

**1<sup>IN</sup>5**

**RAISING  
AWARENESS  
OF CHILD  
POVERTY**

• EDINBURGH •  
THE CITY OF EDINBURGH COUNCIL

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# Would we.....

**give a dyslexic pupil detention if they couldn't read out loud in class?**

**say a wheelchair using child couldn't do art because the art room is up stairs?**

**not include an EAL pupil on a school trip to the theatre because the play is in English?**

**discourage a female student from taking part in science because 'science is not for girls'?**

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# So why do we.....

**publicly reprimand pupils for not wearing the right uniform....**

**have some pupils sit out of activities because they don't have the kit..**

**accept that some children just won't go on school trips.....**

**have some subjects or set homework that particular pupils cannot participate in.....**

**...because their families are living in poverty and can't afford the associated costs?**

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*‘Even as I work towards eliminating poverty, I have to commit to doing what I can do now to address the inequalities facing the people in front of me right now.’*

*‘The only surefire way to eliminate the achievement gap is to eradicate poverty. Since that's not going to happen anytime soon, educators can still take many research-proven steps to foster equality of opportunity in education.’*

Paul Gorski, 2013 ‘Building a Pedagogy of Engagement for Pupils in Poverty’

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# Living on a Low Income

## Case Study 2

Fiona has two children – Ross is 6yrs and Christa is 13yrs. They live in privately rented accommodation as they were unable to secure a council house when they moved to the area three years ago after Fiona's marriage to the children's father broke down. Since then she has not been receiving any child maintenance allowance and the children's father has lost contact with the family. Fiona works part time in a supermarket and is also attending a college course. Ross goes to the local primary and attends after school club three days a week when Fiona is at college. Christa takes the bus to her Secondary School. They live just out of catchment for Christa's school so both she and Fiona must pay for public transport to get to work, college and school.

With salaries and benefits they have a budget of £337 a week before housing costs.

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# Weekly Expenses

Travel



Rent

£00



Bills

£00



Clothing

£00



Household Goods/Products

£00



Food

£00



Birthdays/Christmas

£00



Childcare

£00



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## Our Vision

### **Edinburgh Children's Partnership Services Plan 2017-2020**

*'SO4: Equity amongst children and young people and their families will be advanced.'*

### **Scottish Government National Improvement Plan for Education (2016)**

*'We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.'*



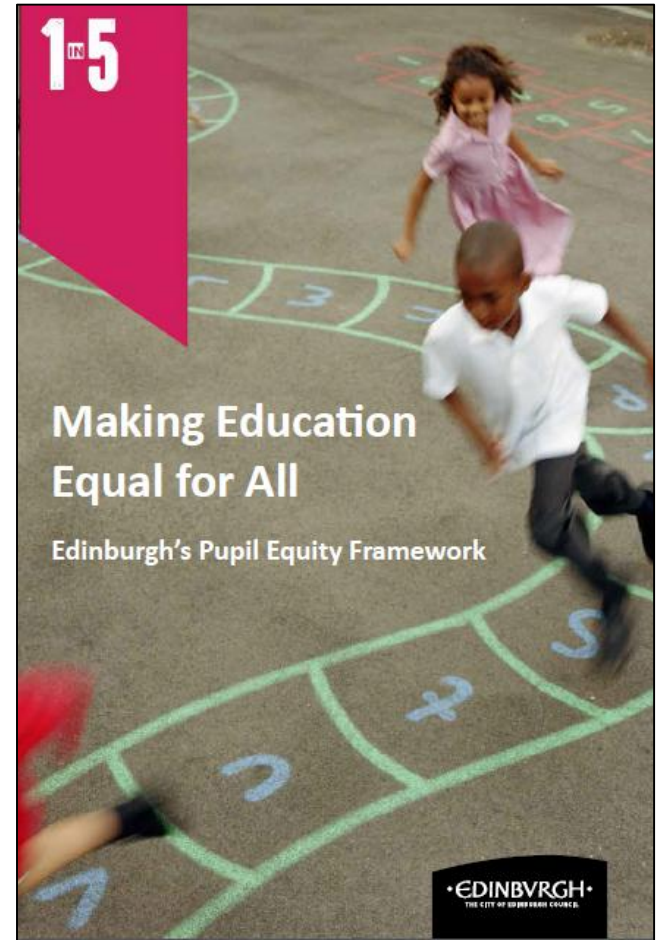
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# Edinburgh's Equity Framework

***'When families struggle or are unable to meet costs the experiences of children and young people in school are undermined by stigma and not being able to participate.....***

***Closing the attainment gap will only be achievable if children and young people (and their families) feel respected, valued, included and have a sense of belonging in school.'***





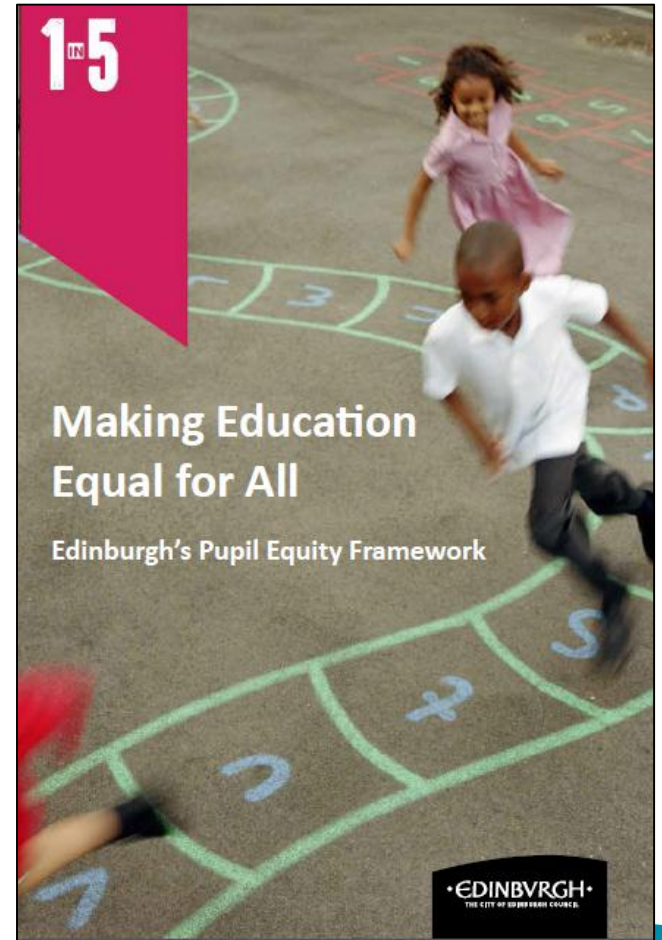
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## Creating Equity

‘Getting our house in order’ using low cost or funded approaches to:

- **Reduce key costs and ensure equal access to opportunities:** uniform; curriculum and homework resources; trips and activities; social and charity events; food and snacks.
- **Reduce poverty related stigma:** leadership; staff training; ethos; tackling poverty related bullying.
- **Improve parental engagement and support:** partnerships with parent councils; building relationships; improving communication and supporting income maximisation.



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# Rationale

## The 1 in 5 project training and resources:

- Highlight and reduce stigma and inequality.
- Identify the impact of educational policies and practices, including school related costs, on attainment and school experiences.
- Design and implement resources and disseminate research which could support educational services (schools and lifelong learning) to mitigate impact.

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## Staff and parent sessions



*'It was hard listening, thought provoking and challenging. It makes me want to make a difference – particularly in my role as a teacher.'*

- Staff '1 in 5' awareness raising training sessions – scale, impact and causes of child poverty.
- Discussions, quiz, budgeting activity and videos.
- Research on what schools can do to mitigate some of the outcomes
- Staff 'Cost of the School Day' focus groups

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# Complementary Pupil and Parent and Carer Sessions

*At times it feels as though there were letters home every week asking for this or that. Yes then there's the pressure for trading cards and items like penny boards etc that affects them (children) and the finances.'* (Parent in '1 in 5' focus group)

*Alex [Case study] is smiling on the outside but inside his heart is sad'. (Primary Pupil)*

*I was very surprised at just how ignorant I was about the many causes of child poverty!  
'Addressing poverty will have a positive effect on all areas of a child's development.'*(Parents)

*'I find it shocking that only 6 people from the poorest families got 3 'As' at higher . That will affect like their whole future life and prospects'. (S4 pupil)*

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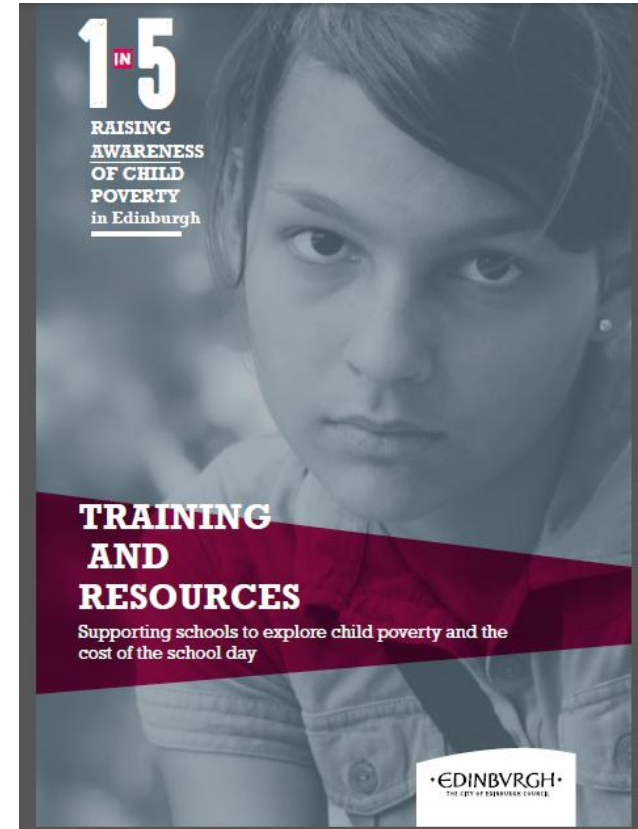
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## Delivery Outcomes

**80 schools have staff trained to be 1 in 5 leads in the school.**

129 staff responded and of those who agreed/strongly agreed with outcomes:

- 92% that they had increased understanding about the scale of child poverty
- 88% have increased understanding of the impact of child poverty
- 88% had increased empathy with affected families
- 72% that relationships in school between staff, pupils and families had improved.





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# Delivery Outcomes

Simple and low cost changes to school practise...including

- **Uniform-** flexible uniform policy, support to access grants, increase in uniform grant. Swaps and sales
- **Food and snacks** – increase in b'fast club provision; partnerships with local suppliers; increased access to FSM
- **Curriculum materials and resources-** stationary and materials in classrooms; reducing subject costs; homework club; not assuming internet access
- **Trips** – audits; increase in financial support; advance warning and spacing; direct communication with parents and carers





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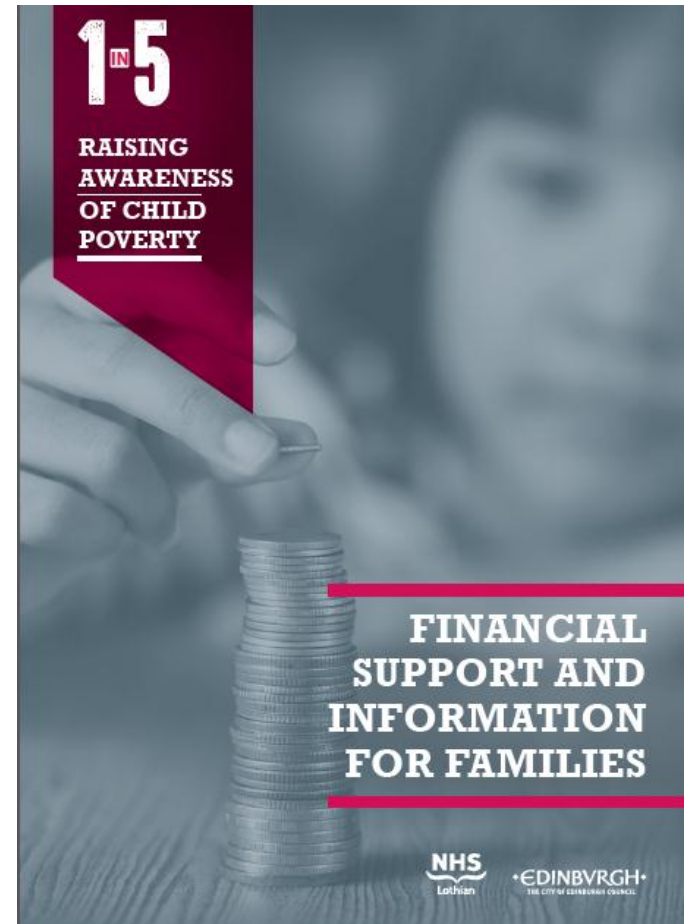
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# Income Maximisation

*‘Schools and teachers can play a valuable role in making sure that parents and carers get the right information about financial supports available to them’.*

- **Guidance for schools** on making routine enquiries; maximising FSM and uniform voucher uptake; signposting to relevant advice services

*‘I think parents might not have a problem with it but the thing is I don’t think it’s ever been brought up like lets have a conversation with parents about money.’*



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# Income Maximisation

Partnership working to deliver:

- Pilot of co-located welfare advice
- **Maximise!** Added family support and employability advice.

**Community Help & Advice Initiative (CHAI)**  
115 House, 105 George Road  
Edinburgh EH13 9LF  
Phone: 0131 442 3009  
Email: [chai@chaidinburgh.org.uk](mailto:chai@chaidinburgh.org.uk)  
Web: [www.chaidinburgh.org.uk](http://www.chaidinburgh.org.uk)  
Scottish Charity No. SC 027994

## Family Support & Advice Service Newsletter

Issue # 1 November 2017

### Maximise your Income

Are you getting everything you're entitled to? If you're not sure, make an appointment with us for a benefits check.

Working in partnership with schools, our advice is free, confidential and impartial. We provide advice to parents within their children's school. Ask your school reception for an appointment.

In addition to state benefits, there are other ways to maximise your income, for example:

- Ask your grown-up children who live with you to contribute to your bills.
- Switch services. You may not be getting the best deals for your insurance, phone, broadband, electricity or gas suppliers.
- Set up Direct Debits for your bills, to avoid late payment charges and get discounts on some utility bills.
- Take in a lodger or a boarder, but do check with your landlord for permission first.

Ask us for advice on any of the above. We can help you identify ways to maximise your income depending on your circumstances.

### Free School Meals and Assistance with School Wear

Since 2015, the Scottish Government has made free school meals available to all children from P1 to P5.

Beyond P5, parents can apply for help with school meals and school wear if they receive any of the following welfare benefits:

- A means-tested benefit such as Income Support, Income-related Employment and Support Allowance (ESA), Income-based JSA or
- You receive Child Tax Credits and your annual income is less than £16,305; or
- You receive both Child Tax Credits and Working Tax Credits and your annual income is under £6,420—in which case you only qualify for help with school clothing; or
- Universal Credit, where take home pay is less than £630 per month.

The application form can be downloaded at: [www.edinburgh.gov.uk/schoolmeals](http://www.edinburgh.gov.uk/schoolmeals) or phone them on 0131 466 3471. You will need to provide benefit award letters as proof of income, including your latest tax credits award letter for 2017/18.

If you are not eligible for help with school meals/school wear because you don't claim any of the above benefits, you could apply for a charity grant instead, for example to the Edinburgh Police Fund for Children. Tel: 0131 662 5030 or web: [www.epf.org.uk/home/edinburgh-police-fund-for-children/](http://www.epf.org.uk/home/edinburgh-police-fund-for-children/)

Other charities can help, for example the Edinburgh Trust, or Children in Need, but you'll need to be referred by a suitable third party such as an advice worker. Ask us for advice!

From DUA to PIP 2 For the Over 16's

Watch Out for 2 Tax Credits Problems

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Leading Employer in Scotland 15 MILLION INVESTMENT IN CHILD SUCCESS

NHS Lothian

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# Challenges

- Real ethos and culture change takes time – keeping the momentum going
- Parental engagement



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*'I think for a lot of staff just really highlighting it's our responsibility. And I get that there's issues, and some people might think well why is this our responsibility? But at the end of the day we can sort of say well this is a government issue and this, that and the next, and yes it should be lots of things, but it's not at the moment.*

*So do we want to do our best for the young people sitting in front of us or not? ' Class Teacher*

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*'I am glad that I have been a part of this and I will never stop caring about this because it is what I have come from and I feel really strongly about it. Awareness gets rid of the stigma...I think if I had had that I might have made friends quicker...My journey might have been different to making friends and being part of a community quicker. I would like to look back in twenty years and see that there have been changes made.'* Pupil, S5

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## Key Messages

- Poverty is not inevitable
- Attitudes matter
- Actions change attitudes – we can all make a difference



(Poverty Alliance- Stick Your Labels Campaign)



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Any questions or comments please email:  
[childpoverty@edinburgh.gov.uk](mailto:childpoverty@edinburgh.gov.uk)