

THE COST OF THE SCHOOL DAY



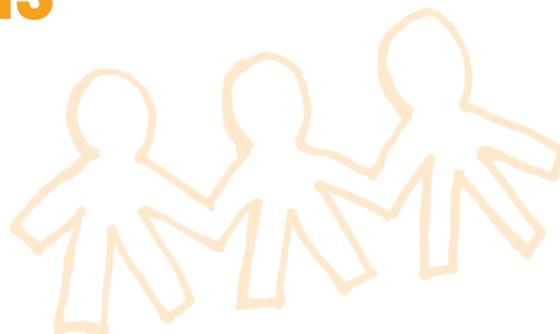
COST OF THE SCHOOL DAY REFLECTIVE QUESTIONS

08:00 Travelling to school

- What effect are travel costs likely to have on low income families in the school?
- Do transport costs affect attendance and late coming?
- Do we know what parents think about transport costs?
- Thinking of the full range of activities provided at school, who takes part in them? Are there patterns by postcode?
- Which activities are likely to incur additional travel costs and are there alternative ways to do them?
- Are there ways in which travel can be made more affordable for low income families?

10:30 Friendships at school

- How does income affect friendships in the school?
- Are there ways to minimise or control differences in what children have and bring to school?
- Is the basis of poverty based bullying named and discussed?
- What kind of awareness-raising actually works for young people? What could change attitudes and behaviour?



07:00 Getting dressed for school

- Are all eligible parents receiving clothing grants?
- What impact is the current school uniform policy likely to have on low income children and young people?
- Do we know what parents think about the cost of uniform?
- Is the school communicating affordable options to parents successfully?
- Are parents able to pay in instalments?
- How is the school currently approaching non-uniform compliance with pupils?
- How can uniform based bullying be reduced?
- Are rewards linked to the consistent wearing of school uniform?

09:15 Learning at school

- What do children and young people need to pay for?
- If a child or young person didn't have resources, how would school policy or individual practices impact on him or her?
- What is school policy on lending resources and is this applied consistently?
- Which young people take which subjects at certificate level? Are there patterns by postcode in subjects which incur additional costs?

11:00 School trips

- Who goes on trips? Are there patterns by postcode?
- Do we know what parents think about the cost of trips?
- What proportion of our trips are subsidised?
- What system is in place to provide subsidies to pupils and what effect might this have on them?
- How are trips spaced out across the year?
- How aware are staff of external funding sources for trips?
- How can we minimise pressure on low income families while still offering a range of opportunities and experiences to children?



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12:40 Eating at school

- How are parents made aware of the free meal application process? Are there parents in the school less likely to manage the process? What support is available?
- What is breakfast club uptake like and why? Are there ways to boost uptake?
- How are communications around moving on and off of the free meal list managed between the council, the school and families/children?
- How can free meals be given in a non-stigmatising way on trips?

16:00 School clubs

- Who does and doesn't take part in clubs? Are there patterns by postcode data?
- Are there hidden transport, equipment or materials costs in clubs provided?
- Are there ways to remove costs for equipment and travel?
- Are there ways for clubs to offer an exciting range of opportunities while staying free or very low cost?

19:00 Home learning

- What proportion of children have ICT access?
- How are children supported to complete ICT based homework? Are there alternative ways to complete homework?
- Where can children and young people access computers and the internet in the school and the local community? Do they know about this?
- Could home craft tasks be putting financial pressure on families? Are there alternative ways to approach tasks?
- What is school policy on lending resources and is this applied consistently?
- How is homework linked to systems of reward and/ or discipline?

14:00 Fun events

- Who does and doesn't take part in fun events? Are there patterns by postcode?
- Is attendance affected by fun events at school?
- How are fun events spaced out across the school year and how much notice is provided?
- Are additional costs for transport and food considered when planning events?
- What happens when young people want to take part but don't have the money?
- How can fundraising be done in schools so that children don't feel stigmatised for not donating?
- How can fun events be designed so that everyone is involved and nobody feels left out?
- How can staff help pupils with costs without them having to ask?
- How can fun events take place without pressure being placed on children to pay and sticking out for not doing so?

00:00 Understanding and attitudes towards poverty

- How much do staff know about poverty, its impact and the local context? What would be useful to discuss and explore as part of professional development?
- Have children and young people had the opportunity to discuss issues surrounding poverty and how it affects them? How can we build on young people's interest and willingness to address these topics openly and empathically?
- How much do you know about parent's opinions and experiences on these issues?
- In general, how are parents told about financial support available to them?

