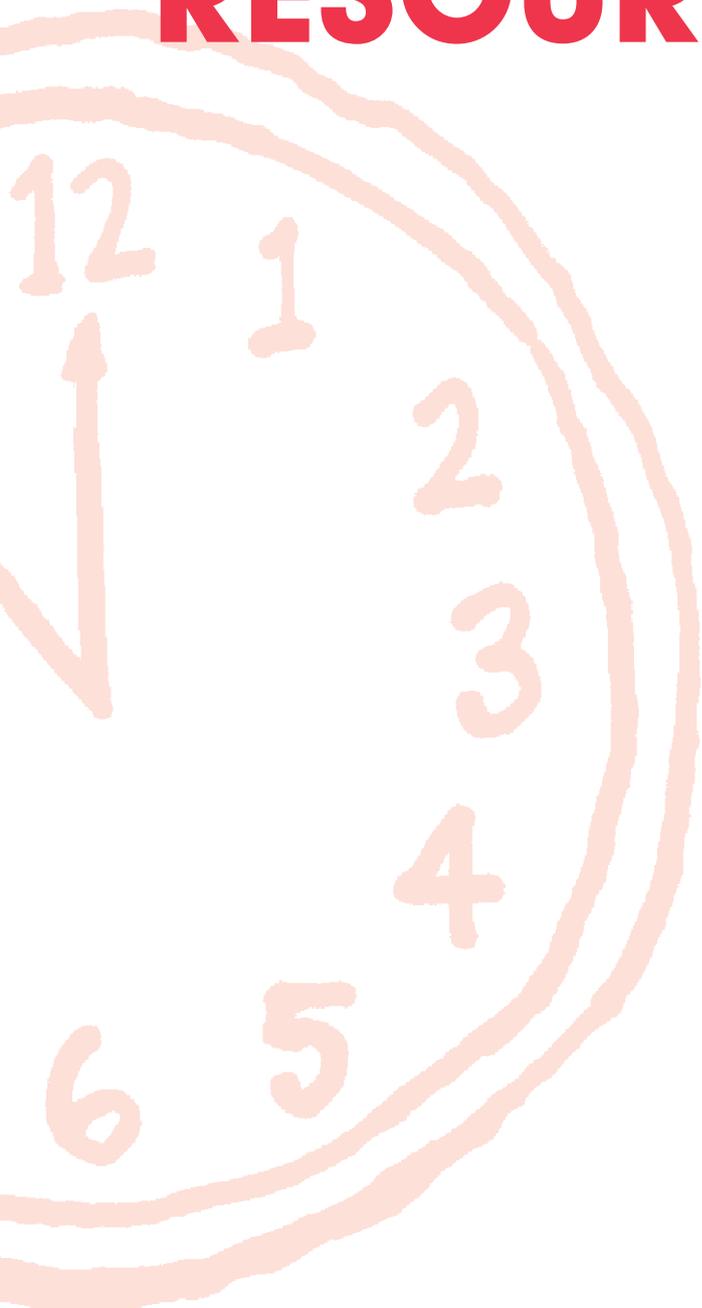


# THE COST OF THE SCHOOL DAY



## OTHER USEFUL RESOURCES



# THE COST OF THE SCHOOL DAY



## SAMPLE LOCAL AUTHORITY GUIDANCE TO SCHOOLS

### Cost of the School Day (Glasgow City Council, 2016)

This guidance was produced by Glasgow City Council Education Services in response to its Cost of the School Day report and circulated to all schools in the city. It sets out Education Services' expectations regarding school costs and school efforts to overcome financial barriers to participation. This guidance sat alongside CPD training for staff and input at in-service days across the city.

### Child poverty in Glasgow

Around a third of children in Glasgow live in poverty. In some parts of the city this can be as much as 50%. Every school in the city has a proportion of children or young people who face financial disadvantage. It is accepted that poverty has a toxic impact on the development and wellbeing of our children and on their educational and health outcomes. It is vital that all children in Glasgow, regardless of income, are able to make the most of everything which our schools have to offer.

### School costs and financial barriers

The following guidance is based on the Cost of the School Day research in the city on how low incomes affect participation and school experiences. Poverty has the potential to affect all parts of the school day and that costs can put up barriers to children and young people enjoying and taking part at school. We want to ensure that school costs do not place undue pressure on family budgets, that all children are able to access opportunities and that potential for poverty-related stigma and difference is reduced.

- School uniforms should be affordable for families on low incomes. Schools should design their uniform policies with very minimum costs at the forefront of their minds
- Schools should take account of the need for replacement items throughout the year and weather appropriate clothing. Families should be given an appropriate amount of time to purchase replacement items.
- Recycling or reduced price uniform schemes must be administered sensitively to avoid stigma or embarrassment
- If pupils do not wear correct uniform then income related issues should be considered when approaching the issue with pupils
- Schools should promote information to parents/ carers about benefits they are entitled to claim

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- Staff must be aware of free meal uptake levels and continue to develop appropriate strategies to encourage pupils to eat at Fuel Zone and use their free meal entitlements
- The travel needs of pupils attending after school clubs and activities, supported study and Easter revision should be considered with costs minimised and support provided whenever possible
- Children and young people should not be asked to pay for basic resources like stationery. Staff should lend resources free in the classroom with sensible strategies employed to ensure their safe return
- Staff should not assume that children have access to ICT to complete homework. ICT based homework should not be set unless children and young people without these resources at home are equally easily able to complete it. Tasks which potentially involve the purchase of materials should be carefully timed and kept to a minimum
- All pupils should be able to attend school trips related to the curriculum regardless of their ability to pay. Systems to subsidise trip costs should be sensitive and non-stigmatising. Children should not be required to come and ask for help with payment. Staff teams should pool their knowledge of available grants and funding opportunities and make use of them wherever necessary. Families should be given maximum notice for trips and must be able to pay in instalments. Long term pupil fundraising and saving efforts for future trips should be encouraged where appropriate
- Trips which are particularly expensive or unrelated to the curriculum must be strongly justified given the likelihood that many children will be unable to participate in them
- Fundraising events should not exclude pupils based on their ability to pay. Requirements to bring set amounts of money, no matter how small, should be avoided. Voluntary donations should be taken in a non-stigmatising way. Non-uniform days should be carefully considered due to their potential to make income differences visible and their effect on attendance. The frequency of fun events should be set to ensure that they are spaced sensibly across the year.
- The potential for non-participation or stigma when it comes to costs should be raised with Parent Councils so that they can take this into account in their fundraising for the school
- Income based stigma, exclusion and bullying should be recognised, looked for and challenged when it occurs
- Participation according to postcode should be monitored for all activities across the school day so that there is a clear understanding of which pupils are not accessing opportunities and whether this is related to income.

## NEXT STEPS

- Staff teams should undertake poverty proofing consultations with pupils, parents/carers and staff to audit their own costs, policies and practices and address any barriers identified. Resources to support this are available in the Cost of the School Day report
- Poverty proofing should be included and explicitly identified within school improvement plans
- Professional Learning opportunities on child poverty, poverty proofing and approaching poverty in the classroom will be available to Glasgow primary and secondary schools.

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY REPORTS

### Cost of the School Day Dundee, 2018

The Cost of the School Day Dundee report highlights the cost barriers children from low income households face in Dundee schools and sets out how these barriers can be removed.

Cost of the School Day Dundee was a key recommendation of the Dundee Fairness Commission in 2016.

Full report:  
<https://bit.ly/2MaOGkU>

Summary report:  
<https://bit.ly/2McVM8I>

### Cost of the School Day Glasgow, 2015

Original Cost of the School Day research exploring financial barriers to participation and learning in Glasgow schools and children's views on the best ways to overcome them.

Full report:  
<https://bit.ly/2Ma6BYQ>



## THE COST OF SCHOOL - FILM RESOURCE FROM NHS HEALTH SCOTLAND

NHS Health Scotland has produced a short film focusing on ways to reduce extra costs at school for parents and carers who are finding it difficult to meet them. The film builds on 'Getting It Right For Every Child' – the Scottish Government's approach to improving outcomes for children and young people and brings together examples of policy and practice from CPAG in Scotland's Cost of the School Day programme, Edinburgh City's '1 in 5', Local Authorities, schools, teachers and others involved in education.

Watch and share the film:

[www.healthscotland.scot/cost-of-school](http://www.healthscotland.scot/cost-of-school)

## CHILD POVERTY, HEALTH AND WELLBEING ELEARNING MODULE - NHS HEALTH SCOTLAND

NHS Health Scotland has a free to access eLearning module on child poverty, health and wellbeing on its Virtual Learning Environment (VLE), an online portal that supports learning and development: <https://elearning.healthscotland.com>

The learning resource aims to raise awareness of poverty issues for children and young people in Scotland and the impact poverty has on their health and wellbeing. The module is relevant for all working across health, social care, education, public and third sectors who are in contact with children at work.

The module has been designed to cover the following key learning outcomes:

- Describe what child poverty is and what causes it
- Outline how child poverty is defined and measured in Scotland
- Explain how poverty impacts children's health and wellbeing
- Promote individuals' reflection on their roles in reducing the impact of child poverty on health and wellbeing.

## SCHOOL COSTS FILM – EIS AND CHILD POVERTY ACTION GROUP IN SCOTLAND

This ten minute film from 2016 focuses on the struggle of families on low incomes to meet school costs. Excerpts can be used to prompt discussion with staff, children and young people.

The film can be found at

<https://www.youtube.com/watch?v=-qAKiu9nneo>



## CHILDREN'S PARLIAMENT - "THE WEIGHT ON OUR SHOULDERS"

This consultation on the Child Poverty Bill and Delivery Plan asked 8-13 year olds about how poverty impacts on their lives at home, at school and in the community. The report includes their recommendations of what would make life better for children affected by poverty.

<https://www.childrensparliament.org.uk/wp-content/uploads/Child-Poverty-CP-Report-2018.pdf>

## YOUNG SCOT – USING TECHNOLOGY TO BOOST ATTAINMENT

Smart-tech on the Young Scot National Entitlement Card (NEC) can be used to provide targeted assistance to young people to help them overcome barriers to engaging with education.

Find out more at the Young Scot Attainment page:  
<https://www.youngscot.net/what-we-do/attainment>

Between 2018 and 2020, Young Scot will be using the Young Scot NEC and the Young Scot digital platform of information, rewards and discounts to deliver a National Strategic Partnership with the Scottish Government and three Local Authorities per year, linked primarily to the attainment challenge. This work will pilot methods of using the Young Scot NEC and digital platforms towards closing the attainment gap.