



Ministry  
of Defence

**JSP 342**  
**Education of Service Children and Young People**

**Part 2: Guidance**

**Volume 2: Education of Service Children Overseas  
in Service Children's Education (SCE) Schools**

# Foreword

This Part 2 JSP provides guidance in accordance with the policy set out in Part 1 of this JSP; the guidance is sponsored by the Director Children and Young People as the Defence Authority for the Education of Service Children. It provides policy-compliant business practices.

# Preface

## How to use this JSP

1. JSP 342 is intended as a guide to policy and regulation relating to the education of Service children wherever they might be in the world. It is designed to be used by staff responsible for the provision of education of Service children, those Service staff (and other eligible staff) who have children and for Commands. This JSP contains the policy and direction on the education of Service children and guidance on the processes involved and best practice to apply. This JSP will be reviewed at least annually.
2. The JSP is structured in two parts:
  - a. Part 1- Directive, which provides the direction that must be followed in accordance with statute or policy mandated by Defence or on Defence by Central Government.
  - b. Part 2 - Guidance, which provides the guidance and best practice that will assist the user to comply with the Directive(s) detailed in Part 1. Due to the diverse range of education provision available, JSP 342 Part 2 has divided into the following Volumes:
    - (1) Volume 1: Education of Service Children in the UK – this volume.
    - (2) Volume 2: Education of Service Children Overseas in Service Children’s Education (SCE) Schools
    - (3) Volume 3: Education of Service Children Overseas in Non SCE Schools
    - (4) Volume 4: Education of Service Children in Early Years Foundation Stage (EYFS) in the UK and Overseas

## Coherence with other Defence Authority Policy and Guidance

3. Where applicable, this document contains links to other relevant JSPs, some of which may be published by different Defence Authorities. Where particular dependencies exist, these other Defence Authorities have been consulted in the formulation of the policy and guidance detailed in this publication.

| Related JSPs  | Title  |
|---------------|--|
| JSP 464       | Tri Service Accommodation Regulations (TSARs)              |
| JSP 752       | Tri Service Regulations for Allowances                     |
| JSP 770       | Tri Service Operational and Non Operational Welfare Policy |
| JSP 800 Vol 5 | Defence Movements and Transport Regulations                |
| JSP 834       | Safeguarding Children                                      |

## Further Advice and Feedback - Contacts

4. The owner of this JSP is the Director Children and Young people (DCYP). For further information on any aspect of this guide, or questions not answered within the subsequent sections, or to provide feedback on the content, contact:

| <b>Job Title/E-mail</b> | <b>Project focus</b>        | <b>Phone</b>                |
|-------------------------|-----------------------------|-----------------------------|
| DCYP-AD CYP             | General Policy and Guidance | 01980 61 8711<br>94344 8711 |

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# 1 Service Children's Education (SCE) Schools

## General

1. SCE provides primary schools in parts of Germany, Cyprus, the Falkland Islands, Brunei and Italy. There is also a middle school in Germany and secondary schools in Cyprus and Germany. In Gibraltar SCE provide a foundation stage setting and there are also SCE schools in Belgium and the Netherlands as part of the International Schools setting.
2. SCE schools follow the English education system as closely as possible. Children take the same Key Stage tests as in England and the schools are inspected by the Office for Standards in Education (Ofsted). Inspection reports can be found on the Ofsted website. SCE does its best to provide for Special Educational Needs or Disability (SEND) however it is not always possible to provide for children with severe or specialist needs.
3. SCE aims to mirror the State education system in England for those aged 3 to 19 and to ensure that children benefit from their stay overseas.
4. SCE Headquarters is located in Upavon; the Director of Education leads the service. Assistant Directors and a small team of senior managers, some of whom are based in Germany, provide day-to-day direction to the core functions of planning, policy and assuring structure and resources.
5. A forward SCE office is based in Cyprus with day to day responsibility for service provision in Cyprus and "Rest of the World"<sup>1</sup> schools.

## Schools and Settings

6. SCE Schools and Foundation Stage settings are located in, Germany, Italy, Cyprus, Gibraltar, Falkland Islands and Brunei, Belgium and the Netherlands.
7. SCE schools follow the English National Curriculum, administer national curriculum tests and public examinations and are inspected by Her Majesty's Inspectorate (HMI). Teachers in SCE schools are UK qualified professionals especially recruited for service in SCE schools. SCE provides a very comprehensive programme of training and development for its staff.
8. Except for very small isolated detachments, primary schools are established in all overseas commands. Secondary school provision is available for all pupils in North West Europe and Cyprus. All secondary schools are run on comprehensive lines.
9. Transfer from primary to secondary school usually takes place at the end of Year 6 (age 11), except in Sennelager, Germany, where children transfer at the end of Year 3 or 4 from a First school to a Middle school and into a Secondary school at the end of Year 8.
10. Children will be given a place at the designated school for the area in which the family is to be quartered. Parents may express a preference for their child to attend an alternative

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<sup>1</sup> Rest of the World means those SCE schools not in Germany or Queen Victoria School, Scotland.

SCE school. The SCE scheme for parental preference is described in Pt 1 Ch 6 Para 35 of this JSP.

## Contacting SCE Schools

11. SCE schools can be contacted as follows:

| Location       | Contact Details  |
|----------------|--|
| SCE Germany    | Business Manager: Civ: +49 (0)5219 254 ext 3604 Mil: 94808 16304 |
| SCE Cyprus     | SAEO PA: Civ +357 (0)2596 3978<br>Mil: 94120 3978                |
| HQ SCE, Upavon | Business Support: Civ: +44 (0)1980 61 5166 Mil: 94344 5166       |

## Additional Educational Needs

12. Children with a wide range of special and or additional educational needs are supported in SCE schools. However, SCE does not have any special schools, special units or pupil referral units, and is unable to make provision overseas for the complete range of special needs.

13. Further details regarding special and additional needs provision overseas are given in JSP 820 Tri Service Disability and Additional Needs policy.

14. JSP 770 Tri Service Operational and Non Operational Welfare provides guidance on the supportability checking process which should be followed by all Service personnel but particularly those who have a child with a Special Educational Need (SEN) prior to an overseas posting.

## Foundation Stage Settings

15. Publically funded Foundation Stage education begins when children reach the age of three and lasts until the end of the school year in which their fifth birthday falls. All SCE first and primary schools make provision for children in the first year of the Foundation Stage ("Foundation Stage 2" or "FS2"). The majority of first and primary schools also have provision for children in their first year of the Foundation Stage ("Foundation Stage 1" or "FS1"), either on the school site or separately located.

## Music Centres

16. SCE Music Centres are established in Germany and in Cyprus. Arrangements for children to receive musical tuition from peripatetic staff and to participate in Saturday morning ensemble sessions are made through the school attended by the child.



## **Pupil and Family Services Centres**

17. Educational psychologists, social workers and specialist Inclusion Support staff work from SCE Pupil and Family Services Centres in Germany and one in Cyprus. SCE works very closely with relevant partner organisations such as the British Forces (Germany) Health Service and the Army Welfare Service. Although referrals to specialist support staff are usually from schools, parents with concerns about their child's progress or behaviour may contact these staff directly.

## **Support to the Children of Entitled Personnel in BATUS**

18. A significant number of children of British Service personnel attend Ralston School, Suffield (BATUS). This is an Alberta government school and follows the curriculum for pupils in Alberta, Canada, rather than the English National Curriculum. A SCE teacher is seconded to Ralston School to provide Foundation Stage 2 teaching, as the entitlement to full time education in the UK education system commences at a younger age than in the Albertan education system.

## 2 SCE Admissions

### The Prospectus

1. All SCE schools are required to provide a prospectus for parents and prospective parents. In line with the legal requirement for schools in England, the compulsory content of the prospectus is as follows:
  - a. Arrangements for the admission of pupils with SEND.
  - b. Details of steps to prevent disabled pupils being treated less favourably than other pupils.
  - c. Details of existing facilities to assist access to the school by pupils with disabilities.
  - d. The school's accessibility plan, giving details of the school's planned programme for increasing access to the school by pupils with disabilities.
  - e. Information about the implementation of the school's policy on pupils with special educational needs and any changes to the policy during the last year.
2. The prospectus must be published annually, at least six weeks before the end of the summer term proceeding the applicable school year.
3. Schools which have had an Ofsted inspection must provide the parents of all registered pupils with a copy of the report. Parents should be informed of the arrangements for obtaining a copy of the full report.

# 3 Pupils in SCE Schools

## Attendance and Leave of Absence

1. It is the duty of the parent/carer of a child of compulsory school age to ensure that their child receives efficient and suitable full time education. Failure to ensure this happens will be referred to the Commanding Officer where the parent is a member of the Services or to the parent's Head of Establishment in the case of other entitled persons<sup>2</sup>.

2. Efficient full time education will normally be provided through attendance at school. Parents may elect to home educate at any stage of compulsory school age and are not required to register or seek approval from the Local Authority (in the UK) or SCE if serving abroad. Home education is a significant commitment, which is rarely undertaken by Service families. Parents who undertake to home educate must, however, accept full financial responsibility and ensure suitable full time education is provided.

3. In SCE the Assistant Director (Pupil & Family Services) (Civ +49(0)5254 982 4926, Mil: 94879 4926) is the officer responsible for elective home education policy and procedures. Parents who are home educating are encouraged to inform SCE that they are doing so; they will be given an opportunity to discuss the provision they are making for their child's education either individually or in small groups facilitated by SCE.

4. By law, schools are required to record in the attendance register once at the beginning of the morning session and once during the afternoon, whether the pupil is present, absent, engaged in an approved, supervised educational activity off-site, or unable to attend due to exceptional circumstances as defined in regulation 6(5)<sup>3</sup>. If a compulsory school-age pupil is absent the register must show whether the absence is authorised or unauthorised. It must also record the nature of any approved, supervised educational activities.

5. SCE policy on term time absence is located here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/339101/Term\\_time\\_Pupil\\_Leave\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339101/Term_time_Pupil_Leave_3_.pdf)

## Length of School Day and School Year

6. SCE schools must open for pupils for 190 days in each school year, except in the few cases where an SCE school is dependent upon the facilities of a host school which opens for fewer days in the year and where alternative measures are impractical. Each day is to be divided into two sessions separated by a lunch hour or break<sup>4</sup>. The school calendar is determined by HQ SCE after appropriate consultation.

7. Enough teaching time must be provided to deliver a broad and balanced curriculum that includes the National Curriculum and religious education. In accordance with English guidelines, SCE schools are expected to provide at least the following minimum weekly lesson times:

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<sup>2</sup> SOBA(G)3208 refers

<sup>3</sup> The current regulations, The Education (Pupil Registration) (England) Regulations 2006, came into force on 1 September 2006

<sup>4</sup> This will be qualified by local circumstances in some territories i.e. Cyprus

- a. 21 hours for pupils in Key Stage 1.
- b. 23½ hours for pupils in Key Stage 2.
- c. 24 hours for pupils in Key Stages 3 and 4.

8. These times do not include collective worship, registration, and breaks. Enough time must be allowed for all of these activities in addition to the minimum weekly lesson time.

9. Details of the starting and finishing times of school sessions must be included in the school prospectus.

10. Changes in the times of school sessions should be introduced only after adequate consultation with parents, school staff, Garrison, or Station transport staff, and the School Governance Committee (SGC). At least three months notice of any changes should usually be given. Changes should not take place at times other than at the beginning of the school year.

## **Discipline**

11. The provisions of Part 7 of the Education and Inspections Act 2006 relating to discipline, behaviour and exclusion apply to SCE schools.

## **School Rules**

12. The headteacher is responsible for making school rules. The content and scope of school rules is not prescribed but may include matters such as dress, wearing of jewellery, and standards of behaviour. School rules must be reasonable, and should be determined after appropriate consultation with parents and pupils, and with the School Governance Committee (SGC). Rules must be made known to all pupils, parents and staff, and be included in the school prospectus. Subject to the foregoing, school rules may be enforced against the disapproval of parents.

## **Detention**

13. Detention after school is a lawful sanction, even in the absence of parental consent, provided that:

- a. Parents have been informed that detention is one of the disciplinary sanctions used by the school.
- b. The detention is imposed by the headteacher or another teacher authorised by the headteacher to do so.
- c. At least 24 hours' notice of the detention has been given to the parents in writing.
- d. The detention is reasonable in all the circumstances.

14. The teacher giving the detention should have regard to any special circumstances in individual cases including: any deployment of the head of household; the age of the child; any special needs which the child may have; any extra risks to the child; any religious requirements; and whether the parent can make suitable arrangements to get the child

home from school after detention. Entitlement to school transport does not of itself exempt a pupil from detention.

15. It is expected that circumstances would rarely warrant the detention out of school hours of children of primary school age.

16. A written record of detentions must be kept.

## **Confiscation**

17. Teachers have authority to confiscate pupils' property where this is reasonable, for example, if a pupil is in possession of a dangerous item or an item forbidden by school rules. Articles of little value must be returned no later than the end of the week in which they are confiscated. Articles of value must be returned by the end of the school day on which they are confiscated. Articles which the pupil should not possess, e.g. cigarettes, should normally be returned direct to the pupil's parent. School staff must take reasonable care of confiscated property.

## **Power to Restrain Pupils**

18. In rare instances, it may be necessary for a member of staff to restrain a pupil. SCE has published policy and guidance on the use of restrictive physical intervention in its schools ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/339092/Restrictive-Physical-Intervention\\_Final-U.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339092/Restrictive-Physical-Intervention_Final-U.pdf)). This underpins that reasonable force will only be used as a last resort to stabilise a situation, and only by teachers and other staff who are authorised by the headteacher to do so.

19. A teacher or member of school staff authorised to do so by the headteacher may use such force as is reasonable, in the circumstances, to prevent a pupil from doing any of the following:

- a. Committing a criminal offence.
- b. Injuring themselves or others.
- c. Causing damage to property (including the pupil's own property)
- d. Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

In these circumstances, the intervention does not amount to corporal punishment.

20. A record must be kept by the school of all instances where restrictive physical intervention is used.

## **Exclusion**

21. SCE Exclusion Policy 2013 is based on the DfE 2012 statutory guidance, 'Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion'. Full details of the process are at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/339112/20140220-Exclusion\\_Guidance\\_2013-U.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339112/20140220-Exclusion_Guidance_2013-U.pdf)

# 4 Health and Wellbeing

## Managing Medicines in Schools

1. Current policy is at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/339077/Managing\\_Medicines\\_1\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339077/Managing_Medicines_1_.pdf)

## Intimate Care Policy

2. SCE policy on intimate care can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/339027/Intimate\\_Care\\_Policy\\_final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339027/Intimate_Care_Policy_final.pdf)

## Safeguarding Children<sup>5</sup>

3. All SCE staff have a duty to safeguard and protect children or young people in their care and should follow the Government's statutory and non-statutory guidance as set out in:

- a. JSP 834 Safeguarding Children
- b. "Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2013).
- c. "What to do if you're worried a child is being abused" (2006).
- d. Local Command instructions e.g. Standing Orders British Forces Germany 3351.
- e. DfE "Keeping Children Safe in Education 2014<sup>6</sup>".

## Single Equality Scheme

4. Under statutory duties<sup>7</sup> all schools have responsibilities to promote race, disability and gender equality.

## Race Equality

5. SCE is committed to creating education opportunities and systems that are fair and equitable to all. Recognising the diversity of society, SCE will tackle racism, promote equality of opportunity and develop good relations with people from all racial backgrounds. Contributing to the achievement of this goal, SCE has published a racial equality policy.

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<sup>5</sup> JSP 834 Safeguarding Children is the key MoD policy document governing the safeguarding of children

<sup>6</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

<sup>7</sup> The Equality Act 2010 is a legislative framework to protect the rights of individuals and advance equality of opportunity for all; to update, simplify and strengthen the previous legislation; and to deliver a simple, modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The SCE policy sets out the procedures to be used for the reporting and monitoring of racist incidents <https://www.gov.uk/government/publications/sce-school-policies>

6. Schools and Music Centres are required to send an annual summary of racist incidents<sup>8</sup> to HQ SCE in accordance with the SCE racial equality policy.

7. In addition to the SCE policy, all schools and Music Centres are required to have their own racial equality policy.

## **Disability Equality**

8. The Disability Discrimination Act requires schools to not treat disabled pupils 'less favourably', to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage and to draw up plans to show how they will increase access to education for disabled pupils in the school's accessibility plans.

9. The general duty to promote disability equality is owed to all disabled people and all schools must have due regard to:

- a. Promote equality of opportunity between disabled people and other people.
- b. Eliminate unlawful discrimination.
- c. Eliminate disability related harassment.
- d. Promote positive attitudes towards disabled people.
- e. Encourage participation by disabled people in public life.
- f. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

## **Accessibility**

10. There is specific disability legislation in relation to disabled pupils and accessibility which means all schools must plan strategically over time to:

- a. Increase access to the curriculum.
- b. Make improvements to the physical environment of the school to increase access.
- c. Make written information accessible to pupils in a range of different ways.

11. SCE schools will ensure that disabled pupils do not receive less favourable treatment and to do this each school has a duty to make reasonable adjustments.

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<sup>8</sup> SCE Form 4.1 – Annual Summary of Racial Incident and Guidance



## Gender Equality

12. The general duty to promote gender equality means that schools must have due regard to:

- a. Eliminate unlawful discrimination and harassment.
- b. Promote equality of opportunity between men and women, girls and boys.

## Transgender

13. Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. Each school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

## Age, Sexual Orientation, Religion and Belief

14. Schools must ensure that they do not discriminate on grounds of age, sexual orientation, religion or belief. Schools will seek to eliminate discrimination and harassment for these equality areas.

## Pupil Complaints Procedure

15. The SCE complaints procedure (see also Ch 7 below) contains a mechanism for pupils to raise complaints about school matters. At the first stage, the matter will be dealt with by the class or pastoral teacher. If unresolved at that stage, the matter may be referred to the headteacher. If the matter remains unresolved it may be referred to a sub-committee of the School Governance Committee (SGC). Within this framework, each school should have its own procedure for dealing with complaints from pupils. This should be described and set out in a way which is accessible to pupils.

## Insurance

16. As a rule the MOD does not generally purchase insurance, preferring to bear the risk of receiving claims<sup>9</sup>.

17. Outside the UK, the relevant MOD Area Claims Office is responsible for handling all claims at common law against the MOD or its employees in respect of damage to or loss of property and for personal injury or death caused or alleged to be caused by the MOD or its employees. This includes claims arising out of acts or omissions of SCE employees while acting within the scope of their authorised duties. This refers to all official activities which SCE employees are required to carry out or agree to carry out as part of their authorised duties.

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<sup>9</sup> 13 DIN 2010DIN08-004: FI 04/10: Activities that are not covered by the MOD's self-insurance arrangements –Non-core MOD business activities:

18. The relevant Area Claims Offices for locations where there are SCE schools are as follows:

| <b>Claims Office</b>   | <b>Countries covered</b>                   |
|--|--|
| Area Claims Office<br>North West Europe<br>BFG<br>BFPO 140                                   | Germany<br>Netherlands<br>Belgium          |
| Area Claims Office<br>HQ Comd Sec<br>British Forces Cyprus<br>BFPO 53                        | Cyprus                                     |
| Naval Attaché<br>British Embassy<br>Rome   | Italy                                      |
| British Defence Liaison Staff<br>British High Commission<br>Ottawa                           | Canada                                     |
| Directorate of Safety & Claims<br>7th Floor Zone A<br>St Georges Court<br>London<br>WC1A 2SH | Belize<br>Brunei<br>Falklands<br>Gibraltar |

19. There is no entitlement to compensation from public funds where the MOD or its servants are not to blame, or in relation to:

- a. Unofficial or non-public activities on SCE school premises.
- b. Certain school activities which do not form part of the normal school curriculum and which present unusual risks e.g. sailing, rock climbing.
- c. Work experience in the UK other than in MOD establishments.

20. Parents of children attending SCE schools, FS1 settings and Music Centres are strongly advised to take out personal accident insurance for their children. Parents may also wish to consider insurance against loss or damage to their child's personal property.

21. In the case of school activities that do not form part of the normal school curriculum and which present unusual risks, pupils will be allowed to take part only where they are covered by an indemnity supported by an insurance policy. The insurance should be inclusive of personal accident and public liability cover.

22. There may be occasions when the MOD needs to be protected against the risk of claims arising from unofficial activities on school premises such as car boot sales, dances, or other social events. It would be prudent for the school to consider covering such risks and those arising from other unofficial activities outside school premises with a public liability policy giving indemnity also to the MOD. The insurance may not, however, be paid for from public funds.

# 5 Record Keeping, the Curriculum and Assessment

## Pupils' Educational Records

1. SCE schools, in keeping with schools in the UK, keep a record<sup>10</sup> for each pupil registered at the school.
2. The curricular record is a formal record of a pupil's academic achievements, their other skills and abilities, and progress in school. Any Personal Educational Plan (PEP) for a pupil is part of their educational record. In addition, the record includes any statement of Special Educational Needs (SEN) held in respect of the pupil. A pupil's educational record is comprised of any record of information – other than information which is processed by a teacher solely for the teacher's own use.
3. In SCE schools the headteacher is responsible for the day-to-day organisation, management, and control and processing of pupil records in accordance with rules and guidance and the Data Protection and Freedom of Information Acts. Pupil records must be updated at least once every school year and be made available to parents/carers on request.
4. Processing, in relation to information or data, means obtaining, recording or holding the information, or data or carrying out any operation or set of operations on the information or data, including:
  - a. Organisation, adaptation or alteration of the information or data.
  - b. Retrieval, consultation or use of the information or data.
  - c. Disclosure of the information or data by transmission, dissemination or otherwise making available.
  - d. Alignment, combination, blocking, erasure or destruction of the information or data.

## The Curriculum

5. The curriculum in SCE schools complies with regulations and Education Acts relating to the curriculum in England. For more information on the National Curriculum in England see Pt 2 Vol 1 Ch 2 of this JSP.

## Examination Boards

6. It is no longer considered essential to coordinate syllabuses between secondary schools; the degree of movement of pupils between schools during the process of GCSE courses (i.e. Years 10 and 11) is very small, and much less than the movement to and from schools in the UK, where a wide range of syllabuses are in use. Where pupils do transfer to SCE schools after beginning GCSE courses in other schools, every effort is made to support pupils on an individual basis.

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<sup>10</sup> The Education (Pupil Information) (England) Regulations 2005

## Assessment

7. There are statutory assessment arrangements in the first year of primary school and towards the end of key stages 1, 2 and 3. These arrangements involve teacher assessment to a large degree but also, in some cases, externally set and marked or moderated tests.

8. In common with maintained schools in England, all children starting SCE FS Settings or primary schools are subject to 'baseline assessment'. The purpose of this is to give teachers an indication of what children know, understand and can do at the point when they start school with a view to providing suitable support and challenge from the outset and measure subsequent progress made.

9. The Early Years Foundation Stage Profile (EYFS) is a national summative assessment completed by the end of FS2. This is informed by observations and assessments carried out by the school/setting to summarise their achievements of the Early Learning Goals. Teachers record achievement based on their observations of the child's activities throughout the Reception Year against 13 assessment scales, based on the early learning goals and divided between the six areas of learning and development.

10. The DfE, in England, is the statutory body currently responsible for keeping assessment arrangements under review.

11. The Office of Qualifications and Examinations Regulation (Ofqual) is the regulatory authority for the qualifications taken at the end of Key Stage 4, which marks the end of compulsory education. Awarding bodies, subject to statutory regulation, offer a range of national qualifications.

12. The majority of pupils take General Certificate of Secondary Education examinations (GCSEs) in a range of single general/academic or vocational/applied subjects. Depending on the subject, assessment schemes vary but always include externally set and marked assessment; there may also be internally marked and externally moderated assessment. Assessment may also include oral and practical assessment as well as written examinations.

## Reports to Parents

13. Headteachers are responsible for ensuring that they send a written report to parents on their child's achievements at least once during the school year. The Education (Pupil Information) (England) Regulations and Amendments prescribe the minimum content of pupils' reports. Schools may issue more than one report, provided that the minimum information is sent to parents by the end of the summer term.

## School Leavers' Reports

14. Where a pupil leaves a SCE school at the end of compulsory schooling, headteachers will provide the pupil with a school leaver's report in place of the annual pupil report. The school leaver's report will be available no later than 30 September following the pupil's last year at the school. The school leaver's report will contain brief particulars of the pupil's progress and achievements in subjects and activities forming part of the school curriculum.

## **Transfer of Pupil Records**

15. When a pupil leaves an SCE school, the Common Transfer File should be sent electronically to the receiving UK school or Local Authority. In addition, the school should send a hard copy of the pupil's educational record to the receiving school. The educational record shall have the meaning set out in The Education (Pupil Information) (England) Regulations 2005 or any successor thereto.

16. This includes the curricular record, any statement of educational needs and any personal education plan. The curricular record means a formal record of a pupil's academic achievements, his/her other skills and abilities and his/her progress in school e.g. school reports, assessment and examination results.

17. Exercise books and other examples of a pupil's work will usually be given to the parents to give to the receiving school. However, where valuable as demonstration of a pupil's progress in school and likely to be of particular benefit to a receiving school in setting work at the appropriate level, the head teacher has discretion to include key examples of a pupil's work with the curricular record.

18. The inclusion of examples of a pupil's work is not a requirement, and should be used only sparingly.

# 6 Provision of Special and Additional Needs in SCE Schools

## Special and Additional Educational Needs (SAEN) Provision in SCE Schools

1. See also Pt 2 Vol 1 of this JSP and JSP 820 Tri Service Disability and Additional Needs Policy.
2. SCE supports inclusion and makes provision for children with a wide range of special and additional educational needs. However, SCE does not have any special schools, special units or pupil referral units, and cannot make provision overseas for the complete range of special additional needs. This is particularly so for children with severe, profound and complex needs that require specialist provision that is not available within SCE.
3. Support for medical or other non-educational needs is not always available to the same extent as UK schools, or varies between Command areas. For example, speech and language therapy support is not available to all SCE schools.
4. Although it is not possible to meet all needs, SCE strives to be as inclusive as possible. The SCE policy for Special Educational Needs states:

*“SCE is fully committed to provide an education system that is inclusive, and seeks to promote a sense of community and belonging for all pupils.”*

*and:*

*“As part of SCE strategy for equal opportunities, the SAEN policy positively seeks to remove barriers to learning and participation, giving every child the opportunity to develop and extend their potential.”*

**Additionally,** *“SCE will seek to ensure that all children achieve the highest possible level in the Every Child Matters five outcomes.”*

5. Schools are supported in meeting children’s special and additional educational needs by a team of Inclusion Support and Development Teachers, Senior Educational Psychologists and Senior Education Social Workers who are based in SCE Pupil and Family Services Centres located in Germany and Cyprus.
6. Although UK education law does not apply overseas, SCE policies and procedures correspond as closely as possible to the guidance and statutory requirements applicable to schools and Local Authorities in England.

## SCE Accessibility Strategy and School Accessibility Plans

7. Although not bound by UK education law, within the spirit of the The Equality Act 2010: Advice for schools and the reasonable adjustments for disabled pupils (2012) SCE seeks, so far as possible, to prevent discrimination against disabled pupils and to increase the accessibility of schools to disabled pupils.
8. Against the background of the SCE Accessibility Strategy, all SCE schools and Music Centres are required to produce their own Accessibility Plans, showing how, over time,

they will progressively increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment to increase the extent to which disabled pupils can access education and associated services, and improve the delivery of information to disabled pupils. Schools with associated Foundation Stage 1 (FS1) settings should include those settings within their Accessibility Plans.

9. School Accessibility Plans should be presented to the School Governance Committee (SGC) for approval. Progress in relation to the Plan should be reported regularly to the SGC.

# 7 SCE Complaints Procedure

## General Principles

1. Each school must have its own complaints procedure. On admission of a child, parents must be provided with information about the school and SCE complaints procedures. Parents and schools should work together to solve problems which arise, but parents have access to Headteachers, the Director of Education SCE and ultimately Dir CYP to assist in solving more difficult problems.

Full details of the SCE complaints procedure can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/338993/Complaints\\_Procedure\\_31\\_July\\_2009\\_1\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338993/Complaints_Procedure_31_July_2009_1_.pdf)



# 8 Governance of SCE Schools

## SCE School Governance Committees

1. The governance arrangements of SCE schools are currently being reviewed, (Aug 2014), more on this to follow.

## 9 SCE Forms

The following SCE Forms are available to download from the SCE Collection on Gov.UK at: [www.gov.uk/government/collections/service-childrens-education](http://www.gov.uk/government/collections/service-childrens-education)

- **Form 3.1: Pupil Admission Form**
- **Form 3.2: Fee-Paying Pupil Admission Form**
- **Form 3.3: Continuation Form**
- **Form 3.5: Application for Retention of a Child at an SCE Secondary School after the Head of Household has completed Current Overseas Posting**
- **Form 3.6: Application to Exercise Parental Preference to Apply for a Place at a School Other Than the 'Normal' SCE School**
- **Form 11.1: Application for Authority for Refund of Fee and Educational Expenses in Civilian Schools Overseas**
- **Form 11.2: Claim for Refund of Fee and Educational Expenses in Civilian Schools Overseas**
- **Form 11.3: Claim for MMA in Connection with School Transport**
- **Form 11.4: Claim for Reimbursement of Extra Tuition Fees**