



**Service Pupils at Chetwynd  
Primary Academy**

## Supporting our Service Pupils at Chetwynd Primary Academy

### **Core Principles**

- Supporting the schools 'STARFISH' values and vision statement.
- Recognition of the specific needs of a significant community in school.
- Addressing the impact of prolonged periods of parental separation and increased mobility prior to reaching secondary age.
- Recognising the importance of pupil well-being and the promotion of positive emotional health.

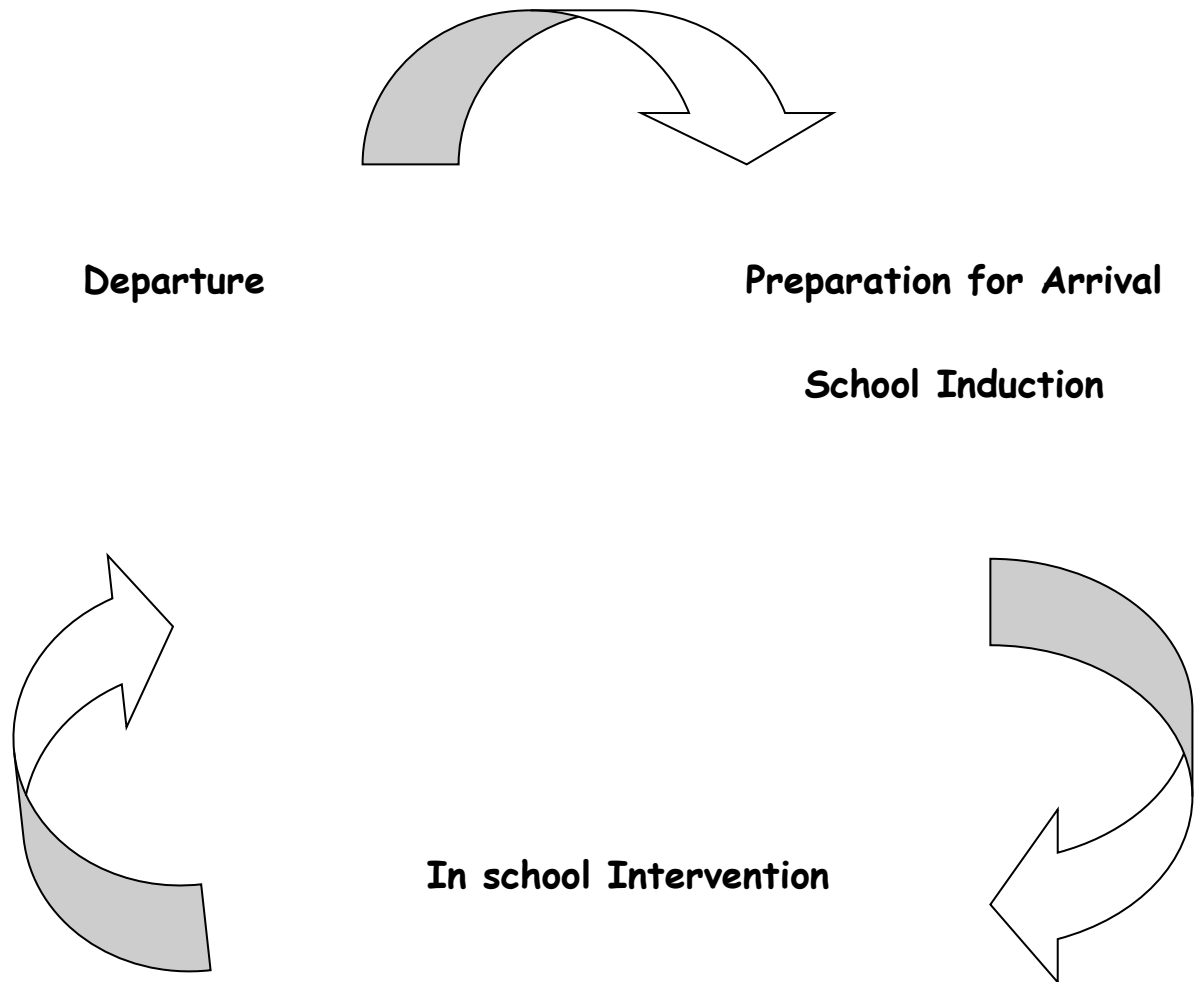
### **Aims**

- Provide support and reassurance.
- Develop a sense of community and profile within the school.
- Strengthen relationships.
- Help to manage feelings.
- Increase pupil confidence.
- Develop and strengthen adaptability.
- Increase independence.

### **Impact and Outcomes**

- Pupils are able to regulate, manage, take ownership and have a deepening understanding of their emotions.
- Sustained academic performance.
- Increased resilience.
- Increased confidence in approaching future fears and apprehension.
- Strengthening and embedding our Values.
- Increased empathy with other pupils as they begin to understand the challenges of service pupils.

Chetwynd's Cycle of intervention for Service Pupils.



## Chetwynd Primary Academy Programme for Service Pupil Intervention

### Preparation for Arrival

- Ensure the smooth, efficient transfer and transit of essential information about pupils, including prior learning, number of schools attended, SEND, welfare etc.
- Relevant staff members to meet with the family and pupils: familiarise with school environment, outline the school support programme for service pupils.
- Sharing of documentation from previous school and/or phone call.
- Direct new service families to service pupil links on the school website.
- General information about the pupil and family to be passed on to class teacher and Miss Morton.
- New starter to meet Mrs Golding.

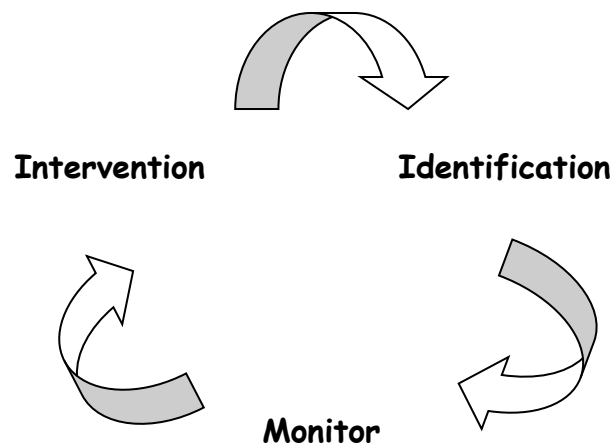
### Induction

- Introduce pupil to Mrs Golding and to the, in class, service pupil groups.
- Current service pupils in school to have a session introducing the new pupil to school including:
  - Opportunity to understand how the service pupil group functions
  - Chance to share information as an 'all about me' style session
  - Tour of the school with classmates who are service children.
- Allocation of a service 'buddy' for the initial period while the pupil becomes familiar with school etc.
- Class teacher/LSA/Teachings assistants to liaise with Mrs Golding and Miss Morton to assess need during induction 'monitoring' period.
- Evaluation made on level of intervention needed for pupil based in induction 'monitoring'

### Induction Monitoring.

- Class Teacher will prepare all the usual day-to-day preparation for the new pupil.
- On-going dialogue with the pupil on feelings etc.
- Informal, on-going dialogue with parents about pupil, as and when appropriate.

In school Intervention



For potential issues associated with parent deployment and where support and reassurance is needed for pupils

**Identification**

- Class Teacher to liaise with Mrs Golding/Mrs Ingram or Miss Morton on any noticeable changes in pupil behaviour, work, well-being etc.
- Mrs Golding to know deployment schedule through liaison with Welfare Organisation at barracks.
- Early contact with parents if needed.
- Miss Morton to analyse the academic attainment of the service children.

**Monitor**

- Class Teacher to liaise with Mrs Golding/Mrs Ingram or Miss Morton on any noticeable impact on pupil behaviour, work, well-being etc.
- Children given the opportunity to raise awareness of worry monsters to help identify need either from an adult or 'buddy' by Mrs Golding.
- Miss Morton to monitor the data and academic achievement of all service children.

**Intervention**

- 1:1 meeting with Mrs Golding to discuss feelings/ emotions.
- Meeting with service group for support activity sessions - this may be a number of sessions.
- Where appropriate, a call home to parents.
- Use of an in class service buddy (peer support).
- Academic interventions as needed. (1:1, small group work etc)

Departure

- Information and specifics about a pupil's departure to be passed on to class teacher, Mrs Golding and Miss Morton.
- Class Teacher to liaise with Mrs Golding or Miss Morton to identify any specifics relating well-being that would be shared with the next school.
- Ensure the smooth, efficient transfer and transit of essential information about pupils, including current learning (including curriculum), number of school attended, SEND, welfare etc to the etc school. Mrs Golding or Miss Morton to phone the school to confirm whether any additional information needs to be shared.
- Departure intervention session where the pupil has opportunity to:
  - Look at new school with the service pupils group.
    - Discuss feelings/apprehensions.
      - Prepare a 'goodbye' card.
      - Update their 'all about me'.
    - Receive goodbye card/messages from the service pupil group.
  - Leave an email address for initial contact an arrival at new school.