

The MOD Education Support Fund (ESF) 2023

Guidance on mobility and separation

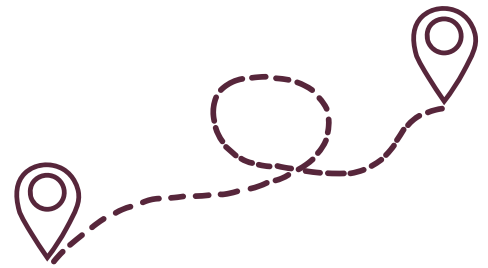
To successfully apply for funding, schools must provide evidence of the negative impact of mobility on Service children and/or have Service children whose parents are away from the family for any continuous period of one month or more due to Service life.

Your application should contain clear evidence of what that negative impact is, both on the children and on the school.

What is mobility ?



Mobility may be defined as the whole Service family moving from one location to another resulting in a change of school for the Service child.



Service personnel often need to move for career and strategic reasons. They may move as individual families, typically every 2 to 3 years or as whole Unit moves.

- ✓ Service children may have changed schools several times.
- ✓ They can bring experiences of living in different locations and add a richness and interest to a school's community.
- ✓ There may be gaps in learning, differences in curriculum covered or they may have SEND/ASN/ALN.
- ✓ Early assessment of the child is key. Individual children may take time to settle in and classes that have high levels of mobility may find it disruptive.
- ✓ Parents may need encouragement to become engaged with the school and be less inclined to participate in the extra activities as they are unfamiliar.
- ✓ Schools may have added administrative burden or funding gaps because of fluctuating numbers.

Knowing that your school understands and caters for Service children's needs can be a great comfort to parents.



What is separation



The Service person being away from home for a continuous period of one month or more, either on an operational tour, a training exercise or course, or an assignment that means they cannot live in the family home during the working week.



Separation can be anything from one month to up to 12 months, can place a strain on family life and have an impact on the education and wellbeing of children.

- ✔ Parents should feel able to inform schools of any upcoming extended periods of separation so that the school can effectively assist the child with the challenges.
- ✔ Each child will have a unique way of dealing with or responding to the separation. Schools can help children and parents through these periods in several different ways. Awareness, planning and communication are key.
- ✔ The Service person may have increased periods away prior to an operational tour for training, they may come home for a short period of Rest and Recuperation (R&R) mid-way through and finally after the homecoming they will usually have a period of post operational leave. Each period can be disruptive to the family routine and can unsettle the child.
- ✔ Your school may wish to help children keep in touch with the parent or have a named member of staff whom the child can talk to.
- ✔ Service personnel may also be assigned away from their family home for extended periods of time, returning at weekends when they are able to. This 'weekending' lifestyle can also disrupt family dynamics and be the cause of additional stressors.

