, I provided a template for the children to design a garden and what features they wanted to include.

The children came up with lots of varied ideas. We then discussed a budget with the children and looked at the common themes. The children indicated that they would like a focus on poppies to represent their military life. One child suggested that the leavers' names could be written on a rock and placed in the garden as a permanent reminder of their time with us; and this idea was met with enthusiasm by the other pupils. Other ideas included some bench seating and relaxing plants.

First, the children and I cleared the outdoor area.

Then, the children and I planted a variety of plants, chosen with advice from the Yorkshire Garden Trust. They recommended a mix of sensory plants with different plants for relaxing noises and scents.

A bench was placed to make the best use of the space and finally, the area was painted by local volunteers.

During our transition sessions, leaving children have a chance to paint their own stone with their name and place it in the garden. At the children's request the idea was extended to a friend painting a stone, including our school's name to give to the leaving child as a memento and reminder of our school.

Details of any funding costs

Funding was provided through a grant from the Yorkshire Gardens Trust and through use of Service Pupil Premium.



What has been the impact?

The project has been successful in our school. Not only has it strengthened our transition sessions but has had many other impacts. The children really enjoyed taking part in the gardening and suggested starting a gardening club. It has also provided a new space for the children to engage with outdoor learning. Feedback from leaving children has been positive.

Our children are enjoying using the space as a reflection area. It has opened dialogue around friends leaving and ways to remember them.

Next steps

The project has been entirely child-led and will hopefully evolve in the same manner. Further suggestions from the Military Kids' Club will be taken and they can see the evidence that their voices are being heard. Transition sessions will continue to include the painting of the stones.





Ravensworth C of E Primary School

| Title of project | Mess Lunch | |
|------------------------------------|--|--|
| School context | Number on roll | 39 |
| | % of Service children | 7% |
| | Class structure | Mixed ages classes |
| | Military base(s) served | Catterick Garrison |
| | Distance to military base | 6 miles |
| | Military member on GB? | No |
| | Any staff with serving spouses? | Yes (at the start of the project) |
| | Any other relevant information | The 3 children we had on roll have all since moved on (posting and moving to the next stage of their education) |
| Why the school agreed to take part | With a very low number of service children, we were keen to ensure we were using the pupil premium money to the best possible advantage. Our close proximity to the garrison means that we may get further military families in the future. | |

Project overview

To raise the profile of the service children by recognising their challenges and introducing the rest of the school to their lifestyle. I wanted to create a celebration and recognition of their sacrifice.

Main Project objective

Spreading awareness of Service Pupils

Intended outcomes of the project

To raise the profile of military children both in terms of their own self esteem but also so the other children in school appreciate some of the difficulties they face. I wanted the rest of the children to understand what it is like having a family member in the armed forces and how their job can have a major impact on their family life.

“My children just loved telling the children about their Dad’s job – it made them feel so special and realise how their life is different to that of other children” Parent of service children

Description of what you did

With such a small number of service children, I started with interviewing them individually. None of the children realised that they were ‘service children’ and that this made them quite special. I explained why and how I was keen to make sure the rest of the school appreciated this. When I got the children together to discuss how we could do this, their first idea was to do a Collective Worship that they planned and presented. We agreed this would be a good idea. After more discussion, we decided that a celebration, something special, would be a great way of making sure all the children in the school could be involved (the children were quite insistent about this). We decided on a ‘mess lunch’.



The service children decided what this should include: special menu, table and hall decorations, posh glasses and plates, top table and military music playing. Their first job was to discuss with the cook what we should have which they did. They then wrote an invitation to the rest of the school and planned their Collective Worship which included information about what their dads did as part of their job, as well as information about our special lunch.

On the day of (what should have been our first) mess lunch, the children decorated the hall and set a top table with a party favour for every child. A military spouse member of staff managed to borrow some plates so the top table could eat from these. The hall looked lovely and the service children were thrilled. Each chose 2 friends to sit with them at the top table. They even made a toast to thank Brenda, our cook, who made 3 courses to make it extra special.

The idea was that this would be a half termly event – with perhaps slightly less fanfare but special and led by the service children. However, the pandemic struck. This has meant that the project was not as extensive as hoped – we also have two service children at another of our schools to whom we wanted to roll it out. This is still a long-term aim.

Details of any funding costs

Resources for the ‘mess lunch’ – juice, table decorations, decorations for the room, party favours (so the rest of the school had something to take away with them).

“I loved planning the special lunch – I want to do it again soon” Service pupil – age 8

*“I want to have special plates again and the nice glasses and juice – I didn’t know *** Daddy was army” Non-service pupil age 10*

What has been the impact?

Initially the service pupils did not even realise that they were a group, that they were special in any way – they had not heard the term ‘service children’ before. They loved introducing the idea at a collective worship and told me how they would like to lead more worships perhaps on special days (remembrance for example). After the initial assembly, the service children loved the responsibility of planning the mess lunch. They took the planning and preparation seriously and explained the significance of the decoration and the other touches (special plates borrowed from the military) The other children in school had a new found appreciation for the armed forces and the three service children enjoyed a celebrity status almost. They were special. The brief of raising the profile of the service children was achieved and was ready to be further built on – rolling the idea out to another school in our group.

Next steps

Rolling the idea out to another school in our collaboration to raise the profile of 2 other service children – the only 2 at this school. Creating a memories book is something else which would have impact in the future.





Risedale Sports and Community College

| Title of project | Ground Force Risedale | |
|---|--|--|
| School context | Number on roll | 559 |
| | % of Service children | 52 |
| | Class structure | Year 7 to Year 11 |
| | Military base(s) served | Catterick Garrison |
| | Distance to military base | School situated on the Garrison |
| | Military member on GB? | Yes |
| | Any staff with serving spouses? | Yes |
| | Any other relevant information | - |
| Why the school agreed to take part | Widen Secondary School involvement in the area . We were already planning to do this Project within school. | |

Project overview

Three areas on school grounds will be developed and sustained into 'garden' spaces for staff and pupil access. First area is Lawrence House our onsite Alternative Provision Unit dealing with students accessing an alternative timetable. The second area is the HUB, which is a unit that deals with students who need additional support through SEND, emotional health and wellbeing and social skills. Pupils from Year 7 to Year 11 have access to this, along with Year 6's from our feeder Primary schools. The third area will be an outside 'classroom' area accessed by staff and pupils for reading.

Main Project objective

Spreading awareness of Service Pupils

Supporting integration between Service Pupils and Civilian Pupils

Promoting access to Further and Higher Education

Intended outcomes of the project

- To promote health and wellbeing for all staff and pupils who can access the three area's as a whole class, tutor groups, ASDAN projects or working 1:1 with pupils, or completing Duke of Edinburgh.
- To give the pupils a sense of ownership and pride in their school by learning new skills and knowledge.
- To support pupils to have a sense of achievement and investment by being involved in the project that will be sustained in future years.

Description of what you did

(Mrs H Porritt – Service Children's Advocate – coordinator of Project)

As part of the Festival of Friends group, service children completed the same survey as the primary schools, to give a 'base line' of feedback. There is a lot of information through SCISS and SCiP Alliance on Primary school service children but not a great deal on Secondary schools. (Completed February 2020).

An approach was made to Dr. Sarah Owen - Hughes of Askham Bryan College – Horticultural Department, as the FE provider linked to Risedale through the FUTUREHY project. Sarah came to the school and assessed the three outdoor areas, drew up the plans, suggested appropriate idea's, and provided a list of plants suitable for each area.

Lawrence House is identified as more suitable for growing fruit and vegetables, the HUB more suitable for the sensory garden and nature area. The third area requires moveable seating and planters.

In February/March 2020, school staff were approached for their time and involvement in various stages of the project. Please see attached to all links to providers during this project.

The project came to a standstill due to COVID 19, although all outside providers were ready on standby if lockdown lifted.

Lawrence House

Mr Neil Griffith – Head Groundsman continued working on the garden at Lawrence House, continuing the work previously in process by The Prince's Trust.

Mr. Paul Cornforth runs the ASDAN courses and the Gardening Club

The HUB

Area behind to be left naturalised. The Nature Club is to be run by Mr E Thomson. A Nature cam is to be set up as well as hedgehog boxes, bug hotels , bird boxes and feeders.

Veteran's Woodcraft will be in school working with pupils to construct a seating area and planters, totem pole & carvings.

Mrs S Plews and pupils are constructing a school mosaic

Mrs L Smith – School Councillor is involved with the planning of the sensory garden

AWS Kirk Lester is involved along with Foxglove Covert

Risedale are liaising with 32 Engineers to clear and level ground and the Head Groundsman has re-planned the sensory garden

Project has restarted June 2021

Details of any funding costs

FUTUREHY/NCOP Funding - £1,500

NYCC - £500.00

Richmond Rotary Club - £400.00

What has been the impact?

As the project is still to complete it is too soon to tell the full impact, however team work and student involvement is high.

Next steps

Outside providers were re contacted April/May 2021. Torrential rain during May halted progress. Project restarted with 7th June 2021.





Brompton on Swale C of E Primary School



Crakehall C of E Primary School

| Title of project | Ground Force Risedale | |
|------------------------------------|--|---|
| School context | Number on roll | 230 and 98 |
| | % of Service children | 18% and 9% |
| | Class structure | 1 form entry + mixed year group classes |
| | Military base(s) served | Catterick Garrison |
| | Distance to military base | 4 miles and 7 miles |
| | Military member on GB? | Yes / No |
| | Any staff with serving spouses? | No |
| | Any other relevant information | - |
| Why the school agreed to take part | As we are a school located on the edge of Catterick Garrison, we still have a significant percentage of SC. We endeavour to ensure SC are looked after, and any specific needs will be met. By completing this study, we can explore what is working well and more importantly improve our practice. | |

Project overview

Promote pupil's mental wellbeing so we can deal with any issues that arise by providing early intervention. Look at our practice for the SC to see what was working well and see, since the covid pandemic happened, what we could alter and improve to ensure that we meet their needs.

Main Project objective

Spreading awareness of Service Pupils

Year 6 Girl "now MKC is on-line I feel that I am getting enough support and I am able to talk to other children that have Daddy's or Mums in the Army"



Intended outcomes of the project

To improve the way we support our service families and their children. As a Federation, we wanted to ensure that all service children were happy and that any mental health worries are acted on as quickly as possible. This is also linked to one of the Federation main aims on our improvement plan, 'To ensure that all pupils are healthy, happy and are making accelerated progress in order to be the best version of themselves'. By using the case study, we could improve practice and support the mental well-being of service children.

Description of what you did

Firstly, we looked at what we did in our normal practice, making an audit of what worked well and, since covid had happened, what would need to change. On the whole, this was a positive result, but a few key elements had to change because of the pandemic, and we wanted the best provision in place for our SC.

Online/ Remote Support

We moved all the in-person support online, using our Microsoft Teams accounts and creating a service pupil group so we could host weekly meetings and have a dedicated Teams page for both parents and children to support their needs. Secondly, we moved all the 'starting school' and 'leaving school' checklists online; these were originally given to the child in a welcome/ leaving pack to help support their transition. Along with the packs for the children, we have checklists that the pupil's teachers/ TA's complete ensuring that the transition to leave or start is as smooth as possible. These are now online as well. Also, we would have a few settling mornings or afternoons where the child would get to visit the school prior to their official start date. These are not able to happen at the moment due to covid, so we have put together an extra video on our website, along with the 'Welcome to our School' video. This is to support the settling in process and children can have a tour of the school before starting. The final element we have implemented is a video call from the class teacher to the new family.

Supporting Mental Health

We are using the Leuven assessment termly to assess children's wellbeing and involvement using a 1-5 points scale. Any children that score a 3 or lower are then monitored in terms of social and emotional needs support across the school. The federation has made the decision to focus on a reduced curriculum but still to prioritise PSHE as this is an important subject to support the mental health of our pupils. We have bought a scheme called Jigsaw that has been implemented across both schools, helping to build a resilient learner that is able to face adversity.

When children have been highlighted with concerns, our SENDCo, Tam Hayman, speaks to the family and teacher to establish the best way we can help. This may be to invite Nikki Young to complete the Anxiety workshops or provide the resources for staff to implement these as well. Our SENDCo and SP Lead are trained in mental first aid to help further support the children.

Year 5 Boy "Miss Webber is the person I go to if I am sad about Dad been away, she always makes me smile and has a biscuit waiting for me."

Details of any funding costs

The funding of this project has mainly been the Service Pupil Lead's time to help plan and implement the project as well as her regular work on leading on pupil transition. Also, the cost of the Jigsaw PSHE scheme that is now in place.

What has been the impact?

The impact has been the improvement of communication between school and service pupils' families, particularly during the difficulties of the pandemic. If any issues have risen, we have been made aware and solved quickly through our updated practice. When using the Leuven Scale, throughout the autumn term 2020, it was noted that the number of children scoring 3 or lower across the school had significantly reduced from 58 to 38 pupils. It has helped class teachers to understand the needs of our SC more clearly. By using Microsoft Teams to meet online for our service children clubs (Little Troopers and Military Kids Club), more children have been involved, and more importantly, we have had a chance to speak to parents about home life as a service family. This has helped us to consider any alterations to the way we do things remotely to support them. An example of this is that we have arranged later online meetings in order to have more children be able to attend. We have also organised our meetings in two separate groups: Little Troopers for children in EYFS and KS1 and Military Kids Club for children in KS2. This is to ensure that we get the right pitch for the different age groups and particularly allows the KS2 group to talk with confidence about issues, and what they can do as a group to help support each other.

Next steps

To eventually change our groups back to in-person and also looking at new ways to support our families. We are looking to change our Microsoft Team's page to include a 'Yammer' link so our children can communicate further with each other and the Service Pupil Leads in a safe and secure online platform.



Wavell Community Schools' Federation

| Title of project | | Trooper's Wavell Troopers |
|------------------------------------|--|---|
| School context | Number on roll | 399 |
| | % of Service children | 91% (363/399 children) |
| | Class structure | FS1 (72 place) • FS2 – 3 Classes KS1 – 5 Classes • KS2 - 8 Classes |
| | Military base(s) served | Catterick Garrison |
| | Distance to military base | School is situated within the Garrison |
| | Military member on GB? | Yes - 2 |
| | Any staff with serving spouses? | Yes - 7 |
| | Any other relevant information | |
| Why the school agreed to take part | We agreed as we have a high percentage of service children on roll. We would like the opportunity to share our practise and learn from the good practise of others. | |
| | We would like to champion and celebrate what we do to support service children within our school. | |

Project overview

To further develop the support we give to our service children, linking to our established Little Troopers approach. Our school tortoise, Trooper, links our values of compassion, kindness, resilience and courage, playing an integral role in the project by offering support to our service children when they need it.

Main Project objective

Spreading awareness of Service Pupils

Supporting integration between Service Pupils and Civilian Pupils

“Trooper is so cool – I love being with her and she makes me feel calm.” (Year 5 boy)



Intended outcomes of the project

- To celebrate our unique position and community.
- To provide emotional support for service children.
- To provide a home-school link for service families.
- To give the children a unique, fun and interesting experience.
- Giving service children the opportunity to share concerns, worries and triumphs - realising that they are part of a wider community.
- Make use of our online platform, Purple Mash.
- Allowing the children opportunities to develop a sense of responsibility through caring for our school tortoise.
- Using our school pet to help children to manage their emotions in a way that calms and focuses, distracts and helps to self-regulate.

Description of what you did

As a school situated within Catterick Garrison, we have an extremely large cohort of service children, rarely dipping below 90% of our school population. We aim to support all of our service children to feel that they are part of our community from the moment they walk through the door. Our project set out to ensure that children have a sense of belonging and, through the project, we strive to have a unique hook that makes us 'Wavell'.



We evaluated the current provision for our service children and celebrated the success of our Wavell Troopers' group. It ran during lunch times, giving all children a chance to spend time with their peers (service and non-service alike). Activities were organised to provide social and emotional support to those children experiencing deployment. We recognised that due to staff turnover, our project needed to give children and staff a deeper understanding of the role of the military within our community.

This project offered us the opportunity to enrich and broaden what we offer the service children in our school in a unique way. After careful consideration and discussion with staff and children, we decided that the perfect mascot and school pet would be a tortoise. This was because a tortoise carries their home with them wherever they go, they are resilient and are a very calming influence. Trooper was named to reflect the soldiers within our community, to be part of our family and to be one of our Wavell Troopers!

We offer the children the chance to notify staff of upcoming deployments through class deployment boards. This in turn allows these children the opportunity to have either individual or small group time with our designated ATA and Trooper. Children benefit from talking to Trooper and respond to her calming influence in a time of uncertainty and turbulence whilst parents are away.

We needed to reconsider how our project would reach our families during the pandemic and so Trooper's Blog was born! Trooper's Blog provides a link between home and school. Children can log on to our online platform, Purple Mash, read what she has been up to, share news and activities, and communicate with one another. The Blog also provides a sense of belonging and keeps our community close, even when we can't be together. Now we are back at school, Trooper's Blog allows children whose parents are away a safe space to share their feelings, concerns, worries and celebrations.

“3 Robins love hearing what Trooper has been up to on her blog. She has some good ideas for things we can make or do at home.” (Year 3 Class Teacher)

Details of any funding costs

Release time for our designated ATA – to keep the Blog up to date and relevant, to work with children, call families and lead lunch time clubs - £800

Art and Craft resources - £50

Trooper! - £150

What has been the impact?

The impact of this project is that, even though our children may attend many different schools, Wavell provides them with an exciting and unique enrichment opportunity. As a team, we have seen the impact that Trooper has had. She is calming, the children love being with her and look forward to having the opportunity to speak to and about her.

We believe that all of our service children are made to feel that although many others may be going through a similar experience, their feelings are valid, they are special and support is there for them.

Classes have had visits from Trooper and the class deployment boards are being used to identify children who are experiencing parents being away. Children are enjoying the opportunity to talk to our ATA and Trooper both individually and in small groups.

Even during lockdown, the children and families felt a strong sense of community. Purple Mash has been used for Trooper's Blog. Children enjoyed 'talking' to Trooper and are excited to see her in school.

Through our blog and using Trooper, we encourage all of our service children to celebrate their diversity and triumphs in getting through deployments.

Next steps

- Broadening the project to make it more impactful across the Federation.
- Using more opportunities to promote our unique project on our school website and social media.
- Develop more of a 'shared ownership' of the project, with more staff contributing to, learning and understanding more about the impact of mobility.

Festival of Friends Virtual Awards Ceremony

30th of June 2021

Congratulations to all who took part and to our winners.

The recording of the ceremony can be found here: <https://youtu.be/-hG1SI9se6A>

"I joined Joseph Rowntree School for the event in their school hall and what a fantastic event it was! It was amazing to witness all the families/children fully engaged throughout the event: tapping their feet to the MKC songs, cheering others on, clapping, having a ball trying to juggle and being fully immersed during Tanni's speech (you could have heard a pin drop!)"

A huge well done to all involved. It's been a long road but such a worthwhile journey with a great team that I've thoroughly enjoyed working with. Thank you all. Truly inspirational." (Beccy Dixon, Service Families Liaison Officer York)



"Wonderful to be here. Lovely to be a part of such a worthwhile event." (Steve Royle, Britain's Got Talent finalist 2019)

"Very well done to all the team who put today's event on – it was truly inspirational. I enjoyed Tanni's contribution and Steve Royle was a hoot, but the children really made it!" (Carl Les, former Chairman of North Yorkshire County Council)

"What a fantastic event - well done for all your hard work, it was great to see the pupils celebrating." (Rebekah Taylor – Principal Adviser CYPS NYCC)

"It was great to be able to 'zoom' into this celebration and to be involved with my children at school, thank you" (Parent & Serving soldier – Kenya)



"I thought the event was fantastic. To bring children together who have some shared experience of families in the military was really moving and also very positive in that they have their own community. For me being able to listen to that was very powerful but also I hope the event and the work they were doing helped them realise that they are not on their own." (Tanni, The Baroness Grey-Thompson DBE, DL, The House of Lords)



Contact us

W: www.northyorks.gov.uk E: customer.services@northyorks.gov.uk

T: **01609 780 780** (Monday to Friday 8.00am - 5.30pm closed weekends and bank holidays)

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

You can request this information in another language or format at
www.northyorks.gov.uk/accessibility