THE COST OF THE SCHOOL DAY

CHILD POVERTY ACTION GROUP IN SCOTLAND

PLP

Glasgow

Glasgow Centre for Population Health

NHS Greater Glasgow and Clyde

CONTENTS

Foreword 2
Acknowledgements 4

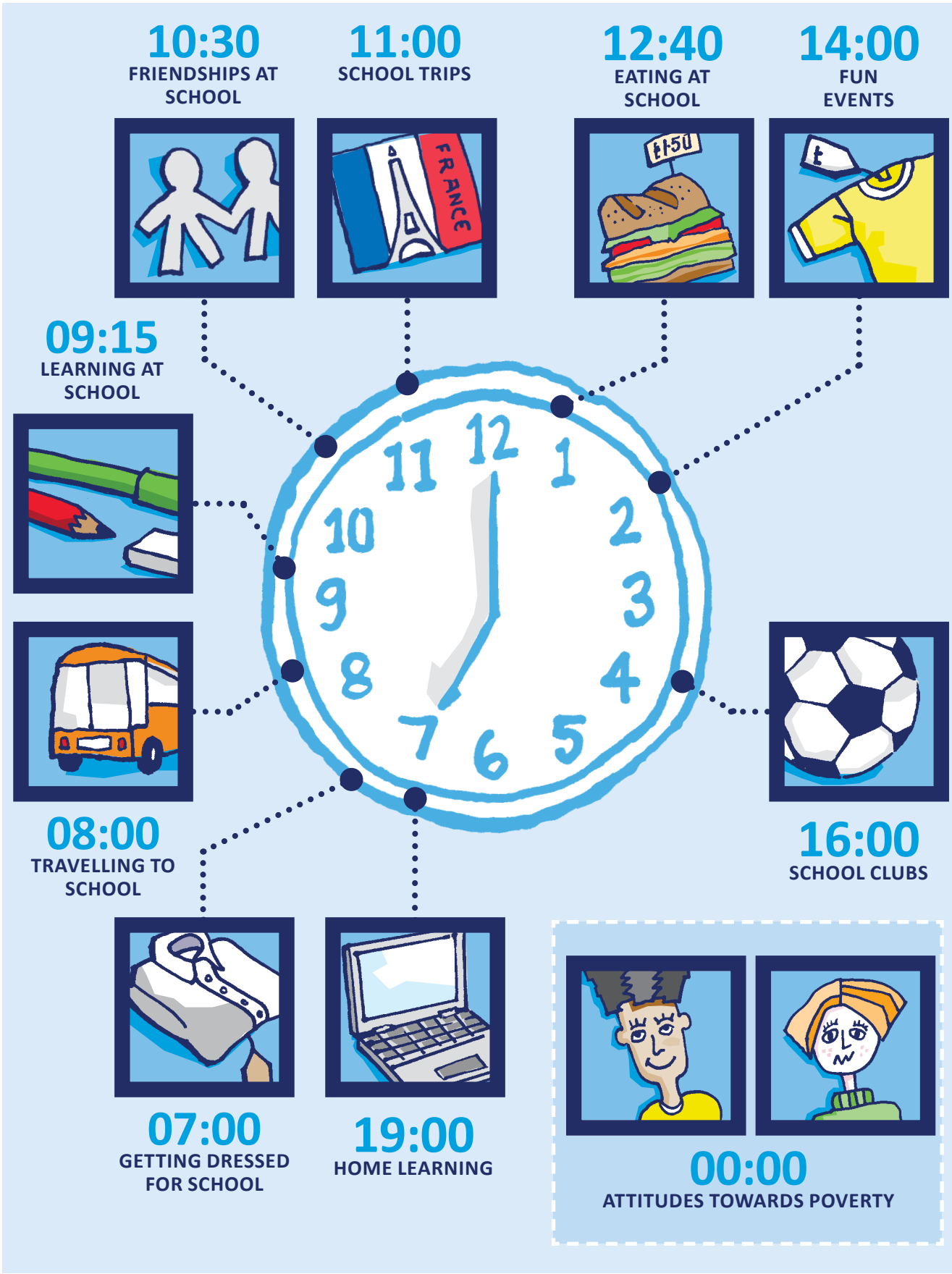
Executive summary 5
1. Introduction 10
2. Methods 11
3. Child poverty context 12

Part 1: Cost of the School Day 13
4. Key findings 13
07:00 Getting dressed for school 14
08:00 Travelling to school 18
09:15 Learning at school 21
10:30 Friendships at school 24
11:00 School trips 27
12:40 Eating at school 30
14:00 Fun events 36
16:00 School clubs 38
19:00 Home learning 40
00:00 Attitudes towards poverty 44
5. Conclusions and recommendations 47

Part 2: Using Cost of the School Day 50
1. Poverty proofing process at school level 51
2. Reflective questions to support the poverty proofing process 52
3. What changes can be made using this process? 54
4. Poverty proofing with children and young people – sample sessions 55

Appendices 56
Appendix A – Poverty data for participating schools 56
Appendix B – Recruitment and session details 57
Appendix C – examples of new school and local authority poverty proofing based on Cost of the School Day 58

References and notes 60


10:30
FRIENDSHIPS AT SCHOOL
11:00
SCHOOL TRIPS
12:40
EATING AT SCHOOL
14:00
FUN EVENTS
FRANCE
09:15
LEARNING AT SCHOOL
08:00
TRAVELLING TO SCHOOL
16:00
SCHOOL CLUBS
07:00
GETTING DRESSED FOR SCHOOL
19:00
HOME LEARNING
00:00
ATTITUDES TOWARDS POVERTY

FOREWORD

Every child in Glasgow should feel included and this project has resulted in valuable research for the city – research that we can use to shape future education policy and decisions.

I'm delighted to introduce the published results of this important year-long research project carried out in two of Glasgow's learning communities.

Young people and school staff have all played a major role in the outcomes and recommendations in this report. All stakeholders must now take these findings and act to help reduce the impact that poverty so clearly has on education and learning.

No child or young person in Glasgow should feel shame, stigma or left out because of family income pressures – education and opportunities should be available to all regardless of our background or family budget.

That is why the results of this project are so valuable.

I know that the schools who have been a part of the Cost of the School Day have already started to implement their findings to make things easier for their low income families as well as other schools in the city who heard about the work and are now including it as part of their school improvement plan.

We will now share the findings with all schools across the city with the hope that we can help reduce the barriers that exist for some of our young people and make sure that everyone has equal access to education and participation.

Councillor Stephen Curran,
Executive Member for Education and Young People,
Glasgow City Council

The Cost of the School Day is a Poverty Leadership Panel project, delivered by Child Poverty Action Group (CPAG) in Scotland in partnership with Glasgow City Council Education Services. This project was funded and supported by Glasgow City Health and Social Care Partnership, Glasgow Centre for Population Health and Glasgow City Council Education Services.

"This has been a really important piece of research and the outcomes will help shape future decisions to help reduce the impact of poverty on our families. Our aim is to remove as many barriers to learning as possible – a number of which have been identified during this project. Many of our families struggle to make ends meet so we are committed to make a difference and help by looking at some of the hidden school costs and trying to remove at least some pressures from parents and, importantly, their children."

Maureen McKenna, Executive Director of Education, Glasgow City Council

"The cost burdens that school can place on families, and the way those costs can exclude young people, have long been key concerns for CPAG in Scotland. We are therefore delighted to be working with the Poverty Leadership Panel and partners in health and education to understand how these costs affect young people in Glasgow. Learning how schools already overcome the financial barriers pupils face and hearing from staff and pupils about what more can be done has already led to schools adapting as a result of the project and we look forward to supporting further implementation of the recommendations set out in this report."

John Dickie, Director, Child Poverty Action Group in Scotland

"Tackling child poverty is our biggest public health challenge in Glasgow. By the time young people in the city leave school, a quarter report having a long term illness. That's what makes this project so important. We need to listen to what we have heard and work together to generate change, real change that leads to better health for tomorrow and many years to come."

Fiona Moss, Head of Health Improvement and Inequality, Glasgow City Health and Social Care Partnership

"The Cost of the School Day project has shown the very real challenges which some children and families face every day. Being able to make the most of the social and learning opportunities which school offers, and being supported to be confident and respected, is key to lifelong health and achievement. We really welcome the practical examples in this report of actions which can be taken to make sure that all children can participate fully at school."

James Egan, Public Health Programme Manager, Glasgow Centre for Population Health

ACKNOWLEDGEMENTS

We are very grateful to the following people for their support throughout the project and for advice on early drafts of this report.

- Louise Falconer, Sharon McKechnie and Sheena Campbell: Glasgow City Council Financial Inclusion
- Morag Gunion and Maureen McKenna: Glasgow City Council Education Services
- Fiona Moss, John Marshall, Linda Morris and Allan Boyd: Glasgow City Health and Social Care Partnership, NHS Greater Glasgow and Clyde
- James Egan, Lorna Kelly, Lynn Naven and Greig Inglis: Glasgow Centre for Population Health. Thank you to James in particular for chairing the steering group
- Sheila Hamilton and Cathy Begley, Scotland's Commissioner for Children and Young People; Eloise Nutbrown, Save the Children; Andrea Bradley, EIS; Fiona McHardy, The Poverty Alliance and Mick Doyle, Glasgow Council for the Voluntary Sector (GCVS).

Thank you to Sara Bryson at Children North East for sharing her learning and contacts and for supporting the project in its early stages. Thank you to Jamie Szymkowiak for support with survey analysis.

Most of all, we are grateful to the school staff involved in the project for their practical support and willingness to engage with the project, and to all of the children and young people who offered so many insights into how their school day could be made better.

This report was written by Sara Spencer, Child Poverty Action Group in Scotland.
Report published October 2015.

THE COST OF THE SCHOOL DAY EXECUTIVE SUMMARY

More than one in five (210,000) children across Scotland are officially recognised as living in poverty. In Glasgow, it is estimated that one in three (over 36,000) children are in poverty. Insufficient household income can mean that some children and young people don't have the resources needed for school and can't easily afford to take part in school activities which cost money.[1] This can put them at risk of missing out on opportunities at school and feeling different, excluded and unhappy.

Introduction

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households in order to reduce current inequalities in educational outcomes.

Integral to this agenda must be an understanding of how education and school structures, policies and practices affect children and young people from low income households and where difficulties and financial barriers to participation exist throughout the school day. Understanding more about this from children's perspectives can support schools to poverty-proof their policies and practices so that conditions are right for all children and young people to learn and to achieve.

The Cost of the School Day project aimed to answer the following questions:

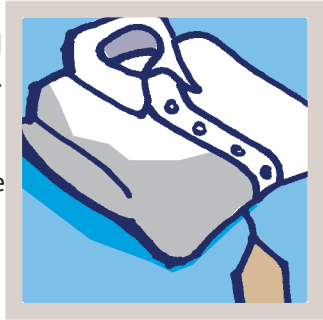
- **How do education policies and school practices impact on the participation and school experiences of children and young people from low income households?** We asked what a school day is like for children and young people from low income households, about potential problems in school policies and practices and about the impact these might have on children's participation and experiences at school
- **How can education policies and school practices be designed to reduce or remove stigma, exclusion or disadvantage for children and young people from low income households?** We asked which existing policies and practices work well and what else should be in place.

This report presents qualitative data from eight Glasgow Primary and Secondary schools in areas of varying levels of deprivation. In total, 339 children and young people between Primary 5 and S6 and 111 staff members shared their views, experiences and ideas in workshop sessions and focus groups. Each school then received an individual report of findings which allowed them to decide on poverty proofing action. Included in the full report are further details of methods, materials and some of the changes made by schools in response to their reports.

Key issues identified by children, young people and staff

Children, young people and staff identified points throughout the school day where school costs place pressure on family budgets and insufficient income leads to unequal access to opportunities or poverty related stigma and difference.

07:00 Getting dressed for school

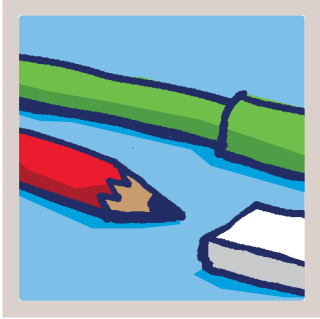


Uniform is the cheapest option for families but still presents a significant cost. Council clothing grants only go so far and some children and young people don't have decent or sufficient school clothing and footwear. Although uniform minimises visible differences it is still the main indicator of income and the first thing to be picked on. Strict dress code enforcement embarrasses young people and quickly replacing items of uniform can be difficult if parents don't have immediate access to funds.

08:00 Travelling to school

Transport costs are significant for low income families. No financial support is provided for children and young people living less than 2 miles (Primary) or 3 miles (Secondary) from their catchment school. Children and young people's attendance and their participation in after school activities and learning support can be affected by routes which involve lengthy journeys, high costs or reliance on school transport.

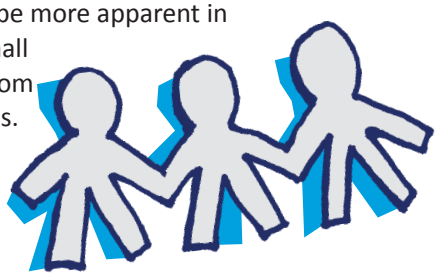
09:15 Learning at school



Resource and subject costs can place pressure on family budgets and risk limiting young people's participation in particular tasks and subjects. Expectations surrounding resources and practice in lending them varies both between and within schools. Inability to access opportunities outside school means that some children and young people can come to topics with little prior knowledge and can display difficulties in engaging with staff and with learning.

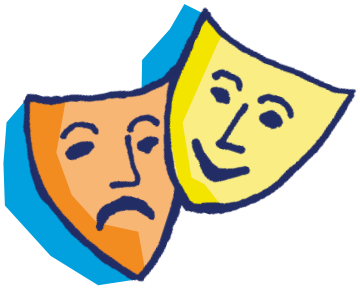
10:30 Friendships at school

Friendships are affected by income levels and the ability to have and to do the same things as other children both in and outside school. Children and young people can tell who has less money in their school and this can lead to stigma and exclusion. These differences can be more apparent in schools which have small numbers of children from low income households.

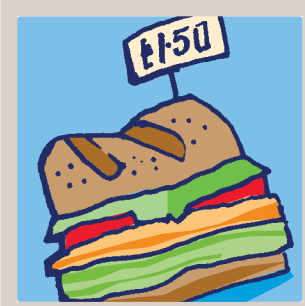


11:00 School trips

Low cost trips can be difficult to afford for families on low incomes and expensive trips abroad can prove impossible. Missing trips means that children miss fun, new experiences and personal development and feel left out. Providing free or heavily subsidised trips takes staff time and effort and a greater variety of trip options exist in schools where more parents can pay. Having to ask for help to pay for trips is potentially embarrassing for children and they may choose not do it.



12:40 Eating at school



Lack of food and poor nutrition are realities for some children and young people in Glasgow. Staff often plug gaps when children are hungry. Receiving free school meals can lessen the financial burden on low income families but not every family entitled to free meals applies for them and not every child receiving free meals takes them, preferring to go to the shops with friends. Children and young people are broadly aware of who gets free meals but report limited stigma apart from when taking free meals on school trips.

14:00 Fun events

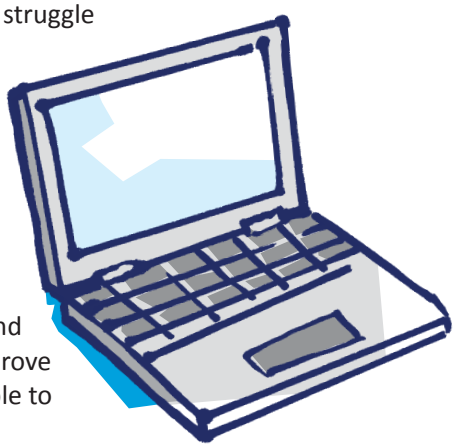
Fun events, even low cost ones, create difficulties for children and young people from low income households when they happen close together or have hidden costs. Children and young people can feel embarrassed or left out when they can't take part in events and activities. In particular, non-uniform days single people out for non-participation or the clothes they wear and leads to a dip in attendance in some schools.

16:00 School clubs

Free and low cost school clubs make new interests and experiences accessible to children and young people but small costs can still stand in the way of participation. Schools balance the need to keep club costs low with being able to provide stimulating and worthwhile experiences. Fewer opportunities exist in schools where parents are unable to pay for clubs.

19:00 Learning at home

Although most home learning tasks cost nothing, some children don't have basic resources required at home. Homework requiring computers, internet access, software and printers means that some children and young people struggle to access the resources needed to complete homework. Practice in lending resources and assumptions around ICT access varies between and within schools. Some children lack calm quiet environments to work in and shared learning tasks can prove difficult if parents are unable to help.



00:00 Understanding and attitudes towards poverty

Children and young people of all ages are aware of costs and pressures on family budgets and speak openly about what this means for them. Staff are often aware when children and young people are experiencing poverty but say that some could be overlooked if visible signs are hidden. Many are aware of the financial difficulties faced by families but some draw a distinction between 'real' unavoidable poverty and poverty created or exacerbated by poor financial choices and consumerist priorities. There is great scope to raise awareness of poverty and to explore it further with children, young people and staff in schools.

Children's views on what helps to remove poverty based exclusion and stigma at school

Minimising costs and reducing pressure on family budgets

- Providing financial support like free meals, clothing grants and Education Maintenance Allowances.[2] Children say that schools should make sure that everybody entitled is getting this support
- Ensuring that anything with a cost is as affordable as possible (e.g. uniform, trips) and supporting children and parents to afford it (e.g. flexible instalments for trips, signposting to cheapest uniform supplier)
- Covering costs, subsidising and providing sibling discounts where possible
- Fundraising which doesn't always ask families to contribute (e.g. supermarket bag-packing) and not asking children for money
- Letting parents know what help is available and what support there is to access it
- Looking at the school year with affordability in mind – spacing events and activities out so that lots of costs don't come all at once.

Ensuring equal access to opportunities, regardless of income

- Understanding the resources pupils have at home, modifying expectations and tasks and providing support to access resources, especially ICT
- Ensuring consistency of rules, expectations and practice around resources between staff
- Lending resources like stationery, uniform and equipment for clubs without comment or trouble and having them there for everyone so that nobody stands out
- Providing opportunities (e.g. clubs, supported study) at different times of the day to ensure that more people can take part and that transport isn't an issue

Reducing and challenging stigma

- Putting systems in place to ensure that children and young people don't have to feel embarrassed asking for help or subsidies
- Making sure that reward and merit systems are not affected by issues which could be related to finances at home
- Having clear anti bullying policies and practices which are alert to income based bullying and stigma.

Children and young people also recommend that they be taught more about poverty to remove stigma and shame. They think that staff should understand poverty and know that they can't be sure about everybody's situation; staff should listen, not shout in public and ensure that there are confidential ways to disclose financial problems.

More detailed suggestions for each part of the school day are included in the full Cost of the School Day report.

Conclusions

The cost of the school day is significant for low income families and costs can create barriers to participation and negative experiences for children and young people. However, there are a range of simple and practical measures which can help to minimise costs, reduce stigma and ensure that children and young people have equal access to opportunities at school.

Awareness of poverty, the findings in this report, the good practice already happening and of children's recommendations can ensure that more schools are able to make small changes which could make big differences to children and young people from low income households. Schools participating in Cost of the School Day have already made a range of simple changes such as improving communication with parents about financial support, making approaches to lending resources consistent, starting homework clubs with ICT access and removing the need for expensive badged sweatshirts.

Poverty proofing education and school policies and practices pre-emptively protects children from disadvantage and stigma rather than dealing with the consequences after they encounter it. The findings, reflective questions and tools presented in the full report can help schools understand likely barriers, establish their current position and involve the whole school community in deciding where changes can be made.

These findings and recommendations must also be taken on board by local authorities, national government and other stakeholders who should provide schools with the support required to engage in this work and ensure that their own policy and budget decisions are poverty impact assessed with a view to reducing school costs for low income families and mitigating the effects of poverty on children and young people.

The Cost of the School Day is a Poverty Leadership Panel project, delivered by Child Poverty Action Group (CPAG) in Scotland in partnership with Glasgow City Council Education Services. This project was funded and supported by Glasgow City Health and Social Care Partnership, Glasgow Centre for Population Health and Glasgow City Council Education Services.

The Cost of the School Day was inspired by the success of Poverty Proofing the School Day from Children North East in England.

1. INTRODUCTION

Poverty proofing

Proof: Pronunciation: /pru:f/ Adjective: Able to withstand something damaging; resistant.

When we child-proof our homes we make small pre-emptive changes to prevent accidents and ensure peace of mind. Ideally, we tuck wires away and cover sharp corners before children trip over or bang their heads. This is the same as when we poverty-proof policies and practices in schools. Poverty proofing ensures that policies and practices are designed and delivered in a way which pre-emptively protect children from low income households from disadvantage or stigma.

This report contains the main findings from research with 339 children and young people and 111 school staff members in Glasgow. Looking at the school day from start to finish, we asked the following questions:

How do education policies and school practices impact on the participation and school experiences of children and young people from low income households?

- Throughout the school day, which policies and practices have the potential to stigmatise, exclude or disadvantage children and young people from low income households?
- What impact does this have on children and young people's participation and school experiences?

How can education policies and school practices be designed to reduce or remove stigma, exclusion or disadvantage for children and young people from low income households?

- Throughout the school day, which existing policies and practices have the potential to reduce or remove stigma, exclusion or disadvantage for children and young people from low income households?
- What changes are required to policies and practices which have been identified as problematic?

Presented in this report are:

- Key barriers and problems identified by children, young people and staff
- Measures which currently work well to protect learners from poverty related stigma, exclusion and disadvantage and children's ideas about what more could be done
- Resources to support this work in other schools and local authorities and examples of simple changes made by schools participating in Cost of the School Day.

Cost of the School Day was originally inspired by the success of the Poverty Proofing the School Day project from Children North East in England.

"Poverty penetrates deep into the heart of childhood, permeating every facet of children's lives, from economic and material disadvantage, through the structuring and limiting of social relationships and social participation to the most personal often hidden aspects of disadvantage associated with shame, sadness and the fear of social difference and marginalisation." [3]

2. METHODS

The Cost of the School Day project worked in eight Glasgow schools during session 2014-15. Glasgow City Council Education Services selected schools in areas with varying levels of deprivation to gain a broad understanding of how children and young people experience these issues.

Methods used were:

- 86 workshop sessions with 339 children and young people
- 14 focus groups or workshop sessions with 111 school staff in six schools
- Survey of school staff to allow those not taking part in the workshops to input to the research. 59 staff members completed more than 50 per cent of the survey with 45 completing it in full.

Workshop sessions and focus groups took place between June and December 2014. The survey was open in January and February 2015. Details of recruitment, consent and schools involved are included in Appendices A and B.

Semi-structured discussion guides were used in staff focus groups to explore key issues across the school day. These were adapted for workshops with larger groups of staff which used stimulus material for small group discussion.

Children and young people took part in two sessions. A vignette involving a character from a low income household called Ross offered a depersonalised way of exploring potentially sensitive topics. Details of Ross's story and other participatory tools and approaches used in sessions are included in Part 2 of the report.

All sessions were recorded, transcribed and then analysed using NVivo, a qualitative data analysis software package. Each school received an individual report of their findings in April 2015.

3. CHILD POVERTY CONTEXT

Large numbers of children are growing up in poverty across Scotland and in Glasgow. More than one in five (210,000) of Scotland's children are officially recognised as living in poverty,[4] a level significantly higher than in many other European countries.[5] Glasgow has the highest rate of child poverty in Scotland with one in three children - more than 36,000 – living in poverty. Over 40 per cent of children live in low income households in some council wards[6] and no ward is free of child poverty.

Work is no guarantee against poverty. In Scotland in 2013/14, 56 per cent of children in poverty were living in households with at least one adult in employment.[7]

Poverty: low income, material deprivation and social exclusion

Poverty means having a low income[8] but it is also about living standards and the ability to participate in society. The gap between household incomes and what the public agree is needed to reach a normal standard of living has widened dramatically in recent years. In 2008, families with children working full-time on national minimum wage had nearly enough to get by; today they fall 15 per cent short.[9]

This shortfall in income can mean difficulties in affording the basics. Material deprivation in Scotland is rising. In 2011/12, 12 per cent of children lived in combined low income and material deprivation after housing costs were paid; in 2013/14 this increased to 14 per cent of children. Across Scotland, the number of children receiving food from Trussell Trust food banks has soared from 1,861 in 2011-2012 to 36,114 in 2014-2015.[10]

Inadequate income makes it impossible to take part in activities seen as typical by those around us like travelling to the supermarket, repairing household goods, buying phone credit to contact friends and family, booking a block of swimming lessons or buying new school shoes and arranging internet access. Low incomes can mean that children don't have what they need to develop and to participate in the world around them.

Poverty affects children's health, educational attainment and future life chances

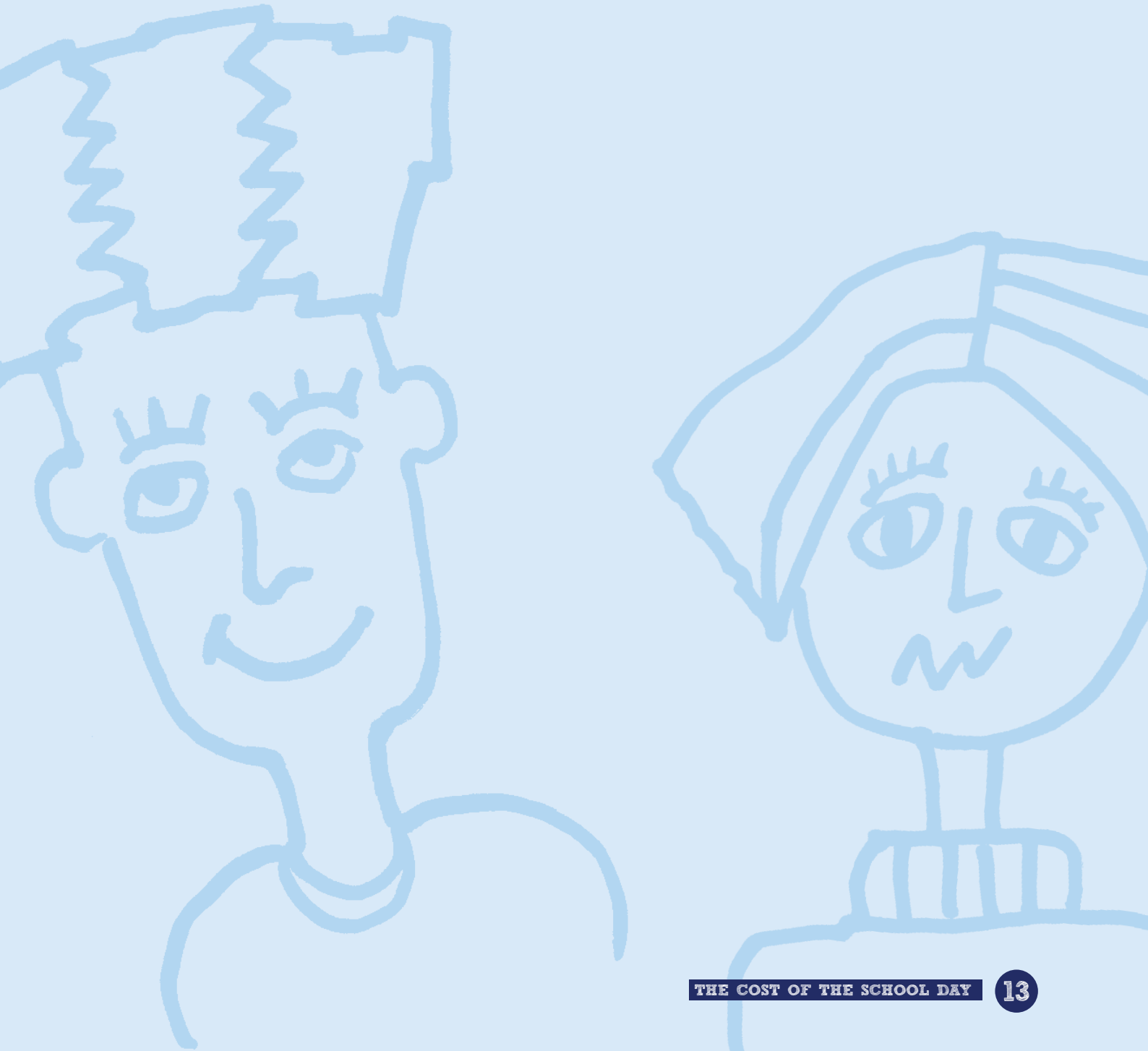
Tackling child poverty is a public health and an education priority. Poverty has an overwhelmingly negative effect on children's health, their cognitive development and their social, emotional and behavioural development.[11] Children born into poverty are more likely than those born into affluent families to experience a wide range of health problems, including poor nutrition, chronic disease and mental health problems.[12] Poverty also affects children's educational outcomes. The gap in attainment between children from the richest and poorest households in Scotland starts in pre-school years and continues throughout school. [13] Lower levels of attainment at school leaving age negatively affect young people's subsequent destinations, employment and income levels[14] and result in greater risk of young people from low income households remaining in poverty.

Closing the poverty attainment gap

In recent years, closing this persistent gap in attainment has again become the focus of political attention and investment. The Access to Education Fund, announced in June 2014, was followed by the Attainment Scotland Fund in February 2015 which promises over £100 million over four years to improve educational outcomes in the most deprived local authorities. The Education (Scotland) Bill 2015, currently being considered by the Scottish Parliament, will impose duties on local authorities and Scottish Ministers to 'have due regard' for weakening the link between attainment and socio-economic disadvantage.

4. KEY FINDINGS

Presented in this part of the report are findings from research with 339 children and young people and 111 school staff members in Glasgow schools. For each part of the school day, we set out the issues affecting children and young people and the measures currently taken in schools which work well to reduce or remove stigma, exclusion and disadvantage. Finally, we present children and young people's ideas about what more could be done.



07:00

GETTING DRESSED FOR SCHOOL

Uniform is the cheapest option for families but still presents a significant cost. Some children and young people don't have decent or sufficient school clothing and footwear. Uniform minimises visible income differences but is still the main indicator of income for children and young people and the first thing to be picked on. Strict dress code enforcement can cause problems.

Uniform policies differ between schools but generally include polo shirts, sweatshirts or shirts and ties, skirts or trousers, jumpers, fleeces or cardigans, PE kits and bags and, in some schools, blazers and black shoes.

Uniform is the cheapest option but still presents a significant cost

Children and young people of all ages identified school uniform as a major cost for families. Frequent replacements are needed for fast-growing children who rip and lose clothes, the cost of well fitted school shoes is high and multiple items are required to change with during the week.

> **"See, if you've got one pair of trousers and one shirt, what are you meant to wear if it's in the washing?"**
> **(Boy, P6)**

> **"Growing is a thing that happens daily, what happens if you have a big growth spurt? What if you shrink things in the wash?"**
> **(Girl, P6)**

Uniform is often available to order by school offices via official supplier but families cut uniform costs by sewing badges on to generic blazers and buying clothes in school colours from supermarkets. Some staff feel that the availability of cheap supermarket uniforms and the £47 a year school clothing grant[15] meant that all parents should be able to afford adequate uniform, while others say that uniform costs still place a great deal of pressure on parents, particularly in larger families.

> **"There's two pairs of shoes. Then you're thinking two pairs of trousers, two skirts, two blouses. At least two polo shirts. Partly, also you think to save me washing every day if I buy enough they'll last me the week. Then you're thinking, okay, a jacket for school. Then to keep it clean. That's not even socks or anything like that. The uniform is a big type of pressure."**
> **(Staff)**

Some older children are aware of the clothing grant. They say that it helps but would only pay for a proportion of what is needed throughout the year.

> **"But that [grant] wouldn't get you new shoes but, just a pair of Primark sannies."**
> **(Boy 1, S4)**
>
> **"Aye, unless you're wanting me to walk about with a £2 pair of shoes."**
> **(Boy 2, S4)**

Although uniform costs can prove difficult for families on low budgets, children and young people agree that school uniform reduces the amount of money their parents need to spend on clothing and removes the pressure involved in wearing different clothes every day.

> **"We could do a non-uniform school…"**
> **(Boy, S3)**
>
> **"I would hate that."**
> **(Girl, S3)**
>
> **"You could wear any clothes you want."**
> **(Boy, S3)**
>
> **"But they might think you're a heavy jake cos obviously I cannae get new clothes every week just for school so you're gonnae wear claes [clothes] you've worn before and then they'll be like, 'oh you wear that all the time'. I'd hate to be a non-uniform school, I'd move schools, honestly I would."**
> **(Girl, S3)**

Some children don't have decent or sufficient school clothing and footwear

Staff spoke about shirts becoming discoloured in the washing machine but no replacements turning up, clothes being worn or grubby because there are no spare items to change with, the difficulties involved in having the right uniform for children who live in more than one house and non-attendance caused by the embarrassment of having clothes that don't fit. Some children's clothes can be too small as they haven't been replaced or too big as they have been handed down or shared and don't fit yet.

> **"We have had the situation too, where someone's sharing gym shoes. They're like, 'I need to go to another class to get the gym shoes.' Or shorts, you know."**
> **(Staff)**

> **"A lot of our children don't have indoor shoes, or if they do have them, they're falling apart. They're a danger, actually, they're too small, you see their feet hanging out the back of them... Some don't have jackets or have got the same jacket all year, some of them are not waterproof."**
> **(Staff)**

Children and young people spoke about people wearing jogging trousers instead of uniform, cutting off leggings for PE because there is no money to buy shorts and being unable to afford new jackets for winter.

> **"Uniform definitely solves a lot of issues for pupils from lower income households [but] there can still be issues of footwear, clothes being clean, clothes being worn or not fitting properly. Also, families may struggle to provide appropriate outdoor clothing during the winter."**
> **(Staff)**

Dress code enforcement can cause problems for children and young people

Enforcement of school dress codes range from flexible to moderate - where staff allow variations but still "moan at you" - to strict enforcement with disciplinary measures. In primary schools, children can lose class or house points and subsequent rewards. In secondary schools, young people can receive punishment exercises, demerits, detentions and be sent home for not wearing the correct uniform. Secondary students described being challenged on uniform in front of their peers as embarrassing or frustrating and say that less severe punishments are given for behaviour that affects learning, like disrupting classes or not doing homework.

> **"I have a couple of big jumpers and I'm no getting a big winter jacket 'til my birthday which is a few weeks away and I'll go into classes and teachers are like 'take it off' and I'm like 'I'm freezing, I don't have a big jacket to wear!'"**
> **(Girl, S5)**

> **"Teachers openly discuss people's shoes, and what they're wearing, in front of everybody in the hall. Which I think that should be private, especially if it's an issue to do with money. If their parents can't afford to buy them shoes that are plain black, because they've only got coloured shoes, then they'll discuss that out in the main hall."**
> **(Boy, S4)**
>
> **"In front of everybody, you should hear. It embarrasses people."**
> **(Girl, S4)**

Young people say that having to quickly get new uniform would cause problems if parents can't immediately afford to buy what was needed. In schools with strict footwear rules, if a young person is only able to afford one pair of shoes at a time then they may risk trouble and choose shoes that they want instead of correct school shoes.

> **"Some people get paid monthly and they cannae even get new shoes until next month, but they expect it the next day."**
> **(Girl, S4)**

"--I do worry about the shoes thing, because as a Pastoral Care teacher, I have sometimes had parents on the phone saying, 'Can't send him in because he's not got black shoes.'"
(Staff)

It is important for all staff to give children the benefit of the doubt as poverty can be hidden

Children and young people say that staff will help or be lenient with uniform if they know that there are financial problems at home. However, they point out that that staff may not always know people's situations and, if they do, the message may not filter through to other teachers who will still discipline young people throughout the day. They say that since some young people lie and make excuses about not wearing the right things, there is the risk that genuine reasons related to financial difficulties won't be believed.

"--because they've heard so many excuses, they probably won't believe you if you say that you're unable to get them. They take everything as excuses when it might actually just be reasons."
(Girl, S5)

"Even if your excuse is valid they will not listen to you and think you're just trying to get out of it. It becomes difficult to tell them that, 'I don't have enough money to buy them.'"
(Boy, S5)

Giving or lending uniform to children and young people becomes more difficult the older they become. While Primary staff say that younger children are happy to take what their teacher gives them, Secondary staff spoke about the difficulties of trying not to embarrass young people and making it feel like a handout. Young people say that it is important to be discreet when lending uniform or being lenient so that differences aren't made obvious and others don't sense unfairness and say "why are they allowed tae and I'm no?"

Uniform minimises differences but is still the main indicator of income and the first thing to be picked on

Although uniform minimises visible income differences, bags, shoes and the condition of clothing tells children and young people how much money someone has. When clothing is prescribed, its absence or different takes on it are noticeable. Most groups of children and young people said that they were aware of differences and that people had been picked on for their uniform or that there was potential for this to happen.

"And some people have like different bags and maybe bags that they've had from the year before."
(Girl, P6)

"When I bought the school bag, everyone started making fun of me - see the actual school bag with the badge. I had that one. They were saying that you cannae afford anything else and I was telling them it was dearer than any other one."
(Boy, P6)

"Shoes and bags, that's one of the biggest things…There's some people you get that are nasty and pure heavy cheeky."
(Girl, S4)

Children and young people told stories about someone wearing the same hoodie every day despite it being old and dirty, people being laughed at for wearing Primark shoes, a boy leaving school "because people were making fun of him, saying he smells and stuff", someone who got picked on for having worn the same ASDA shoes for the last two years and a group of girls who wouldn't let someone play because she didn't wear the right clothing brands.

"I don't look at people's shoes either but see, if people like come in with Tesco shoes and all that -- I don't care either, and I'm no the one who's wearing them, but we all know... I don't even know how to say it..."
(Girl, S3)

Staff felt that the potential for poverty related bullying was lower in schools in which children come from similar financial backgrounds, compared with schools which are more mixed and where poverty stands out far more obviously.

Children and young people thought that action would be taken if teachers knew what was happening but that they aren't always there to hear it. They found it difficult to think of what more could be done to tackle this kind of stigma. Some reluctantly suggested a more restrictive uniform policy with standard schoolbags and school shoes to avoid competition over brands. However, others felt that differences, however small, will always be noticed while low incomes remain stigmatised.

> **"See if you have black shoes and a blazer and that then you cannae show off that you've got that and that and that."**
> **(Boy, S6)**

> **"It's still there, no matter what."**
> **(Girl, S6).**

Primary school children came up with a scenario in which Ross[16], a character from a low income household, knew that his mum was struggling to replace uniform.

They said that he would be thinking:

- What am I going to do if I get them dirty or ripped?
- I think I am going to be made fun of and left out
- People will laugh at me.

He will feel left out, different, worried and sad. He might:

- Look after his clothes so that he doesn't need new ones
- Try not to get dirty.

Children and young people find these existing approaches to uniform helpful:

- Standard uniform minimises some differences
- Clothing grants help with uniform costs
- Education Maintenance Allowance[17] for older pupils help with uniform costs
- Letting parents pay for uniform in instalments
- Helping to pay for uniform when a young person is unlikely to be able to get it
- Suggesting cheaper uniform sources to children
- Flexible uniform policies which accept cheaper supermarket versions of uniform
- Allowing any shorts and t-shirt for PE rather than specific colours
- Not requiring school logos on jumpers, can just be in school colours
- Lending uniform and PE kits from a supply if any is missing
- Giving temporary permission for non-uniform and a realistic timescale to get the right clothes
- Asking parents to donate old school uniform in good condition
- Discreetly offering uniform or just putting uniform on a table and parents or children can look through it and take what they want
- Strict no-bullying policies with staff acting on name-calling and challenging.

Children and young people also suggest:

- Make sure that uniform is as affordable as possible
- Make sure everyone gets their clothing grants and Education Maintenance Allowance to help with uniform costs
- Talk about uniform in private, don't shout in public
- Do fun uniform swaps at the end of each term – everyone does it so less stigma
- Make sure that house points and other rewards systems are unaffected by uniform
- Pupil Councils should ask Glasgow City Council to help more with uniform costs
- Give children a good period of time to pay for school uniform and don't put pressure on them
- Do more about uniform related bullying.

08:00

TRAVELLING TO SCHOOL

Transport costs are significant for low income families and can affect children and young people's attendance and participation at school. In Glasgow, there is no financial support provided for children and young people living less than 2 miles (Primary) or 3 miles (Secondary) from their catchment school.

Transport costs are significant for low income families

Children of all ages agree that transport costs are high and say that this could be difficult in a low income household, particularly because transport costs can't be paid in instalments – children and young people need the money in their hands every day or at the start of a week or month for travel passes. First Bus fares cost between £6 and £10 a week for young people aged 16 and under and between £12 and £16 a week for young people aged over 16.[18]

The size and layout of some catchment areas mean that walking or getting a bus to school is straightforward. In other areas, longer, more complicated journeys mean multiple buses and higher costs.

> **"I used to stay in Lambhill and there's not a Lambhill [school] bus. So, I used to have to go to Possil and get that one. Or you had to get the train from down the hill, or you had to get a 61 and a 7, or you had to get an 8, then a 94. So, it's a pure mission, really."**
> **(Girl, S5)**

> **"It's expensive and it's lengthy, and I could well understand people just saying, "I can't afford it. I can't afford to get those two bus fares together every single morning."**
> **(Staff)**

Staff are sometimes asked to lend or give money when young people spend their bus fares or don't have them. For older pupils receiving Education Maintenance Allowance, a significant proportion of the £30 per week is spent on transport costs.

> **"You've got your bus fare, you might just be on the fringes so you don't get a free school meal so you've got your lunch, and then you've got another pound, and that can add up to about £5 a day and a lot of families just don't have that."**
> **(Staff)**

No financial support is provided for families living within free transport boundaries

The main criterion when allocating free school transport in Glasgow is distance from school.[19] Family income is not taken into account. Some staff questioned why transport wasn't means tested like free meals and clothing grants since it presents a significant cost to families. They spoke about children just inside the free transport boundary who will struggle to pay and, conversely, children beyond the boundary who receive free school transport but could easily afford to pay.

Older young people are aware of the boundaries outwith which free school transport is granted, the financial consequences of living inside them and, to them, the seemingly arbitrary and unfair boundary lines.

> **"I've actually counted the steps [between her friend's house and her own]. She has a bus pass and I don't. We have to pay for two people to get the bus, that's £10 a week to get the school bus without a pass. The first year, I got a pass."**
> **(Girl, S3)**

Walking to school isn't always straightforward for children

Bad weather makes transport costs more likely. Children walking longer distances can arrive at school wet and cold if they don't have appropriate clothes and footwear for bad weather.

> **"See, even if you don't live far away from the school enough to get a free bus pass… you wouldn't walk because let's say the weathers really bad - it's raining a lot and all that. You're going to get to school, your uniforms all wet and it's not nice."**
> **(Boy, S5)**
>
> **"And your shoes are squeaking.**
> **(Girl, S5)**

Safety is a concern for journeys which are lengthy, made on dark nights or go through territories which young people don't live in.

> **"See because I often stay after school, then by the time I go home especially in winter it's really really dark and there's nothing at all on the street you can see, it's all trees."**
> **(Boy, S5)**

> **"You know if they were always within walking distance or in a more affluent area, you'd think, 'Oh Mummy and Daddy are going to come and pick you up.' But you can't do that, especially in the winter time. You can't have these kids walking home. Because some of them'll say, 'Oh, it's fine' and I just think, 'Well, no'"**
> **(Staff)**

24 per cent of working age adults in Glasgow have a disability, a rate higher than in any other Scottish city.[20] The health and mobility of the people accompanying younger children to school can mean unavoidable costs.

> **"Like my gran can't usually walk to school because she's got a bad leg, so she can't walk to school. So she needs to take the car for me, and we do live far away so it would be pretty hard to walk sometimes."**
> **(Girl, P6)**

Transport costs can affect attendance and participation at school

Absences, late arrivals and pick-ups at school are connected with families living further away from the school and children staying with different parents or family members during the week.

> **"If you live quite far away and you're quite poor and your mum can't drive then you need to walk and you might be late a lot."**
> **(Boy, S3)**
>
> **"And then they moan at you for being late and that lateness can take away from your trips and experiences."**
> **(Girl, S3)**

Transport costs can affect children and young people's attendance and time keeping. Staff spoke about phone calls from parents saying that they don't have enough money to send their children to school and said that some children are late on days that benefits are paid as they have to wait until bus fare money is available. Young people spoke about mums keeping them off school when they had run out of money.

In some catchment areas, school buses arrive just before school and leave straight afterwards. Reliance on school buses affects participation in after school activities like supported study and school clubs as missing buses means paying for additional transport. Similarly, attendance at opportunities like Easter revision school depends on whether families are willing or able to pay for transport in the holidays. In one ASN school, some buses arrive too late for young people to access breakfast club and after-school clubs have been cancelled because arranging additional travel proved too expensive.

> **"I'm doing sound production so you've got to stay back after school and you've got to work on your project and all that. So it means I can't get the school bus home. I've got to pay for public transport afterwards."**
> **(Girl, S6)**

"See, the bus. It stays for five minutes, and if you've missed it, you're screwed."
(Boy, S5)

"So, if you had supported study and you got the school bus then—"
(Researcher)

"You either need to walk it home, or you need to pay extra for the bus."
(Boy, S5)

This has implications for which young people are able to make the most of opportunities offered by the school.

"After school activities… actually do become a bit of a class issue. Because, if you get the school bus you have to go on that bus at 3:20 or you're not getting home. Or it's going to cost your mum and dad 3 or 4 pounds to get you home. So we've had all of these things, and the kids who can walk… can go, but the kids who come from elsewhere can't go."
(Staff)

Free passes for public transport can only be used until 5pm. Staying late for clubs and activities means that travel needs to be paid for.

"See the day actually, I go to a club, gymnastics, and it finishes at ten to 5 but see by the time you get ready and that it's ten past you're going on the bus at. Most bus drivers let you on but some don't."
(Boy 1, S1)

"We go to football matches with the school as well and they don't get back 'til 8 o'clock so maybe they should extend it."
(Boy 2, S1)

Children and young people find these existing approaches to transport helpful:

- Free school transport
- Education Maintenance Allowance to help with travel costs
- Lunchtime rather than or as well as after school supported study, clubs and activities
- Tub of spare cash in classrooms and the office for bus fares
- Spare clothing if people arrive cold and wet.

Children and young people also suggest:

- Consider family income levels when allocating free transport
- Lunchtime supported study from all departments
- Put on extra school buses after clubs and supported study
- Extend free bus pass time period after 5pm.

Education (Scotland) Act 1980

"11. Provision of books, materials and special clothing free of charge.

(1) An education authority shall provide free of charge for all pupils belonging to their area who are given free education… books, writing materials, stationery, mathematical instruments, practice material and other articles which are necessary to enable the pupils to take full advantage of the education provided."

"54. Provision of clothing for pupils at public schools.

(1) When it is brought to the notice of an education authority that a pupil attending a school under their management… is unable by reason of the inadequacy or unsuitability of his clothing to take full advantage of the education provided, the education authority shall make such provision for the pupil for the purpose of ensuring that he is sufficiently and suitably clad…

(2) Where an education authority make provision for a pupil in pursuance of this section, they shall be entitled to recover from the parent of the pupil the expense thereby incurred or, if the authority are satisfied that the parent is unable without financial hardship to pay the whole of that expense, such part thereof, if any, as he is, in the opinion of the authority, able without financial hardship to pay."

09:15

LEARNING AT SCHOOL

Resource and subject costs can place pressure on family budgets and risk limiting young people's participation in particular subjects. Expectations, rules and consequences surrounding resources vary within and between different schools. Inability to access opportunities outside school means that some children come to topics with little prior knowledge and can display difficulties in engaging with staff and with learning.

There are inconsistent expectations and practices surrounding resources

Children and young people don't always bring basic resources like stationery, calculators and school bags to school, sometimes for financial reasons.

> **"When people say, 'I've not got a pen the noo' he's like, 'Oh, why don't you buy one?' But it might be down to personal finances. And they don't realise that because they're teachers and on a high wage."**
> **(Boy, S4)**

> **"Scientific calculators, they make out as if it's no a big deal and we should just have one but they're a fiver and a fiver's no cheap."**
> **(Boy, S6)**

Education Maintenance Allowance supports eligible pupils aged over 16 with resource costs but young people pointed out that those with incomes just above the threshold[21] go without this help.

Resource expectations, rules and consequences vary between different schools and between different staff members in the same schools. This ranges from children and young people being given resources freely to teachers "pure whining" about lending resources, giving punishment exercises, deducting class or house points or charging money for new pencils and replacement jotters.

> **"She says that you should bring your own stuff, but with some teachers, they bring stuff for you. With other teachers they do have stuff but they say that you should bring your own. Because one of our rules is 'be prepared' it could get you into trouble."**
> **(Girl, P6)**

Having to visibly ask for resources when other children have their own risks singling children out:

> **"Are they not kind of under pressure having to ask, will they not feel embarrassed?"**
> **(Girl, P7).**

Costs risk limiting young people's participation in particular subjects

- Ingredients and tubs in Home Economics: "If you don't pay then you don't cook." (Boy, S4). Some young people said that it would just be assumed you were messing about if you didn't pay.

- Paints, materials and folios in Art and Design and Design and Manufacture: "See if you want actual good paint to do something then you need to go and buy it. If you're doing a design unit then she'll say you need to go and buy nice stuff for it rather than just getting it supplied." (Girl, S6)

- Trips and resources for English and Drama: "And for their exam this year. I know there was three boys in one particular production that couldn't have afforded the costume. And I put my hand in my own pocket and got it." (Staff)

- Instruments, ICT and software in Music: "There's the ones that can't afford a guitar or they can't afford a keyboard, so they're not able to practice at home. We open up the department at lunchtime to let them come in, but obviously you only can get so much done in that time. We've got technologies where we'll have them do sound recordings and things. Again, those who are able to get access to these at home come on a lot quicker than those without it." (Staff)

One young person said that he had dropped Home Economics because it costs money.

> **"Aye. I didnae want to pay 50 pence on Home Eccies. I didn't want to pay that because I couldn't be bothered because then that takes money off my lunch money, and I was like, nah."**
> **(Boy, S4)**
>
> **"Okay. And would you have wanted to do it [as a certificate course]?"**
> **(Researcher)**
>
> **"Aye."**
> **(Boy, S4)**

Textbooks and specimen papers for Scotland's new qualifications posed issues for low income pupils unable to pay for their own resources and for schools trying to provide them for everyone. Young people also spoke about personal tutors providing an advantage to those young people who can afford to pay for them.

> **"So basically if your parents can buy them [books] then you're at an advantage already… We give all the practical advice that we can but the honest black and white truth is that kids from high-income families are better set up to succeed. And we can't overcome all those barriers. Because we don't have the money."**
> **(Staff)**

Low incomes can influence teaching and engagement with learning

Children from low income households who have less access to opportunities and experiences outside school can have limited prior knowledge when approaching new topics in class and teachers must tailor tasks accordingly. A languages teacher highlighted the absurdity of textbooks teaching children to speak about skiing holidays in France when they have never left Glasgow and many others spoke about the need to avoid questions like 'what did you do on your holidays?' or 'what did you get for Christmas?'.

> **"I was thinking about sharing news and circle time or a show when we've been talking about what they've been doing and some kids are saying 'nothing, I've not done anything' and you tell them to write about what they wish they'd done."**
> **(Staff)**

Some staff spoke about difficulties in inspiring children's ambition and aspirations for the future if parents don't value education. They pointed to children and young people not knowing how to sit quietly and concentrate, how to engage with rules or how to interact with adults in authority. Some are frustrated by the negative effect that this has on everybody's learning

> **"I think often when children are misbehaved it's because something else may be wrong, but they can't really put that into words. I do think it is-- I can't think it'd be nice for the children to be aware that they've got less money and less things. Horrible situation for the children, I think, to be in."**
> **(Staff)**

Children and young people find these existing approaches to learning at school helpful:

- Stationery and other resources provided in class for everyone
- When there are costs, giving advice on the cheapest places to buy things.

Children and young people also suggest:

- Offering resources to everyone means that nobody will stand out
- Just put stationery where people can get it rather than making us ask for it
- Give people time to get school supplies, don't pressure them
- Make sure that house points and other rewards systems are unaffected by not having resources
- Parent and Pupil Councils could fundraise for more supplies for the school
- If teachers think pupils can't pay for subject costs then they should help them so they don't drop the subject.

Staff would like to see further resources to support the new curriculum, more money outwith per capita allocation to buy items for pupils and "staffing to help with the complexities of supporting young people who have additional needs as a result of their personal circumstances."

> **"I don't think poverty should have a detrimental impact on children accessing the curriculum – I think that as a school we should be making sure that we are providing every bit of equipment they need to participate in the curriculum fully."**
> **(Staff)**

10:30

FRIENDSHIPS AT SCHOOL

Making and spending time with friends is an important part of the school day for children and young people. Friendships can be affected by income levels and the ability to be the same and to have and do the same things as others.

It is important for children to have and to do the same things as friends outside school

Having enough money to do things with friends is important. Younger children say money is needed to travel to friends' houses, buy presents for birthday parties and go to the cinema, bowling or the shops. When friends go out to play, they say that money is needed for football cards, sweets, and mobile phones to keep in touch with each other and their parents.

> **"If you want to do things with them, I think [money is an issue]. You can't really just have friends at school and not do anything else with them, any other time."**
> **(Girl, P6)**

Older young people spoke similarly about the need to do, consume and wear the same things as their friends. Some said that this dictates friendship groups.

> **"You need to be on the same sort of level as the others."**
> **(Boy, S5)**
>
> **"This group of people can afford to do stuff and this group of people can't afford to do stuff. That's what it's like."**
> **(Girl, S6)**
>
> **"And this person can afford to wear this and that person can't."**
> **(Girl, S5)**

Children can build a persona to try and fit in, making up stories about what they do outside school and what they have at home. Staff spoke about the pressure placed on parents and pointed out that if they do manage to get their children the latest technology then this doesn't mean that they are not in poverty.

> **"It's so expensive that there will be people that spend, save up, and they will have some of the latest equipment, but they'll forego a lot of food and other things as well that they really should be spending money on."**
> **(Staff)**

Friendships are also affected by what children can afford to do in school

Older young people said that not taking part in clubs, trips and lunchtimes at school can affect friendships and that people become isolated or less confident when they feel left out or can't take part in school activities.

> **"Well I think if all of your friends or people you know go to the after school clubs, school trips, that kind of isolates you from them. You're singled out, you're not with them, just a spare person."**
> **(Boy, S5)**

Staff say that lack of money can affect young people's behaviour and engagement at school, either through seeking attention from peers in a negative way or becoming insular to avoid being picked on and, consequently, missing out on what school has to offer them.

> **"Trying to hide the fact that they've got nothing. Missing out on everything really. There's kids who will miss out on everything."**
> **(Staff)**

Children can tell who has less money and this can lead to stigma and exclusion

Children and young people say clearly that they know who has less money in their school by looking at uniform, shoes, bags, hair, general appearance, what they bring to school, what they get for Christmas and whether they get a free meal.

> **"You can't always tell, because there'll be some pupils you might not necessarily be able to tell, but you kind of work it out over time."**
> **(Boy 1, S4)**
>
> **"…This is no very nice to say, but [by] like the state of their hair and their uniform."**
> **(Boy 2, S4)**

Some children, especially younger ones, say that people with less money wouldn't be picked on because that wouldn't be kind or because "it's an anti-bullying school" and teachers wouldn't allow it.

> **"Everyone's the same… it's about making friends and being nice to everyone, not just certain people. Like Lucas, he doesn't have a proper polo shirt on. But I'm sure he feels included in this school because Francis includes him in everything.**
> **(Girl, P5)**

However, most children and young people spoke about the reality or the potential for poverty based stigma at school. Younger children told stories about a boy being called a hobo in the playground because "his dad doesn't have much money" and girls who wouldn't let other children play with them if they didn't have "designer schoolbags and all that."

Older young people say that whether you get "funny looks" or are "left out" or "slagged" is dependent on the people who happen to be in your year.

Differences can be more apparent in schools with few children from low income households

Staff teaching in areas of widespread deprivation felt that income differences weren't as apparent there as children came from similar backgrounds. Similarly, some young people thought that when friendship groups formed along the lines of family income, difference and stigma could be avoided.

> **"I don't think we have that huge disparity between groups of children, we are much of a muchness... I think children see themselves as much the same."**
> **(Staff)**

> **"If the person with a lower income hangs about with another group of friends that are the same, then they'll not get slagged."**
> **(Boy, S6)**

In schools with less widespread deprivation, staff gave examples of children being invited to friends' houses and feeling too embarrassed to return the invitation and about children not being invited to birthday parties or not going because they can't afford a present or because their parents don't want to socialise with these families.

> **"It's not anyone's fault, it's just -- you know, the children, when they're growing up, don't see the differences and especially in Infants. They just see a wee friend and they don't care what house they're from. But the children themselves, as they grow up, start to feel uncomfortable with that."**
> **(Staff)**

‘Just one of those things’?

Children and young people expressed doubt about whether posters, PSE lessons and assemblies on difference, inclusion and bullying themes actually had any impact.

“It’s just one of these things that happen.”
(Boy, S5)

“It doesnae work because if they want to bully someone they’re going to do it anyway - it’s the world, everybody’s just as bad as each other. I’ll sit here and say all these things but then I’ll go and slag someone.”
(Girl, S6)

“The school can’t stop people slagging people for money.”
(Girl, S2)

Children and young people find these existing approaches to friendships helpful:

- Staff listening and nurturing - helping to sort friendship problems out when they happen and supporting children to mix and make friends
- Resources like the Bubble Box, the Red Box and the Bully Box where children can write down problems and get support from staff
- Clear anti-bullying policies and strong anti-bullying messages throughout the school
- Lunchtime clubs to help people make new friends
- Education Maintenance Allowance means that you have more money to do things with friends.

Children and young people also suggest:

Children and young people

- Stick together, stand up for people and don’t be bystanders
- Make sure everyone has a friend and everyone is included and be there if somebody is worried or upset
- Don’t show off or leave anyone out
- Be less judgmental and don’t say bad things about anybody
- Share toys, games and snacks.

School staff

- Teach children to be more aware of poverty and help to remove stigma; more learning and talking about it will help people understand and change their behaviour
- Make Bubble/Red/Bully boxes more private so that nobody knows if you’re using it
- Look out specifically for money based bullying.

“Other children have the power to make people feel happy or not happy.”
(Girl, P5)

11:00 SCHOOL TRIPS

School trips can be difficult to afford for families on low incomes. Missing trips means that children miss fun, new experiences and personal development and feel left out. Many trips are heavily subsidised but children can be embarrassed about asking for financial help. Staff put a great deal of time and effort into keeping trips free or low cost but if parents can pay then schools have far more options.

Some children can't afford to pay for school trips and all of the additional costs

Many school trips are free, some are low cost and some – mainly residential and foreign trips - cost substantial amounts. Most people go on class trips related to the curriculum but some don't go on bigger more expensive trips. Even trips with smaller costs can prove difficult for low income families, especially with more than one child at school.

> **"As I say, there are some kids who wouldn't even look at the thing, 'No point in me putting my name down.' Not in a million years will they get to go."**
> **(Staff)**

> **"Even the wee trips they're maybe not getting to go on. Getting a 10 or 15 pounds out of them cannot be done."**
> **(Staff)**

Extra money is often needed for snacks, drinks, extra activities and souvenirs. One girl said that for her family of three, a £5 pantomime trip will cost £15 plus another £10 for ice cream. Even at swimming, £1 is needed for a locker or children must ask somebody to share with them. Not being able to afford these extras can highlight differences.

> **"Some kids turn up with loads of money and others turn up with nothing. That can be quite detrimental to their confidence, because our kids see it.**
> **(Staff)**

Residential trips require appropriate clothes for day and bedtime, toiletries, a bag, spending money and potentially a passport. On one residential trip, some children brought sturdy outdoor shoes and outdoor clothes while others had no clothes to change with and duvets from home instead of the suggested £6 supermarket sleeping bag.

> **"Once you've paid your money to actually go to Aviemore, you get told to bring money for spending, like £20 or £30. Yeah, and that's-- even though it's £20, it's still a lot."**
> **(Boy, P7)**

Staff in deprived areas spoke about the risks they take asking parents to pay; both that children will be disappointed and embarrassed and that parents will feel pressure to get money somehow, potentially from high interest loan companies.

> **"I couldn't in all consciousness go to parents and say I've arranged a trip to Paris or something that costs £200, I can find £100 a family but you need to find £100. And then the spending money … Alright, you're giving them a year to pay it up but that's still money every month over and beyond living costs… That isn't fair. It's not fair on the children that are left, it's not fair on the parent you're putting pressure on to take them and they're moving heaven and earth to find the money somehow."**
> **(Staff)**

> **"I'm not angry at my mum because she's just had a baby and has three kids but it's pressure for the kids and pressure for the parents because my mum felt guilty that I couldn't go… Why do we have costly trips then? I mean I know they're more fun maybe but it puts people under pressure and it makes people embarrassed and disappointed if they can't go."**
> **(Girl, P7)**

Missing trips excludes children from fun, new experiences and personal development

Children, especially younger ones, say that there is something distinct and special about school trips, particularly on residentials where there is the opportunity to try lots of new things. Staff see trips as an opportunity for children and young people to grow in confidence and self-esteem.

Missing out on trips means being left out of pre-trip excitement and then hearing about all of the fun you missed when people share stories and memories afterwards.

> **"I think you get quite annoyed when people, like see, if you don't go and then people who did go come back, and that's all they talk about for a week and you don't go so you don't know what they're talking about."**
> **(Boy, S6)**
>
> **"Or people come back saying it was rubbish, and there's people that actually wanted to go."**
> **(Girl, S6)**
>
> **"That couldn't go because of the money."**
> **(Boy, S6)**

Children can be embarrassed about asking for help to go on trips

Young people thought that if you couldn't afford a trip then you could talk to staff to see if they could help but that this can be embarrassing. Some staff are also aware of the difficulty involved in offering or asking for financial help.

> **"The first time I went to Alton Towers, I think my grandad put some in, and my mum put some in, and the school put the rest in. And they were alright about that but then I still felt like some of my teachers were looking down on me for that."**
> **(Girl, S5)**

> **"[It's] that kind of embarrassment going, 'How much can you pay?' to one child. A couple of times I've said to children though, 'If you can't manage you come and see me and you don't ever say that you can't.' And they have done that, you know, but that's embarrassing and that's quite hard for kids to do that."**
> **(Staff)**

Some young people said that people cover up embarrassment over not being able to go by pretending they don't want to go or by behaving badly. Reward trips are based on points, attendance and merit systems. These trips are often free but small charges are sometimes made. Children and young people say that if you know you can't pay for reward trips, it might be a waste of time making the effort to earn points.

Staff spend time and effort on keeping trips free or low cost but if parents can pay then schools have more options

School fund, fundraising money and grants help to subsidise the cost of trips and, in some circumstances, all trip costs are covered for children and young people who could never afford to pay.

> **"We can say wee Johnny's mammy's been ill, not got any money, or we know the reason why they've not been here, we'll put the name in. And again, it would be subsidised. We'll think well they won't pay… we'll just pay his. So that all happens. The kids don't really know that."**
> **(Staff)**

In many schools, parents' ability to pay determines where children go on trips. Seeking out subsidies and favours can be time consuming for staff and requires will and effort. When parents can pay, trip options can be more varied.

> **"As long as there's equipment to access the curriculum then we have to be creative about how we access the extras."**
> **(Staff)**

Trip options can be limited by high venue costs and coach companies increasing prices at busy times of the year. The valuable Class Connections service provided by Glasgow Life transports children to free arts, culture and sports venues across the city but operates only within Glasgow city boundaries. Class Connections first-come-first-served policy means that schools in deprived areas can miss out on the service if they don't book in time.

> **"There's many challenging things in Paisley [11 miles and a 20 minute drive from the school]. You think about the Victorians, right? You think about the threads, you think about all the mills that's out there and museums that's out there. We can't access that."**
> **(Staff)**

Lack of wheelchair space on buses means that children and young people with physical disabilities in ASN schools can't use this free service. One boy said that he feels jealous when he looks at Facebook photos of other people in "normal schools" going on lots of school trips.

Primary school children came up with a scenario in which Ross, a character from a low income household, wasn't sure whether he could afford a residential trip.

They said that he would be thinking:

- I just want to be normal
- He'll be thinking he can't go and people will ask him why he can't go
- All my friends are going, I'm going to be left out
- I want to go on adventures but I can't afford it
- A bit annoyed with his mum for not having enough money

He will feel left out, disappointed and desperate to go because the whole class is going. He might:

- Try to save up for it
- Go to ASDA Smart Price or a food bank to save money
- Make up a reason not to go

Children and young people find these existing approaches to school trips helpful:

- Confidential subsidising or payment for children to attend school trips
- Getting grants for fully funded trips
- Free or low cost school trips policy
- Fundraising which doesn't ask families to contribute, e.g. supermarket bag-packing
- Lots of notice given for bigger trips to give families time to save up
- Searching for the cheapest deals to make the trip as affordable as possible
- Staff making clear to pupils and parents that they might be able to help with costs
- Using Class Connections service
- Close ties with local community groups who may help with transport and venues

Children and young people also suggest:

- Avoid making pupils have to ask for help - it's embarrassing - but be open to helping if they do
- Offer discounts if there is more than one child at the school
- No costs for reward trips - earning a trip should mean not paying for it
- "People who could pay could pay a bit more and that could go towards people who couldn't afford it." (Boy, P6)
- Don't have £700 trips - make sure trip costs are reasonable so that more people can afford them
- Flexible instalments where you pay what you can when you can
- School bank could be used to save up for trips over long periods of time
- Head Teachers should ask Glasgow City Council to give more money to the school for trips
- Pupil and Parent Councils should come up with more fundraising ideas for the school fund

"It's about giving them the opportunity to try something out and say, do you know, I really enjoyed that, is there a way into that?"
(Staff)

12:40

EATING AT SCHOOL

Lack of food and poor nutrition are realities for some children and young people in Glasgow. Food costs can be significant and receiving free school meals can lessen the financial burden on low income families. However, not every family entitled to free meals applies for them and not every child receiving free meals takes them.

Lack of food and poor nutrition affect some children and school staff are plugging the gaps

Staff are aware that lack of food or poor nutrition at home is a reality for some children and young people and that this affects their concentration, energy and general health and wellbeing.

> **"I think when some of the kids are coming in hungry, they've not had breakfast, or they'll tell you that they've not had dinner. You know then that there's not much money at home and parents can't afford food for them.**
> **(Staff)**

> **"They're shorter, often, smaller, and things like that. It must have a tremendous effect on the brain, as well… They go to school without breakfast. The only thing they get to eat is at lunch, at school. Quite often, some of them will get nothing at home at night."**
> **(Staff)**

Staff spoke about plugging gaps when children or young people are hungry, giving leftovers from breakfast club or their own food and keeping an eye on what's being eaten at lunch. This appears to be easier to do with younger children.

> **"There's never a big hoo ha, it's just through chatting away – 'Have you had enough? Listen I'm sure there's a sandwich there, a wee bowl of soup or some chicken up there if you fancy any more… Children will say to staff, I don't have anything for my lunch today, my mum didn't have any money. And the relationships are strong enough for that."**
> **(Staff)**

> **"So the primaries seem to be able to do that in a way that's a wee bit more subtle, where I don't know how-- we have had kids that we know-- we just wish that you could get them a breakfast, or the extra food that's left over at interval and lunchtime, get that to them. But we've not found a way yet of kind of not-- you don't want to embarrass them…"**
> **(Secondary staff)**

The free fruit scheme which used to exist in Glasgow schools meant that staff could give children healthy food in a non-stigmatising way, something which is now less possible.

> **"If there was a child that came to school without breakfast, if you had the fruit in your classroom it would be very easy to say, "Just take an apple on the way out." Whereas now - I think we've all done it occasionally - you've realised you have to say, 'Right, come here. I'll give—'- it's more obvious that you're giving a child something perhaps than it was in the past. I think we all probably have at some point, given a child something if you notice that they don't have."**
> **(Staff)**

Breakfast clubs aren't always used by families on low incomes

Glasgow City Council currently operate 135 breakfast clubs in Primary schools across the city. Children and young people receiving free meals are entitled to free breakfast – cereal, toast, fruit and a drink – with a £1 charge for other children.

> **"You know I asked a class recently, "Who all had a breakfast?" and there was only about two of them out of twenty."**
> **(Staff)**

Breakfast club opens at 8am. Children enjoy the activities and say it is good value, mainly speaking about it as somewhere to go when their parents work early. Staff wonder why there isn't as much uptake as there could be and whether families aren't getting up early enough or aren't aware of it.[22] They thought that £1 may be a problem for low income families not entitled to or not claiming free meals as "if there is a cost of any, some parents will find that hard."

Snacks can highlight differences in income

Snacks highlight income differences as some children bring nothing, some bring unhealthy options in large quantities and others take a "posh little box with the natural foods." (Staff)

While younger children don't associate cheap, unhealthy snacks with low incomes and just thought people were showing off when they brought "a whole bag of Haribos or a whole pack of biscuits", staff saw links between low income and unhealthy eating, with poor nutrition not just associated with low weight in children.

Travel costs affect what people eat. Some staff spoke about parents buying supersized overpriced snacks at local corner shops instead of getting cheap supermarket multi packs and suggested that eating frugally is more difficult when the nearest supermarket isn't easily accessible.

> **"So it's £4 for a single fare to go [to the nearest supermarket] - do you know what I mean - if they don't have, well if whoever it is on a low, low, low budget. Four pounds is a lot of money off their budget to go to buy tuck."**
> **(Staff)**

Some children bring extra money to school to buy snacks at break and after lunch. Some said that it would be frustrating seeing people getting "all these extra little privileges every day" (Girl, P6) but not being able to afford them.

> **"I think this extra stuff, it puts the kids under pressure, but it also puts the parents under pressure if they can't afford it. It's all this pressure and embarrassment that's unnecessary."**
> **(Girl, P7)**

Not every family entitled to free meals applies for them

Fuel Zone[23], Glasgow City Council's school catering service, run by Cordia, provides cashless catering for secondary schools. This is being extended to primary schools. Children and young people receiving free meals have the cash equivalent of £1.70 loaded automatically to their Q-Cards daily. Those who pay for lunch top up their Fuel Zone account online or at school and pay using Q-Cards.

Fuel Zone food is prepared according to stringent nutritional standards set out in legislation[24] and includes a range of hot and cold food options along with soup, bread, yoghurt, salad, fruit and water, milk or fruit juice.

Not all families entitled to free meals apply for them. Staff presume that this is related to parents' ability to complete the necessary form, either not doing it or having it rejected for insufficient information, something particularly likely in areas where many parents don't speak English as a first language.

> **"I've got children and I wonder why they've not got a free ticket because they—"**
> **"I don't know why they're not on free tickets."**
> **"You do have to take them away and you have to post them. If you're chaotic and stressed..."**
> **(Staff)**

Both children and staff mentioned low income families in work, above the free meal threshold but struggling to pay for lunch every day: "What if they're working in Tesco or something and they're pure poor?" (Girl, S2). Staff say that children who do pay for lunch can still come without money because their parents don't have it.

> **"They have to bring the child to breakfast club, they have to pay for breakfast club, they have to pay for lunch. We were sitting here trying to calculate how much that is if you have three children-- that's 3 pounds for breakfast every day, and that's £4.50 for lunch every day. So that's a lot of money over a month."**
> **(Staff)**

Staff assume a change in circumstances when children start or stop receiving free meals. Coming off free meals can be because of crossing the eligibility threshold but can also be because parents haven't completed the annual postal declaration to continue receiving free meals. Schools are notified so they can take children off the list, but parents may not know or understand this, meaning some children and young people don't have lunch money despite no longer being entitled to free meals. This can result in schools having to deal with upset parents and there is a risk that these communication difficulties will filter down to the child. One child was unexpectedly told that she couldn't get a free meal.

"See the lunch, sometime when you don't expect it, they say you've been taken off the list and make you pay."
(Girl, P6)

"So that's happened to you before, has it?"
(Researcher)

"She [dinner staff] said we needed to sign the form again."
(Girl, P6)

"Obviously you'll give it to your mum and she might phone up and say that you are on the list."
(Boy, P6)

Children know who gets free meals but they report limited stigma

Children and young people are aware of the costs of school meals and recent price rises. One boy with three siblings worked out that his parents paid over £100 a month for their school lunches. However, there were varying levels of awareness about what receiving free school meals means. While some understood the eligibility criteria, younger children often thought that tickets were just another way of paying.

"I'm a ticket."
(Boy, P6)

"What even is a ticket?"
(Girl, P6)

"You pay all the money on the Monday and they give you a ticket for the week."
(Boy, P6)

Children and young people are aware of who receives free meals. Dinner tickets are distributed in a range of ways in Primary schools without cashless catering but, regardless, almost all children say that they know who gets a ticket. In Secondary schools, young people say that the Q-Card system would work if everybody used their cards but many just use money or go out to shops for lunch. They say that if someone stays in and uses a Q-Card it's more likely that they will be receiving free meals.

"I would just kid on that I was putting money on my Q-Card. I'd go to the Q-Card machine and swipe it. Kid on I was putting money in, and take it back out, and just say, 'I'm staying in for lunch. I don't like the food out there.'"
(Boy, S4)

The risk of free meal stigma is well known and the duty to mitigate it is written into school meals legislation. However, across all stages there appeared to be limited stigma surrounding free school meals (apart from on trips, see below). Primary children spoke about a game they play with numbers on the back of the tickets where they win if their ticket numbers are highest that week. When some P5s said that they got a free meal other children in the group nodded and tried to say that they did too; the children receiving free meals assertively told them that, no, actually they didn't.

> **"We are tickets so we don't have to pay cos we're listed down as tickets cos our mum and dad don't have enough money to give us it every day."**
> **(Boy, P5)**

> **"It's like saying if you get EMA [Education Maintenance Allowance], do people bother about it? Some people get annoyed if they don't get it."**
> **(Girl, S6)**

Some staff and children thought that lack of stigma may be more common in schools with widespread free meal entitlement but the same lack of stigma was reported in schools in with more mixed rolls.

> **"I don't think it would be a main problem in this school because a lot of people are in the same position... it's not like everybody in the school doesn't get a dinner ticket, quite a lot of people get dinner tickets."**
> **(Girl, P7)**

Several children knew about the recent introduction of free school meals for all Primary 1 to 3 children and said that it would help their families financially in the first years of primary school.

> **"If Primary 1s to Primary 3s get it free it's quite good because like say for instance my mum pays 30 pound a week for dinner money then this means she can just take a wee bit more money to get something else."**
> **(Girl, P7)**

Free meal stigma does exist on school trips

Staff say that stigma exists on school trips if free lunches are provided for some pupils in Fuel Zone branded paper bags while others have money or their own packed lunches. Some young people refuse to take them.

> **"We had [a parent] who had no money at the end of the month, and we were going out. He phoned up and said, "He doesn't want one but I can't get him a packed lunch. He has to have a school packed lunch." It was awful. One child. And I thought, "How do I go and collect this packed lunch and give it to him?" It was awful... I just had to pick it up on the way past early in the morning, and I just slipped it to him. I put it in a poly bag and said, 'There's your lunch' quietly."**
> **(Staff)**

> **"If you take them out for a trip, and you say, 'Come and see me if you want a packed lunch' they won't come and see you, nobody will ask for it... [On one trip] Practically none of them--nobody would come over to get one. So I think that's where it becomes more noticeable, that's where they don't want to say."**
> **(Staff)**

Primary staff thought that the introduction of free meals for all P1-3s means that they can straightforwardly take the same lunch without stigma.

Not every child receiving free meals is choosing to take them

Some young people choose not to take free meals. Leaving school to buy lunch from local shops is a key factor in non-uptake of free meals for secondary pupils, a well known phenomenon which is the focus of government guidance[25] and attention from Cordia in partnership with schools.

A range of strategies are employed to encourage pupils to stay and eat in the Fuel Zone[26] but many young people still go out because of the choice of food on offer, perceived value for money and to be with their friends.[27] Unlike food in Fuel Zone which meets nutritional standards, food and drink from local shops is often high in fat, salt and sugar. Young people who eat out of school at lunchtime are likely to buy unhealthy convenience food including crisps, confectionery and sugared drinks not sold in schools.[28] Although £1.70 for a school meal includes hot and cold food options along with soup, bread, fruit and water, milk or fruit juice, many young people still believe that going to the shops is the cheapest option for them.

> **"Some people only get £1 for lunch so they get noodles."**
> **(Boy, S4)**

> **"Sometimes it's cheaper to go out the school but and get lunch because I have to pay for my lunches and it's cheaper to go out to Greggs and get something most of the time."**
> **(Boy, S1)**

Some pupils spoke about enjoying Fuel Zone food, particularly on theme days, but many highlighted a range of issues which make them more likely to go out to the shops.

> **"They moan at you going out to the shop but the food here is barkin'"**
> **(Girl, S4)**

- **Portion sizes** Young people believe that free meals "doesn't get you much" (Girl, S3) or just "one slice of pizza" (Boy, S6) and that portions are "the same that they give to my brother who's 5. They're going to fill him up, they don't fill me up." (Girl, S5)

- **Healthy eating:** Foods like pizza and hot dogs are served to encourage young people to take school meals. Some young people see this as adults talking about healthy eating but serving unhealthy food. In addition, because of the need to cook these foods in healthy ways there is a lack of seasoning so they don't taste like the 'real' unhealthy options served outside: "They need to actually use salt, add vinegar… Sometimes I bring in the little sachets." (Girl, S5)

- **Limited choices in school** Pupils can choose what to eat outside school but in school choices are limited to what is available that day
- **Food runs out too quickly** and young people prefer to take their time and go out to shops.

> **"If you get held back in your class and then you go down to lunch there's hardly any food left. You may as well go to the shops for something proper that you want. They don't make enough I don't think. You wait in the queue for 10 minutes and then when you eventually get there it's 'oh there's none of that left.'"**
> **(Girl, S4)**

> **"Yeah, it's like The Hunger Games down there [laughter], if you don't run-- if you're even just five minutes late, then the food you're going to get is just leftovers."**
> **(Boy, S5)**

- **Large appetites** mean that young people are hungry before and after lunchtime and may still take money to school even if they do take a free meal

"But see at the same time when I come in the morning, I'll have a bowl of cereal [at home]. The time my bus journey takes is about 40 minutes, and then I end up starving. And then I need to go into the shop and I get something then. Then break comes and I'm still hungry, and I can't get everything from down there because I want a cake and I want a toastie and I want a Capri-Sun, and then lunch comes and I'm starving."
(Girl, S5)

A key problem identified by young people is that taking free meals means eating in school or waiting in a queue to get a takeaway option. They thought that this could single you out and that, rather than sitting in on your own, most people would prefer to go out to the shops with friends even if they had no money. They thought that some people would put pressure on their parents to get some extra money to be able to do this. They also thought that if people's friends waited for them while they got their meal to take away then that would be fine, but that this doesn't happen for everyone.

"Like I can get a free meal and don't mind but if my friends all go out for lunch and I'm sitting by myself getting a free meal, I wouldn't like that."
(Boy, S3)

"If your pals are going out at lunch you'll be a loner. It puts you out the group because they're going out and then you're sitting there on your own."
(Boy, S4)

Children and young people find these existing approaches to eating at school helpful:

- Free meals for low income pupils
- Free meals for all Primary 1 to 3 children to save families money
- Staff awareness of stigma around lunch on trips and efforts to minimise it
- Staff vigilance about what children eat
- Making tickets accessible to children rather than shouting names out
- Covering lunch costs if someone is going through a difficult time - lending lunch money and providing food to children not receiving free meals when they need it
- Trying to get parents in to school to help with free meal application forms
- Contacting parents if children are not taking free meals
- Allowing free meal allocation to be spent on break-time snacks if staff know it won't be used at lunch
- Being able to pre-order and pick up food to take to the shop.

Children and young people also suggest:

- Make sure everybody entitled to a free meal gets one
- Get better and more varied school meals
- Bigger food portions at lunchtimes
- Give everybody free lunch
- "More food, some people go hungry."
- "Make it with fresh ingredients and in bigger portions - school lunch is not healthy!"
- Sell the same food as they sell in the shops
- Reintroduce free fruit to help staff give food to children
- Q-Card system for all primary schools
- Restrictions on what can be brought for break-time
- No birthday cakes as some children don't bring them in and are singled out for this
- Glasgow City Council should lower the price of lunch or at least definitely stop increasing it.

14:00
FUN EVENTS

Special days, events and activities are a fun part of school life and often raise valuable funds to subsidise trips and provide additional resources. However, fun events can create difficulties for some children due to lack of immediate funds, hidden costs and feelings of embarrassment or marginalisation if they are unable to take part.

Schools organise a range of additional fun events and activities across the school year, including fundraising for charities and/or school funds through non-uniform days, fun days, sponsored activities and coffee mornings, seasonal events, shows, parties and Secondary school proms.

Low cost events and activities throughout the year can prove difficult to afford if they occur often or near to each other or if there is more than one child at school. Events can have additional hidden costs such as tuck for discos and transport to evening events.

> **"50ps and pounds – it's still money though, isn't it."**
> **(Girl, P6)**

> **"On Tuesday, we went to a World War II classroom, and then we had a Halloween disco. And then for that trip to the World War II thing it was 3 pound. Then for having a disco, you have to bring money for tuck, if you want tuck. And it's £2.50. So for they two things, it was £5.50 for me."**
> **(Girl, P7)**

Secondary pupils say that nominal costs of £1 or £2 for non-uniform days can cost far more if new clothes are needed.

> **"You also need to buy a lot of stuff because you cannae really go in the same clothes that you wore to the last non-uniform, because people notice that... Sometimes it gets to be like a catwalk or something."**
> **(Girl, S5)**

Young people say that non-uniform days risk singling people out, making them feel embarrassed because they aren't participating or because they are worried about the clothes they wear. In some schools, staff say that attendance visibly dips on non-uniform days.

> **"What if he doesnae have any good claes [clothes] in the house? He'd be like 'state of me' compared to everybody."**
> **(Boy, S3)**

> **"We get kids that don't come in on the non-dress code days. Why? Because they don't have anything new." ... "The kids would never admit that. They don't say, 'It's because I've nothing new.' It's just, 'Oh, I wasn't well that day, Miss.'"**
> **(Staff)**

Most fun events are optional but many children and young people, especially younger ones, either want to or feel obliged to take part.

> **"You don't really have to but you kinda should but if you don't have enough money or you forget to bring it in then you don't need to - but it's best if you do. "**
> **(Boy, P5)**

> **"I didnae do it [Beat the Goalie], I didn't have enough money."**
> **(Girl, S1)**
>
> **"And then you're out with your friends and they're saying how good it was and how they wish the school did it more often."**
> **(Boy 1, S1)**
>
> **"You don't need to do it if you don't want to but you'd feel a bit left out.**
> **(Boy 2, S1)**
>
> **"I don't want it done at all."**
> **(Girl, S1)**

In one school, staff spoke about children pretending they didn't want to take part because they didn't have the money.

> **"You see one or two, you know, if they don't have it… 'Got fifty pence?' 'No, no, it's okay. I don't want cakes.' And that breaks my heart. Because maybe they don't really want a cake… But that's maybe their defence."**
> **"It's horrible."**
> **(Staff)**

Primary school children came up with a scenario in which Ross, a character from a low income household, had forgotten to tell his mum about a disco happening that week. He needs to pay for his ticket and snacks and needs some new clothes.

They said that he would be thinking:

- This will cost my mum lots of money - I feel sad I can't afford a lot of money
- I can't go with my friends
- He's worried about people judging him
- Why can't I just go?

He would feel sad, embarrassed, left out and mad and would:

- Pretend he didn't want to go
- He might tell his mum that he understands and he will go when they are richer.

Children and young people find these existing approaches to fun events helpful:

- Staff letting people join in even if they don't have money
- Staff giving pupils money to take part in activities so that they don't feel left out
- Events spaced out over the year, avoiding expensive times like Christmas and the start of the school year
- Fundraising from people other than families in the school, e.g. bag packing in supermarkets, events for the local community
- A cap on spending on tuck at fun events
- Collecting money found around the school and putting it in a classroom jar for when children don't have money to take part in fun events
- Collecting supplies of dressing up clothes for children to pick and choose from for discos
- Sponsorship and donations given in envelopes so that the amount isn't obvious to others.

Children and young people also suggest:

- Pupil and Parent Councils should think of different and new fundraising activities that don't require pupil donations
- Make sure that there are things that can be done for free at events like Christmas Fayres
- 'Chuck it in a bucket' donations rather than rather than asking for specific sums
- "Don't ask us for money – it's embarrassing if you don't have it."

Children think that school staff should:

- Listen to them, understand difficulties and talk to them if they aren't able to afford things and feel sad: "If they know what is happening maybe they can work out ways to help cos like how are they going to help and how are the council going to help if nobody knows?"
- Teachers could ask mums if they need any help to pay for things. The Head Teacher should make clear that pupils and their families can speak to her or him about money issues.

16:00
SCHOOL CLUBS

Free and low cost clubs are a valuable resource for children and young people, making new interests and experiences accessible to them. However, small costs can still stand in the way of participation. Schools balance the need to keep club costs low with being able to provide stimulating and worthwhile experiences. Different levels of opportunity exist between schools with high numbers of families on low incomes and schools where parents are able to pay for clubs.

Schools offer a diverse range of lunchtime and after-school clubs, most of which are free or at a low cost to cover venue hire, external coaches, transport or materials. Similar activities often cost more outside of school. Children spoke about being unable to afford to go to clubs in their local communities with friends and staff remarked on differences in access to opportunities outside school, saying that children from more affluent homes are more likely to attend clubs in their spare time and come to activities in school with more developed skills.

> **"It's quite good not paying for school clubs cos you get them free but they're like a fiver in community centres."**
> **(Girl, S3)**
>
> **"If you don't have a lot of money, you're more than likely to go to school clubs because they're free. Rather than go home and have to go out with your pals and probably pay money... like wi' your pals if you want to go to youth club and you've not got money to get in."**
> **(Girl, S6)**

Even small costs can stand in the way of participation

Additional costs can include football boots, shin guards, outfits for dancing, cookery ingredients, transport to competitions, food and drink and ticket costs for shows. Although staff lend equipment and subsidise costs where possible, small costs still count and can cause difficulties.

> **"There's some contest with the dancing and that's the reason I couldn't go because it cost too much to go to the concert."**
> **(Boy, P6)**
>
> **"And to buy the clothes and the shoes..."**
> **(Girl, P6)**
>
> **"Say you're dancing, you need to travel to a place to dance-- I couldn't afford to go there."**
> **(Boy, P6)**

> **"It's like, for most of us, you could say, 'Well it's only 2 pounds, it's only a pound.' I just think if you're down to your last 2 pounds to do you 'til next Thursday, you just can't do it. [Or]... you don't have the 50p to buy a drink or buy a pack of crisps, so you don't go. You know?"**
> **(Staff)**

One group hypothesised that small costs could have wider consequences for family budgets.

> **"Cos if he's really good at a club, cos they're free, see like weightlifting? And then he's at a tournament and his mum has to pay for the bus or his mum, if she finds a part time job then she'll need to take time off work to come and see him so it's going to affect all the money in his house and then they can't afford bills or the food."**
> **(Boy, P6)**

Effort is made to keep additional costs low but, again, sometimes, even low costs just aren't low enough. For example, in one athletics club, children were asked to bring a t-shirt, jogging trousers and an old pair of trainers, with the assumption that everybody would have more than one pair of footwear.

> **"But everyone didn't have trainers..."**
> **(Girl 1, P7)**
>
> **"I don't have more than one pair.**
> **(Girl 2, P7)**
>
> **"The teacher goes, 'You're not allowed to wear that' and you get into trouble for wearing your shoes on the pitch."**
> **(Girl 3, P7)**

As with all examples of being unable to take part, children pointed out the risk that people will pretend they aren't interested in something because they know they can't afford to do it.

Reliance on school transport presents a barrier to participating in after school activities

In some ASN schools, all young people are transported home by bus or taxi straight after school. In some other schools, the bus leaves immediately after school and public transport bus passes are only valid until 5pm. Young people must make additional transport arrangements, potentially with cost attached, if they want to stay after school for clubs.

> **"In some cases the children who would genuinely benefit the most from that kind of inclusion - that kind of play, that kind of activity, that kind of confidence building - are essentially excluded because they're beholden to things like the free bus service."**
> **(Staff)**

Limited costs, limited experiences?

Schools balance the need to keep club costs low with having enough money to provide stimulating and worthwhile experiences. For example, in one school, the £1 cost for cookery club is designed to be inclusive but means that young people must stick to baking as the club has limited funds. And, even at £1, the minimal cost still ends up excluding some young people.

In another school, staff know that children won't attend clubs if there is any cost. Staff seek grant funding, subsidies and favours but are aware that their children aren't being offered the opportunities available in some other schools where parents are more able to pay.

> **"Children always want to take part in these things and it puts pressure on the parents to find money for it. You wouldn't want children to miss out on these things but if you're charging then the potential is there for that… we provide computing clubs, homework clubs, sports clubs, lots of clubs, and they're all free because we know the cost of things. I would love to take them all to Bellahouston [for dry slope skiing lessons] but I couldn't in all consciousness ask parents for £50."**
> **(Staff)**

Children and young people find these existing approaches to school clubs helpful:

- No cost or low cost clubs
- Lunchtime clubs provided
- Subsidising through school fund and grants
- Being offered equipment and made to feel it's no big deal.

In addition, staff highlighted the following areas as important:

- Close ties with local community groups who can provide activities free of charge
- Close ties with local businesses who can fund certain clubs and activities
- Ensure opportunities are there for children unlikely to take part in activities outside school
- Monitoring children's school and home achievement folders to see where staff can help children try out new things.

Children and young people also suggest:

- A bus following after school clubs
- Moving some after school clubs to lunchtime to avoid additional travel and walking home in the dark.

Children think that Parent Councils should:

- Help to raise money for the school but not only from families, have events for the wider community to attend
- Tell the school when families are having problems with the prices of things or if they think something is too expensive so that something can be done.

19:00

HOME LEARNING

Although most home learning tasks are no cost or low cost, exceptions like craft projects and homework requiring computers, online access, software and printers can create difficulties for children and young people from low income households.

Some children don't have basic resources for homework; practice varies in lending them

Most homework is 'paper and pen' with jotters and worksheets provided and only basic resources required at home. However, some children and young people don't have stationery, coloured pencils and crayons or a school bag to take the work home with them. Staff spoke about working to minimise costs and support children and young people in completing homework.

> **"I've opened classrooms at lunchtime. The project we've just had, it's quite a long project, it's about 10 weeks. They were using glue, scissors, they needed felt pens, coloured pencils and print-outs to really put together something that they could be proud of. And for the last five weeks of the project, I had rooms open at lunchtime so that they could access resources that I knew they wouldn't have at home -- and most of those things I would buy."**
> **(Staff)**

Practice in lending resources varies between and within schools. Some children and young people say that they aren't allowed to borrow resources in case they lose them while others can borrow resources if they let the teacher know that they don't have them at home.

Similarly, older young people thought that teachers' reactions to not completing homework because of not having the right resources at home would depend on how easy they were to approach and what they were like as people – some would give extensions or resources if they knew the situation.

Primary school craft projects can highlight income differences

Primary school children described magnificent castles, dinosaurs, rockets, satellites, jungles and models of the Great Barrier Reef created with their own supplies at home. Although this can sometimes be done at low cost with old boxes and toilet rolls, differences can be noticeable if some families spend a lot and others spend nothing. Pressure can be placed on family budgets if tasks occur frequently.

> **"Last year we got 3 tasks in a row and my mum says we should get them at different points in the school because we need to buy lots of things and it cost a lot of money. My mum spent 40 pounds on a fish-tank and there was loads of other stuff - paint, paper, tissue paper for the animals and all that... But some people just brought a cardboard box and I'm not saying this is bad but some people just bought a cardboard box and put wee animals on it because obviously not lots of people are going to afford it..."**
> **(Girl 1, P6)**
>
> **"Last year when we were doing about the fishes in the Barrier Reef I only bought some paper and then I just drawed things and that's all."**
> **(Girl 2, P6)**
>
> **"Yeah, because she couldn't afford to buy cardboard and that."**
> **(Girl 1, P6)**

High expectations can come from children rather than staff, many of whom are very conscious that the materials to make these models may not exist at home. Some children spoke about competing with each other, saying that if someone laminates pages at home, researches online and prints things out then everyone thinks that that they should too.

> **"It's not fair if some people have everything at home and can do it better, it's cheating."**
> **(Girl, P7)**

Assumptions around ICT access varies between and within schools and some children must be resourceful to complete homework involving ICT

Children and young people at every stage said that some homework requires resources such as a computer, internet access, memory sticks and printers. They named tasks such as checking how to do something if you can't remember, personal projects, reading articles, doing background research, finding revision resources and writing essays.

Some children thought staff might assume they had computers and internet access - "they say, oh you have all these gadgets" (Boy, P7) - but 40 per cent of people in the Greater Glasgow area are still offline, a figure well above the Scottish average of 32 per cent and almost double the 24 per cent UK average.[29] Cost is a barrier to digital participation in Glasgow with the monthly communications technologies budget amongst groups least likely to be online standing at £30 compared to the UK average of nearly £100. Some areas of Glasgow are particularly digitally excluded but the offline population is widely dispersed across the city. This means that limited online access is potentially an issue for all schools in Glasgow.

Children and young people don't fit neatly into one of two groups: those with online access and all equipment or those without any. Instead, some might be online with an iPad or tablet but can't print anything. Some have a PC but don't have the Office software they need to create documents and spreadsheets. Some may have a PC but aren't online so need a USB stick to transfer documents. Some go online on their mum's phones and are only be able to look up information and write it down. All of these situations could mean difficulties in completing homework.

Many staff are aware of stigma around having no technology at home: "See when you give out homework and you say to kids, 'Does anyone not have internet at home?' They're too embarrassed to put their hand up and say that they don't." (Staff)

Children and young people report different expectations around online homework. Some teachers take classes to the library or computing rooms to complete online research and make it clear that homework doesn't have to be completed on computers. Others expect children to either have online access or arrange it somehow, whether through friends, family, school or public library.

> **"My teacher said the other day, if youse don't finish this you'll have to do it for homework but I don't have the Office stuff that you need to use like spreadsheets and that because I've no paid for it and you need to pay for it, it's extra, and I was like I don't have it, say if I don't finish this how will I do it and she was like, 'I don't know you'll find a way somehow.'"**
> **(Boy, S4)**

> **"Sometimes the teacher'll tell you to do something and it has to be typed up and you ask if you can just handwrite it instead and they say naw, but not everybody can get onto a computer."**
> **(Girl, S4)**

Even when online homework is optional, children and young people still see it as the quicker and easier option for finding out information. A younger group were finding out about endangered animals for homework recently and wondered how they could do it without internet access: "I wouldn't know groups of animals if I didn't have them on my tablet." (Girl, P7)

Arranging online access requires children and young people to be resourceful and plan ahead. Busy computers, dark nights and no money for bus fares to the local public library, 5pm library closing times, after school care and taking part in lunchtime or after school clubs are all things which can get in the way.

> **"Obviously the ones who have all this equipment at home, they can go home and get on with the work, get it done, bring it in, and that's it."**
> **(Staff)**

"See if you lived in Craigend, if his mum couldn't afford money for petrol then he'd either need to walk all the way down to Ruchazie or walk all the way down to Garthamlock just to use a computer. And to Ruchazie it takes 12 minutes and then to go back it takes another 12 minutes and it depends who's at home and if it's quite late."
(Girl, P6)

Part time school librarians mean that secondary school library doors can be shut when young people want to use computers.

"If they want pupils to kind of do what they're asked, if they're not going to look at other ways of a pupil being able to complete homework, then they can't expect to have it in…. Or give you more than one way of being able to complete it."
(Girl, S4)

Some children don't have positive home learning environments

"Parents who are themselves educated, less impoverished and able to provide everything from separate bedrooms to personalised tutors have a massive advantage."
(Staff)

Some children spoke about small houses crowded with noisy brothers and sisters and about family duties to help out with siblings.

"And like, some people, like, they might not have time to do their homework at home because they're trying to –"
(Girl 1, P6)

"Yeah, they look after the little ones if their mum's like really busy."
(Girl 2, P6)

"-- They need to help.
(Girl 1, P6)

"Or their da works away.
(Boy, P6)

Staff are aware that support for learning at home can be limited by parental literacy levels and the everyday stresses of poverty. They temper their expectations for homework according to pupils' situations and provide support which attempts to place young people on a more equal footing.

"Have they got a place at home to do homework? Is it that they're squished into their house? Is it the Granny's? What's the situation they are in?"
(Staff)

Lack of time and parental support for learning can cross financial boundaries and many staff are at pains to emphasise that many low-income parents support their child's learning experiences both in and out of school. However, poverty can affect home learning support due to (a) lack of time, related to working shifts or long hours or being lone parents[30] with more than one child or (b) lack of ability or interest – low income parents may have low literacy levels or low educational attainment and may either not prioritise home learning or not know how to help.

"Chaotic home lives are someone that is having to work two jobs and are on the threshold. Like lots of our children have here now. Then they're having to do all of that and trying to do homework."
(Staff)

Some staff see challenges in raising young people's aspirations, building their confidence and enabling them to see themselves in certain jobs if they come from families with little experience of this.

"There's not that culture of studying etcetera, too… and it's not a culture of pushing. It's quite the opposite. It's 'you sure you should be doing that?' and that doesn't mean their parents are any less supportive, it's just that they sometimes have different aspirations as well, too, and really tackling that is a big thing. And I think that teachers are, especially in here, have got a huge part to play in challenging that and helping to raise aspirations."
(Staff)

Primary school children came up with a scenario in which Ross, a character from a low income household, had to ask his mum to travel to the library to do online homework.

They said that he would be thinking:

- I can't do this. I don't have a computer
- Why don't we have internet, ugh!
- Scared, thinking his mum would shout at him
- My mum will be sad if I ask for money

He would feel different and annoyed and would:

- try to do his homework with a pencil
- borrow a computer from a friend

Children and young people find these existing approaches to home learning helpful:

- Lending resources like stationery, books and musical instruments and photocopying papers
- Allowing homework in any format, not just done on the computer
- Ask about internet access when setting homework and help with plans to access it
- Jotters and worksheets provided for homework
- Providing homework clubs, supported study and drop in sessions
- ICT facilities available at lunchtime and after school in libraries and around the school
- Considering the resources pupils have at home and modifying expectations and tasks
- Awareness of situations at home and flexibility about receiving homework with no loss of house points or other rewards
- Education Maintenance Allowance to buy resources: "If you do get EMA then a packet of pencils isnae as dear to us as to someone who has to go home and ask their ma." (Girl, S6)

Children and young people also suggest:

- Know that homework is do-able by everyone in the class before setting it. Online homework for people without straightforward internet access is setting them up to fail
- Believe them when they say why they can't do something online
- All departments should have same policy on photocopying, lending resources and lunchtime support, it shouldn't just be down to what different teachers are like
- Provide equipment like memory sticks and laptops and dongles so that it doesn't matter what you have at home
- Don't always expect us to arrange ways to access computers and the internet as sometimes this might be too difficult
- If after school and lunchtime clubs for homework don't exist, start them
- Provide homework packs
- School libraries should be open and staffed every day for computer access.

Children think that Pupil Councils should:

- Give ideas to teachers about what to do to make things easier for children
- Encourage other children in the school to get together and tell teachers about prices and where there are problems.

> "Some people say that children have less of a say but I think really children of this country are the next generation so really they have just as much of a right. Adults know a bit more but children might have a different perspective of things because they've grown up in this century so they have a perspective of what things are like today. And maybe if we can get those adults to make sure there's a good impact on us and us children get together then maybe we can stop all of this." **(Girl, P6)**

00:00

ATTITUDES TOWARDS POVERTY

Children and young people of all ages are aware of costs and pressures on family budgets and are able to speak openly about what this means for them. Children, young people and staff display a wide range of attitudes towards poverty and there is scope to discuss and explore this further in schools.

Children are aware of costs and are open and empathic when talking about poverty

Children and young people of all ages are aware of costs which impact on family budgets. Even the youngest children spoke about financial matters such as taxes, housing costs, food prices, the cost of household repairs, loan companies, pawn shops, people in their communities with no money, thresholds for receiving benefits, how people become poor and the difficulties of juggling work and childcare for lone parent families. Although details were sometimes unclear or inaccurate, all of these things exist in children's consciousness from an early age.

Children were open and responsive to talking about these issues despite having never discussed them at school before. In all groups, if somebody said that money was short at home this was treated as fact and not something to be commented on further. Most used the low income character[31] to talk about the issues but related his story to their own and other's circumstances, the latter especially in older groups where young people mentioned their own difficulties. One girl spoke about her family's experience of welfare cuts.

> **"How do they want people not to exist, because I live in a house with a lone parent. My mum doesn't work because she's a student, and this summer, David Cameron cut off all the job seekers' allowance for students, so we were basically living on my work wages. That's what it was. The wages I got from work was what we were living by on for the full summer -- That's a family of four living on one person's wages, so we didn't go on holiday. We didn't do anything."**
> **(Girl, S6)**

Some children were unable to identify with the issues either because it was far from their experience or, staff suggested, because they were protected from recognising their own relative poverty. However, most were keen to think of practical ways to help the character's family. Suggestions included his mum taking out a loan, cutting down on food "just for a wee while" or going to a nearby food bank.

> **"What's she going to do for the baby's nappies?"**
> **(Boy 1, P5)**
>
> **"She could ask if she could borrow some money and then when she gets more money –"**
> **(Boy 2, P5)**
>
> **"Like with the housing!"**
> **(Boy 3, P5)**
>
> **"-- she could pay them."**
> **(Boy 2, P5)**

Only a handful of children blamed the character's mum for their situation. Most saw poverty as a situation some people were in, probably linked to the jobs they have. Many were empathic and often outraged when they heard more about poverty in Glasgow and thought about the effects it could have on people.

> **"It's not his mum's fault if he missed out because his mum's not got any money. She can't give him money if she's not got it."**
> **(Girl, P6)**

> **"I don't think it's very fair because sometimes it seems the people who work harder and work longer hours don't have as much money but the people who don't work as long have more money and it seems so confusing to me. Through my eyes - it might not seem like this to other people - but through my eyes it doesn't look very fair."**
> **(Girl, P6)**

There is scope to further explore and challenge the myths and negative attitudes surrounding poverty and to develop children's instinct for social justice.

"Like, we're being taught about this right now so we're being taught to be more open minded… If you're brought up to be open to talking about these things then you'll be a better adult and then our generation will be better."
(Girl 1, P7)

"Teachers and PSAs could teach the children more about it like what you're doing right now. And in other schools too."
(Girl 2, P7)

Staff 'fix' what they can but can be frustrated at not being able to do more

Strong relationships mean that staff are often aware when children and young people are experiencing poverty. However, they know that families and children can mask visible signs.

"Sometimes it is obvious when there is a physical deterioration in a child but often our poorest children turn up daily dressed appropriately and cover up the depth of poverty in their family."
(Staff)

Some staff expressed frustration that even if they do know a child's situation and do everything they can to help at school, they ultimately can't stop a child or young person living in poverty or influence what happens at home.

"The main problem of poverty is how it affects the children day to day at home and the pressure it puts families under. Schools can address these issues during school hours and put supports in place but this will have little impact to improve the home life of a child in poverty."
(Staff)

"I think we fix what we can, we deal with the effects and what we can. I think if it's within our control then we'll do whatever we can to fix it, but there are things we can't do."
(Staff)

Secondary staff spoke about their concerns for the health and wellbeing of some young people in their school, citing high stress levels, poor mental health and self-harming, confrontational behaviours and difficult situations at home such as caring responsibilities and being in kinship care. They fear that reduced staffing means that less time and support is available for vulnerable young people.

Staff display a wide range of attitudes towards poverty

There are countless examples throughout this report of staff attempts to mitigate the effects of poverty on children and reduce financial pressures for families. Staff in every group were at pains to avoid generalising or judging low income families.

"There are families with no money who have very rich lives. And there are families with money who never go anywhere because they can't be bothered."
(Staff)

"You've got somebody who has got minimal income but is creative enough -- they're in the library, they're camping, museums, the park. They're having all sorts of experiences."
(Staff)

More widely though, the public is increasingly likely to believe that poverty is caused by people's individual behaviours or actions rather than social, economic and political factors. Almost three quarters (72 per cent) of people in Scotland in 2013 felt that child poverty was caused by individual factors such as parents not wanting to work, with only 28 per cent attributing it to structural factors such as inadequate social security payments.[32] These beliefs were apparent in a minority of staff who linked poverty with parental values, choices and financial skills.

"There's a lot of the children that we've got in our classes will get a dinner ticket, but they will come in with their best of gear, they'll come in with their iPads, and you don't obviously know how they've got that. Real poverty is all about obviously looking at the finances and looking what is most important."
(Staff)

Some staff drew a distinction between 'real' and unavoidable poverty and poverty created or exacerbated by poor financial choices such as smoking, buying expensive gadgets and clothes but cheap unhealthy food, not taking free school meals when eligible and getting into debt. The issue, they felt, isn't lack of money but poor financial decision making and a lack of understanding about how to sensibly budget and spend.

"I know plenty of families who don't have any money but are able to manage, this is about not knowing how to budget… Even basic understanding. Last year my groups did a lot of work with the food bank. There's a lot of people up to collect stuff for the food bank but they have a fag in one hand and a mobile phone in another. And it's our kids that are pointing this out."
(Staff)

"A lot of the poverty is self-inflicted due to choices/priorities as to how money is spent … I meet with a great number of parents on low incomes and have done so for many years. Many are heavy smokers and drinkers who will think nothing of spending £100 on a pair of trainers for the kids. Education is key."
(Staff)

Staff linked consumerist priorities with a "moral poverty" and lack of value placed on education, saying that these sort of parents take their children late to school and don't help with learning at home.

"I think there is things that families do get. Quite a lot particularly from the government…. They've all got the fancy phones but they don't really care, some of them, about their education."
(Staff)

Some staff spoke more about a dissonance in values between school and home and about how difficult it must be for children to hear the message at school that what they're being told at home is somehow wrong.

"The people in school, the teachers in school, it's very middle-class values that comes from education. And education is a middle class thing. And I think it's quite hard… Because if you turned it on its head and imagined you going into a school environment where they said, 'Get that apple in your bag. Come on, where's your Mars Bar?' You'd be like, 'But my mum gives me apples.'"
(Staff)

Children and young people also suggest:

- More learning in lessons and assemblies about poverty to make children and young people more open minded
- Let all children and all parents know that they can talk to any staff member in the school about financial issues if they need to, not just the head teacher or class teacher.

"It's so important to change children's mindsets about poverty. We all have difficulties in life and if someone is having trouble financially they don't want to be judged, to be made to feel ashamed. It's assumed that it's people's fault that they're in poverty but any one of us is a short step away from it ourselves."
(Staff)

5. CONCLUSIONS AND RECOMMENDATIONS

High rates of child poverty in Glasgow and increased national rates of material deprivation mean that many families in the city are struggling to afford what they need. It is crucial that children living in these households, already at greater risk of poorer health and educational outcomes, are able to have positive experiences at school and make the most of everything it has to offer. Overcoming poverty related barriers to participation and inclusion at school can ensure that conditions are right for children to learn and to achieve.

School experiences are made up of everyday details – travelling to school, what you wear, what you eat, your teachers and friends, the homework you're set, the club that's on after school, the school trip that's coming up. This study has highlighted costs, policies and practices throughout these different parts of the school day which place pressure on family budgets and mean that children and young people miss out on opportunities or feel different or excluded because of their family incomes.

Children and young people say that school staff will help them if they know there is a problem and this report offers countless valuable examples of approaches, policies and practices which already work to reduce costs and level the playing field for children and young people from low income households. However, poverty can be hidden and it may not always be clear who is experiencing difficulties or what effect that is having. Pre-emptively poverty proofing policies and practices means protecting all children from disadvantage and stigma rather than waiting to deal with their consequences. Schools participating in Cost of the School Day have already made a range of simple no cost changes which respond directly to the concerns of their pupils.

Schools cannot be expected to singlehandedly mitigate the effects of poverty on children and young people; many other local and national stakeholders must support this work within their own spheres of influence. However, better knowledge of the effect which policies and practices have on children and young people from low income households can help schools poverty proof everything within their direct control. The findings, reflective questions and tools presented in this report can help schools understand likely barriers to participation, establish their current position and involve the whole school community in deciding where changes can be made.

The cost of the school day can be significant for low income families. As family finances come under increasing pressure, taking action to minimise costs and maximise opportunities for pupils from low income households could yield enormous dividends for our children and young people.

Key recommendations

We recommend that all stakeholders concerned with children and young people's wellbeing and attainment in Scotland reflect on the evidence regarding financial barriers to participation contained in this report and consider how they can play a part in overcoming them.

Schools should:

- Deliver, monitor and evaluate poverty proofing processes, either individually or in clusters, using the learning, resources and tools presented in this report and taking into account children and young people's recommendations
- Ensure that all staff are fully aware of the nature, causes and impact of poverty both nationally, locally and within the school
- Use available data to understand deprivation related patterns in children's uptake of opportunities
- Understand the extent and scale of poverty and plan all teaching, events and activities with affordability, accessibility and the needs of children and young people from low income households in mind
- Effectively and regularly promote financial entitlements to parents throughout the school year
- Wherever possible remove, and at the very least minimise, charging for all school related activities. Where additional charges remain in place, establish discreet, pre-emptive systems for providing financial assistance to avoid singling out or embarrassing children or young people
- Ensure that there is consistent practice throughout the school in dealing with issues which could be related to low income and poverty (e.g. lending resources, providing subsidies) with an awareness that children and families may hide or not disclose their financial circumstances
- Ensure effective and sensitive communication between staff where children and young people experience difficulties in school that are related to low income and poverty
- Explicitly name and discuss poverty with children both to raise awareness and to deal with poverty-related stigma. Engage children and young people in helping to destigmatise poverty in the school.

Detailed suggestions of actions at school-level are included for each part of the school day throughout this report.

Local authorities should:

- Conduct and act on poverty impact assessments when allocating resources within education services and when making decisions on policies which have cost implications for families (e.g. free meals and financial support for uniform, transport and trips) with the aim of removing financial barriers to participation
- Understand the reasons behind non-uptake of financial entitlements (e.g. free breakfast and lunch and clothing grants).
- Further promote and enhance all financial entitlements available to families to maximise uptake and reduce school costs
- Work with school leaders to ensure that school improvement plans are developed to take account of child poverty and the need to remove cost barriers for all children in their schools
- Support schools to use the learning and resources presented in this report and connect and learn from others undertaking poverty proofing work
- Allocate additional funds to schools for the purpose of removing costs, minimising the impact of poverty for children and young people in school and maximising their participation
- Provide opportunities for staff CPD to raise awareness of the nature, causes and impact of poverty in partnership with organisations which specialise in this area
- Gather together information on local, national and European grant making bodies for schools to access easily, increasing funds for school trips and maximising participation
- Ensure that removing school costs is a key focus for Local Area Partnership funding
- Explore the potential for schools to link with financial inclusion services to support low income families with income maximisation
- Bring key stakeholders together to reflect on and implement the recommendations contained in this report.

Education Scotland should:

- In inspections, explicitly discuss school costs, uptake of opportunities by children and young people from low income households and the approaches schools are taking to overcome financial barriers to participation.

National government should:

- Provide guidance and support to local authorities and schools on removing costs and overcoming financial barriers to participation as part of tackling the attainment gap
- Maintain and increase the resources allocated to schools through the Access to Education Fund and ensure that initiatives funded tackle the issues raised by this report
- Undertake a review at a national level with stakeholders on charging families for school based activities, with a view to developing guidance which ensures that every child in Scotland is able to fully participate in all opportunities at school.

Other stakeholders:

- Transport providers, including Scottish Passenger Transport (SPT), should work with local authorities to support the reduction or removal of travel costs for school aged children, ensuring that transport costs don't stand in the way of participation at school
- Universities should address the nature, causes and impact of poverty on children and young people in initial teacher education and teachers' professional bodies should provide support to understand and act on these issues at all stages of teacher development and curriculum support
- Organisations and venues providing school trips should increase and promote subsidies for schools in deprived areas
- Glasgow Life should take school deprivation levels into account when allocating Class Connections transport and ensure that children attending schools in deprived areas can fully benefit from this service.

PART 2
USING COST OF THE SCHOOL DAY

"I'd highly recommend doing Cost of the School Day. Every school has their different context but this is an approach that could work anywhere. It was never a case of 'do this, that and this, goodbye', we were never actually told what to do. It was more an opportunity to involve everyone in reflecting on the issues and thinking about what we do. Because of that, it's now firmly on our minds, it's going to stay with us when we're thinking about the experiences we provide for children. There are so many possibilities to make a difference."

(Head Teacher)

Presented in this section are a selection of tools and processes to support poverty proofing with children, staff and parents, along with details of some small no-cost changes already made by schools participating in Cost of the School Day which aim to minimise costs and overcome barriers to participation.

See Appendix C for details of a new school in Glasgow undertaking Cost of the School Day and a local authority taking forward this work.

For further information and advice on Cost of the School Day, contact Sara Spencer, Project Manager at Child Poverty Action Group in Scotland: **sspencer@cpagscotland.org.uk**.

1. POVERTY PROOFING PROCESS AT SCHOOL LEVEL

Finding out about costs and barriers to participation in your own school and taking action to overcome them can be done in a range of ways and the steps below can be adapted to suit any school's context and needs. However, certain factors are likely to lead to greater success.

- Working group to lead the work with broad representation, including senior management, a range of staff, parents and children or young people
- Inclusion in School Improvement Plan
- Consultation and involvement of a broad cross-section of children and young people, all staff and as many parents as possible in the process
- Developing knowledge and awareness of national, local and school-specific poverty context
- Ensuring that this work is not a one off event but an ongoing process: checking in with children, parents and staff on a regular basis to know the impact of your policies and practices.

The poverty proofing process

1. Understanding individual school context

- Exploring each part of the school day in turn to establish where costs lie for children and families
- Understanding levels of poverty nationally, locally and within the school

2. Analysing the impact of school costs (using reflective questions)

- Thinking about each part of the school day, where do problems or barriers lie for children and young people from low income households?
- Thinking about each part of the school day, what impact do current policies and practices have on family budgets?
- Do deprivation related patterns exist in children's uptake of opportunities at school?[33]

3. Gathering good practice and identifying areas for improvement

- Thinking about the problem and barriers identified, what do we currently do to avoid or overcome these? How well does this work?
- Which areas need more attention or different approaches?

4. Action planning

- Developing an action plan to consolidate existing good practice and address areas for improvement, with commitment to monitor and regularly evaluate the impact of changes made with children, staff and parents.

2. REFLECTIVE QUESTIONS TO SUPPORT THE POVERTY PROOFING PROCESS

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?

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?

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?

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?

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?

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?
- Do young people understand everything that they can get for £1.70?
- 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?

3. WHAT CHANGES CAN BE MADE USING THIS PROCESS?

"We're going to be working towards getting the balance right between offering children opportunities but also making sure it isn't a huge cost and pressure for their families."
(Head Teacher)

Presented here are some changes which schools taking part in Cost of the School Day have already made. These changes cost nothing but respond directly to the issues raised by children, young people and staff.

Minimising costs and reducing pressure on family budgets

- "The more expensive badged sweatshirt isn't required now, a red one is fine."
- "This year, we're going to distribute and explain the free meal and clothing grant forms to parents at induction, and promote it as a basic entitlement so that parents are opting out rather than opting in."
- "We'll be making free meal and clothing grant application dates and processes clearer in school website, handbook and in newsletters."
- "We plan to provide information about financial support in more prominent positions – in waiting areas, on website and in other communications with parents."
- "We had been giving too many craft based tasks for homework and hadn't thought about it before now. The homework policy is being changed to reflect that."

Equal access to opportunities, regardless of income

- "Well, we managed not to charge for a single trip this year apart from our one residential. All of our end of year treats were free of charge because there's just so much you can do that doesn't cost a lot - fun days can just be about celebrating and having fun."
- "We'll be reviewing inconsistencies in expectations around classroom resources and ICT homework with whole staff team and developing a shared approach."
- "We're going to start up an after school homework club at school with ICT access and opportunities for P7s to support younger children."
- "We're going to be reviewing the Positive Behaviour Policy to ensure children don't have points removed as a sanction for not bringing the correct resources."
- "Children will be asked to donate anything that they can at fundraising events rather than being asked for specific amounts."
- "We'll be reviewing the fun events held throughout the year with plans to stop charging for some."

Reducing and challenging poverty related stigma

- "There's scope to build in reflections on poverty, differences in income and effect on sense of self and mental health in our Health and Wellbeing work next year."
- "We're going to be reviewing the practice of taking toys and games to school as a treat and thinking of some other way to do things."
- "We'll be limiting non-uniform days."

4. POVERTY PROOFING WITH CHILDREN AND YOUNG PEOPLE – SAMPLE SESSIONS

Session 1

1. Introduction and general discussion about what sorts of things cost money
2. What costs you and your family money at school? Young people presented with different parts of the school day – uniform, travel, learning in class, lunch, hanging about with friends, school trips, school clubs, fun events and homework – and asked to stick a dot beside those which cost money, discussing their choices
3. What if someone didn't have a lot of money? Introducing Ross [see story below] and discussing the issues in his story
4. What kinds of things would be a big deal at school for Ross? Young people given a 'big deal-no big deal' scale and cards with different parts of the school day printed on them. Knowing what they know about Ross and about their school, they are asked to decide what would and wouldn't be a 'big deal' for Ross, arranging the cards accordingly and explaining their choices.

Session 2

1. Big Deal Recap (Secondary): Young people are presented with a summary of the 'big deal' issues in their school according to participants in session 1 – these are the things which might cause problems for young people from low-income households.

   Body Map (Primary): children presented with likely 'big deal' scenarios for Ross which they came up with last time. Children draw around a child to make a big body shape on the floor and mark the head (thoughts), heart (feelings) and hands (actions) Split into groups to decide what Ross might think, feel and do in these situations. Stick post it notes on appropriate parts of the body
2. Who has the power to change things in your school? Brainstorm of who influences policies and practices in their schools, e.g. children, head teacher, government, council etc.
3. What helps now? Taking each 'big deal' issue at a time, the group establishes what these people do right now to reduce or remove problems and reflect on how well these work
4. What else needs to happen? Children and young people are asked to imagine they are in charge of getting rid of these potential problems – what needs to happen?

Ross's story

- Adapt tone, age and interests depending on the age of the group
- Use pictures to illustrate each stage of the story as appropriate.

"This is Ross. Ross is 10 years old. Ross has just moved to this area with his mum and little sister Amelie who is 3. Ross is about to start at your school. He's a bit nervous because he doesn't know what to expect. He wants to fit in and be happy. He hopes he makes friends and that the teachers are nice. He hopes he'll be able to do the work and that there's a computing club there like there was at his old school."

Today when we talk about a typical day in your school, we're going to use our imaginations and try to think as if we're Ross. Let's find out some more information about him.

"Ross gets on pretty well with his family – well, Amelie is a bit of a pain sometimes but he likes her really. His mum used to work part time in Tesco near where they used to stay but since they moved here she's finding it difficult to find another job which will fit in with Amelie's nursery hours. This means that there isn't a lot of money at home and sometimes Ross's mum is a bit stressed about paying bills and things like that. She quite often tells Ross that they can't afford the things he wants like new computer games and a new phone."

APPENDICES

Appendix A – Poverty data for participating schools

Participating schools are listed in the table below, from highest to lowest SIMD ranking.

School type	School roll (2014/15)	% children in school's ward estimated to be in poverty (after housing costs) (2014)	% pupils with postcodes in 15% most deprived Scottish datazones (2012)	% pupils receiving free meals (2014/15)
Primary School 1	272	31.84	78.2	71 (P1-7) 51.8 (P4-7)
Secondary School 2	579	39.3	70.3	36.3
Primary School 4	135	43.62	65	71.1 (P1-7) 48.7 (P4-7)
Secondary School 1	676	30.73	51.4	31.1
ASN Secondary School 1	139	31.84	50.4	All pupils entitled to free meals
ASN Secondary School 2	111	28.18	44.1	49.3
Primary School 2	302	30.73	25.9	57.8 (P1-7) 17.4 (P4-7)
Primary School 3	452	30.73	14.7	51.9 (P1-7) 13.5 (P4-7)

Table 1- poverty data for participating schools

Appendix B – Recruitment and session details

Children and young people were told about the project by the project manager in assemblies or in class or by school staff. Participants then either volunteered to take part or were selected by staff. In both cases, the project was explained again to children at the start of sessions to support informed consent and allow them to withdraw if they didn't want to take part. Consent was also granted by parents/carers for those aged under 16

Sessions ran between September and December 2014 during the school day. Groups had between 8 and 12 people in them. School staff ensured that there was a mix of males and females in the groups and representation of pupils with free meal entitlement. All groups took part in two sessions apart from in one ASN school where content was spread across three sessions.

In ASN schools, sessions were delivered with the support of teachers and PSAs to help facilitate small group work. In all other schools, school staff were not present in sessions.

School	Cost of the School Day sessions			
	# sessions	# participants	# girls	# boys
ASL Secondary School 1	6	27	7	20
ASL Secondary School 2	9	31	11	20
Primary School 1	12	46	28	19
Primary School 2	12	47	26	21
Primary School 3	12	47	24	23
Primary School 4	11	53	24	29
Secondary School 1	12	38	18	20
Secondary School 2	12	50	25	25
TOTAL	**86**	**339**	**163**	**177**

Table 2 - Number of children and young people sessions and participants with gender breakdown

Appendix C – examples of new school and local authority poverty proofing based on Cost of the School Day

Poverty proofing at school level - Cost of the School Day in Blairdardie Primary School, Glasgow

Staff at Blairdardie Primary School in Glasgow are delivering their own Cost of the School Day project over the coming session. Head Teacher Sharon Hayward talks here about what they plan to do and why they want to do it.

What made you decide to start a Cost of the School day project in your school?

"I had spoken to parents from one of the primary schools involved in the initial Cost of the School Day pilot. They were effusive about the project in terms of increased awareness in pupils and parents and also school willingness to consider alternatives to limit the cost of the school day.

"The project marries well with our school and local authority values and priorities. We felt we wanted to be involved as a way of promoting equality and inclusion in our school life."

Who in the school community will be involved in the project?

"Our plan involves parents, pupils and partners. The project will be co-ordinated by a class teacher who is an Equalities rep within the EIS and has particular interest and skill to bring to the project. This also supports 'leadership of learning', a strand within the GTCS standards, and the school commitment to dispersed leadership. We have a representative from the parent council and another parent with a particular interest and expertise in social justice on the planning group and we will include representatives from the pupil body as appropriate."

What is it that you hope to do?

- INSET at start of the session to upskill staff with Cost of the School Day learning and agree a planning group for the project and timescales for tasks
- Engage with pupils to explore perceptions of poverty and build upon our programme of financial education
- Review school calendar and consider ways to approach differently, taking better cognisance of financial implications.

And finally, why do you think taking steps to poverty proof the school day is so important?

"Poverty is a significant indicator of educational attainment and subsequent life opportunities. The shocking statistic is the percentage of children living in 'working poverty' – 56 per cent of families in poverty have someone in work. As a staff, we feel this describes the context for many of our families. We are inclusive in our educational practice and want to ensure we are supporting and not hindering our families."

Poverty proofing at local authority level – 2 in 10: Raising Awareness of Child Poverty in Edinburgh City Council

Inspired by Cost of the School Day in Glasgow, Edinburgh City Council is beginning the 2 in 10 project, part of its wide ranging Child Poverty Strategy for the city. Over 2015/2016, 2 in 10 will use and adapt Cost of the School Day approaches with five Edinburgh primary schools and one secondary school:

- Staff teams, parents and carers will take part in awareness-raising sessions where some of the myths related to poverty will be challenged and the cost of the school day explored
- Interested staff will be asked to participate in a more in-depth look at school related costs and how these can be reduced
- Groups of pupils will take part in awareness raising and focus group sessions exploring the impact of poverty and the costs of the school day and contribute ideas on how these might be reduced.

2 in 10 hopes to reduce or remove school-related costs for families on low incomes. At the same time, it aims to raise understanding of poverty and its causes, and challenge the stigma associated with it through a range of campaigns and events within schools and linking with the community.

Primary schools will also take part in a 'Challenge Poverty Related Stigma' poster competition with the winning poster distributed to all Edinburgh schools. Secondary pupils will have the opportunity to produce a video training tool which aims to raise awareness about the impacts of poverty. Each school will be given a 'Make a Difference Award' with classes being asked to submit their ideas for what they would do with the award money to help make a positive difference to pupils living in poverty. The class with the winning idea will be able to take forward their initiative in their school.

Good practice guidelines are to be developed from all the work completed, which will form the basis for further training and awareness raising across schools in Edinburgh.

REFERENCES AND NOTES

[1] SCCYP and Save the Children. (2014). *Learning lessons: young people's views on poverty and education in Scotland*. **www.sccyp.org.uk/ufiles/Learning-Lessons.pdf**

[2] Education Maintenance Allowance provides financial support to young people aged 16-19 from low income families, supporting them to continue in education after school leaving age.

[3] Ridge, Tess. (2011). The Everyday Costs of Poverty in Childhood: A Review of Qualitative Research Exploring the Lives and Experiences of Low-Income Children in the UK. *Children & Society*. Volume 25. pp. 73–84.

[4] Scottish Government. (2014). Poverty and Income Inequality in Scotland. **www.gov.scot/Publications/2015/06/7453/10**. Table A1: Relative Poverty in Scottish Households 1994/5 to 2013/14.

[5] Child Poverty Action Group in Scotland. (2014). *Poverty in Scotland*. International comparisons are for 2011 before housing costs under which 15 per cent of Scotland's children live in poverty. See Chapter 5 Figures 5.3 and 5.6.

[6] 2013 figures from End Child Poverty - **www.endchildpoverty.org.uk/why-end-child-poverty/poverty-in-your-area**

[7] Poverty and Income Inequality in Scotland in 2013/14, Table A7, In-work poverty (relative AHC) in Scotland 1998/99 to 2013/14 **www.gov.scot/Publications/2015/06/7453/16**

[8] The standard relative measure of poverty is an income falling below 60 per cent of the median household income.

[9] Hirsch, D. (2015) A minimum income standard for the UK in 2015. Joseph Rowntree Foundation. **www.jrf.org.uk/publications/minimum-income-standard-uk-2015**. Essential costs are agreed to fall under the headings of clothing, housing, fuel, transport, household and personal goods and services, and social and cultural participation

[10] *The Trussell Trust (2015). Statistics for the Use of Foodbanks, 2008-2014.* **www.trusselltrust.org/stats**

[11] Treanor, M. (2012). *Briefing: Impacts of poverty on children and young people*. Scottish Child Care and Protection Network, University of Stirling.

[12] Director of Public Health. (2015) Building Momentum for Change: report of the Director of Public Health on Population Health in NHS Greater Glasgow and Clyde 2013-2015. NHS Greater Glasgow and Clyde. **http://goo.gl/4kP5Qi**

[13] Scottish Government. (2015). Summary statistics for attainment, leaver destinations and healthy living. No. 5: 2015 Edition. **www.gov.scot/Resource/0047/00479422.pdf**

[14] Sosu, E. and Ellis, S. (2014). *Closing the attainment gap in Scottish education*. Joseph Rowntree Foundation. **www.jrf.org.uk/report/closing-attainment-gap-scottish-education**

[15] Glasgow City Council offers a means tested grant of £47 per school session to help cover the cost of school clothing and footwear. New applicants complete a form disclosing income and benefits received and post or hand it in to council offices. Money is paid directly into parent or carer bank accounts. In subsequent years, a postal declaration is sent to parents or carers to confirm that circumstances have not changed.

[16] Primary school children came up with scenarios which they thought might happen in their schools for Ross, a character from a low income household, and decided what he might be thinking, how he might be feeling and what he might do. Children were quick to identify worried, anxious thoughts related to being judged or laughed at by other children or bothering parents with extra costs. They identified a range of negative feelings for Ross with frustration, difference, exclusion, embarrassment, anger and sadness most common. In looking at Ross' actions in response to these situations, children often tried to solve things for Ross but became quickly stuck for solutions.

[17] Education Maintenance Allowance provides financial support to young people aged 16-19 from low income families, supporting them to continue in education after school leaving age. Payments of £30 per week are made when young people uphold the conditions of their Learning Agreement and have 100 per cent weekly attendance.

[18] Under 16: £1.20 return a day (£6 a week) or £2 for an all-day ticket (£10 a week) if more than one bus each way is required. Over 16: £3 return a day (£15 a week), a FirstWeek (£16) if more than one bus is required or, with their Young Scot card, a Student/ U19 FirstWeek pass at £12.

[19] In Glasgow, free school transport for children living more than 2 miles (Primary) or 3 miles (Secondary) from their mainstream catchment school is provided with a travel pass for use on local bus/train services, contract buses, taxis, private hired cars or the council's own transport where appropriate. Children and young people living within the 2 or 3 mile boundaries are expected to walk to school or to arrange and pay for their own transport.

[20] Glasgow Centre for Population Health. Comparison of disability levels between Glasgow and other selected Scottish cities 2011-12.
http://www.understandingglasgow.com/indicators/health/comparisons/with_other_places/disability_scottish_cities/scottish_cities

[21] Family income less than £20,351, or less than £22,403 with two or more dependent children living in the household. From January 2016, the threshold will increase to family income less than £24,421, or less than £26,884 with two or more dependent children.

[22] 10 per cent of Primary school children attend a breakfast club. 45 per cent (1646) of those attending are eligible for free breakfast and 55 per cent (2046) of those attending pay for the breakfast club. **https://goo.gl/TXrhcM**

[23] **http://fuelzone.co.uk** and **http://www.fuelzoneprimary.co.uk**

[24] Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 followed the Schools (Health Promotion and Nutrition) (Scotland) Act 2007

[25] Scottish Government. (2014). *Beyond the School Gate: Improving food choices in the school community*. Scottish Government: Edinburgh.

[26] These include external food kiosks, the option to pre-order food, on site policies for junior secondary pupils and not allowing food bought outside back into school. Letters are sent to parents letting them know when their child isn't taking free meals.

[27] Children in Scotland. (2014). *Ask the children what they want: involving children and young people in the development and implementation of improvements to enhance school food provision*. Children in Scotland: Edinburgh.
www.childreninscotland.org.uk/publications-and-resources/reports/ask-the-children-what-they-want

[28] Crawford, F., Ellaway, A., Mackison, D. and Mooney, J. (2012). *Is Eating out of School a Healthy Option for Secondary Pupils? A Feasibility Study to Explore the Nutritional Quality of 'Out of School' Foods Popular with School Pupils*. Glasgow Centre for Population Health.
http://www.gcph.co.uk/assets/0000/3539/Out_of_school_foods_report_-_final.pdf

[29] White, D. (2013). Across the divide: tackling digital exclusion in Glasgow. *Carnegie Trust UK*. **http://www.carnegieuktrust.org.uk/CMSPages/GetFile.aspx?guid=50915777-d807-4561-9527-b45aee5d5014**

[30] Glasgow Centre for Population Health (2014) The barriers and opportunities facing lone parents moving into paid work: Briefing Paper 46. **www.gcph.co.uk/publications/535_bp_46_barriers_and_opportunities_facing_lone_parents_moving_into_paid_work**. In Glasgow, 40 per cent of families with children are lone parent families. Lone parents are more likely to experience underemployment and in-work poverty, and their median earnings equate to one-third of the earnings of couples with children.

[31] See Part 2, section 4.

[32] Scottish Government Communities Analytical Services. (2015). Public attitudes to poverty, inequality and welfare in Scotland and Britain. **Scottish Government. http://www.gov.scot/Resource/0047/00473**

[33] Free meal entitlement and school SIMD data are useful here but be aware that many families move in and out of poverty and many may be above the free meal eligibility threshold but be struggling with low pay.

CPAG in Scotland
Unit 9, Ladywell Business Centre
94 Duke Street
Glasgow, G4 0UW

Tel: 0141 552 3303
Email: staff@cpagscotland.org.uk
Web: www.cpag.org.uk/scotland

@CPAGScotland

Child Poverty Action Group is a charity registered in England and Wales (registration number 294841) and in Scotland (registration number SC039339). Company limited by guarantee registered in England (registration number 1993854). Registered office: 30 Micawber Street, London N1 7TB.