Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Child Poverty - Equity Framework

Item number	7.6
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Executive Summary

22% of children in Edinburgh live in poverty (defined as living in households where income is 60% or less of the national median income). Independent studies predict that child poverty will continue to rise as a consequence of low wages, insecure work contracts and changes to the social security system. The 1 in 5: Raising Awareness of Child Poverty in Edinburgh project has succeeded in raising awareness and understanding of child poverty amongst school and other staff, and has provided schools with a wide range of practical suggestions for reducing the cost of the school day, many of which have been implemented.

The Equity Framework is intended to build on the work of 1 in 5 and attempts to set out how to ensure that pupils and families affected by poverty feel included, respected and have a sense of belonging and dignity. It sits alongside other local guidance and policies being developed or implemented in relation to teaching and learning and, specifically, closing the attainment gap.

Report

Child Poverty – Equity Framework

1. Recommendations

1.1 Members are asked to approve the Equity Framework for use by City of Edinburgh Council schools and settings.

1.2 Members are asked to instruct officers to evaluate its impact and bring a further report to Committee in December 2018.

2. Background

2.1 The impact of poverty on children's life chances is well understood and supported by extensive evidence. Poverty has negative impacts on children's health; cognitive, social, emotional and behavioural development; friendships; self-esteem; relationships; experience of education; educational outcomes and access to employment.

2.2 The causes of child poverty are often confused with its consequences. Child poverty is not caused by individual behaviours but by a complex blend of structural issues relating to macro-economic and political factors governing the labour market, employment and social security. Social factors make particular groups especially vulnerable to poverty, e.g. children, lone parents, disabled people and BME groups.

2.3 The 2017 Child Poverty (Scotland) Bill places a requirement on local authorities to prepare and publish a local child poverty action report.

3. Main report

3.1 The costs associated with school and the effect of negative attitudes towards poverty are significant for low-income families. Children's experience of school can be undermined as a result of stigma and being unable to participate in all the social and learning experiences that schools offer.

3.2 In order to close the attainment gap and improve the life chances and life experiences of children in poverty, all children should have the same opportunities to participate and succeed in all school activities. No child should be excluded, either wittingly or unwittingly, because of their family's inability to pay.

3.3 Closing the attainment gap will be more achievable if children feel respected, valued, included and have a sense of belonging in school. These will lead to greatly enhanced engagement with school and, consequently, learning.

3.4 The Equity Framework therefore seeks to achieve equity, and to promote respect and dignity for pupils and their families affected by poverty. To bring these about, it identifies three priority areas of action: minimise costs and reduce pressures on family budgets; ensure equal access to opportunities, regardless of income; and, reduce poverty-related stigma.

3.5 Each of these priority areas of action set out a series of recommendations and suggestions that schools can choose to adopt. These are all detailed in Appendix 1.

3.6 The Equity Framework was compiled in close consultation with Dr. Morag Treanor (Edinburgh University), Save the Children/Child Poverty Action Group, Children 1st, One Parent Families (Scotland), EVOC and NHS Lothian. It has been sent for comment to schools involved in the 1 in 5 project, Quality Improvement Officers and third sector organisations with an interest in children and poverty. All responses are hugely supportive of this initiative but some raise concerns about the affordability of some of the proposals (e.g. not charging for materials in curricular subjects such as Food Technology and CDT).

3.7 According to the Education (Scotland) Act 2010, section11, an education authority should be providing free of charge practice materials and all other articles which are necessary to enable pupils to take full advantage of the education provided'. However, schools are often forced to charge for the cost of materials associated with Food and Nutrition and CDT. A recommendation of the Equity Framework is that these subjects should not incur a charge for these families and if this is implemented a review of school budgets to include these costs would be required.

3.8 The Equity Framework builds on the work of the 1 in 5 Project, which has been reported on to previous meetings of the Education, Children and Families Committee (6 October 2015, 24 May 2016 and 11 October 2016). An independent evaluation of the impact of this work to date is included as Appendix 2. One of the areas that this highlights is that greater flexibility in procurement of materials and resources could allow schools to source these at a lower cost than is currently the case.

3.9 The team taking forward child poverty work within Communities and Families has also, together with NHS Lothian and Community Help and Advice Initiative (CHAI) set up an income maximisation pilot. This is taking place in the Tynecastle Cluster schools and two special schools. Evaluation of this is ongoing and will be available in March 2018.

3.10 The new Council administration has also committed to setting up a Child Poverty Action Unit. The precise structure and remit of this is still under development but it will provide an opportunity to co-ordinate pan-Council child poverty-related activity,

ensure a more consistent approach and develop co-resourced innovative pieces of work.

3.11 Additionally, Communities and Families is currently preparing an application to the Big Lottery for funding to support holiday activities with free meals for children experiencing poverty. If successful, this funding will support development of a strategic approach to school holiday provision, with food, for children and young people from P1 to S4, and parental support and engagement in the holidays. Officers will ensure that any such provision complements and is co-ordinated with existing holiday activity programmes delivered or funded by City of Edinburgh Council.

4. Measures of success

4.1 Outcomes for children living in poverty improve against a range of outcomes.

5. Financial impact

5.1 Some of the recommendations in the Equity Framework will have an impact on school budgets (for example, removing charges for materials for curricular subjects).

6. Risk, policy, compliance and governance impact

6.1 There are no adverse impacts arising from this report.

7. Equalities impact

7.1 Improved outcomes for, and greater inclusion of, children living in poverty.

8. Sustainability impact

8.1 Improved outcomes for children in poverty contributes to a range of sustainability indicators.

9. Consultation and engagement

9.1 The 1 in 5 project and the Equity Framework are the result of extensive and in-depth consultation with school staff, pupils, parents, academics and specialists in the field of child poverty.

10. Background reading/external references

10.1 [Further Developing Child Poverty Work in Edinburgh – Education, Children and Families Committee report 11 October 2016](#)

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11. Appendices

Appendix 1. Making Education Equal for All: Edinburgh's Equity Framework

Appendix 2. Evaluation of 1 in 5

Making Education Equal for All

Edinburgh's Equity Framework

Why should we have an Equity Framework?

In Edinburgh, child poverty affects 1 in 5 pupils or approximately 20,000 school age children and young people (after housing costs are taken into consideration). Edinburgh is a wealthy city but child poverty rates range from 25% to 35% in the least affluent areas of the city. Over 10% of children even in the most affluent parts of the city experience poverty.

The impact of poverty on children's outcomes is well documented, affecting standard of living, quality of life, health, opportunities and educational attainment. Boys born in the poorest areas of Edinburgh have a life expectancy 8.5 years shorter than those born in affluent areas. This is the widest gap in mortality rates of any Scottish city. In 2014, only 6 pupils from the least affluent areas of the city achieved 3 'A's at Higher as opposed to 280 pupils from the most affluent areas.

In 2014, Save the Children and Scotland's Commissioner for Children and Young People published a joint report[1] on the ways that poverty affects children and young people's experiences of education and learning in Scotland. The report includes the views of school pupils in Edinburgh and identifies the costs of going to school, the impact of poverty at home and the stigma of poverty as key reasons why the attainment of young people from low-income families tends to be below that of their more affluent peers.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households. Every child should benefit from the highest standards of teaching and learning, and have the same opportunities to participate and succeed in all school activities. The 2017 *National Improvement Framework and Improvement Plan for Scottish Education* [2] sets out the main principles which highlight the use of data and evidence to ensure excellence and equity in school practice. It aims for these principles to be embedded across school leadership and improvement plans, and to support how staff deliver learning and teaching and assess individual pupil progress. The Framework and reporting arrangements are placed on a statutory footing, making it a legal requirement for The City of Edinburgh Council to share information that will drive improvement. However, in order to achieve the principles of this National Framework, research suggests that consideration must be given to how poverty impacts on children and young people's broader experiences in school[3] and how to ensure these pupils, and their families, feel included, respected and have a sense of belonging and dignity.

'Making Education Equal for All' further builds on the work of Communities and Families' '1 in 5: Raising Awareness of Child Poverty and the Cost of the School Day' programme and sits alongside other local guidance and policies being developed or implemented by

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[1] Save the Children and Scotland's Commissioner for Children and Young People (2014) Learning Lessons: Young People's Views on Poverty and Education in Scotland.

[2] 2017 National Improvement Framework and Improvement Plan for Scottish Education www.gov.scot/Resource/0051/000511513.pdf

[3] Horgan, G (2007) The Impact of Poverty on young children's experience of school. York: Joseph Rowntree Foundation

Quality Improvement Officers in relation to teaching and learning. Implementation of this Framework in Edinburgh's schools will support them to mitigate the impact of poverty as a barrier to children's participation in the range of social and educational experiences on offer. Integrating these recommendations into everyday practice will best support all children and young people to become confident individuals, successful learners, responsible citizens and effective contributors.

What is child poverty?

The circumstances children experience while they are growing up largely reflect the level of income and resources that are available to their parents or carers. Poverty is understood as 'not having enough' to afford the basic necessities children need for a decent standard of living. In Scotland, a child is understood to be living in poverty when they are living in a household that earns less than 60% of the average income. In 2015/16 this meant a couple-parent family with two children having approximately £400 per week, or a single parent family with two children having approximately £326 per week to cover all essential costs – from housing and utilities to food and clothing as well as travel, childcare and family activities.

Children growing up in poverty often lack basic necessities such as adequate food and a healthy diet; clean or appropriate clothing such as a winter coat and well-fitting shoes and a warm home. They are also more likely to regularly miss out on a number of items or activities deemed essential to a good standard of living in the UK such as summer holidays, access to the internet at home, birthday parties or eating out as a family. The majority of children experiencing poverty have at least one parent in paid work; however, children whose parents are not in work are at a high risk of experiencing poverty. Children who grow up in larger families, in a single parent family or who have a disabled parent are also more likely than other children to experience poverty, although it is not always the case.

What do we want to achieve?

This Framework aims to support the City of Edinburgh Council policy priority that *'our children and young people's outcomes are not undermined by poverty and inequality'*. The costs associated with school, and the effect of negative attitudes towards poverty, are significant for low-income families. When families struggle or are unable to meet costs, the experiences of children and young people in school are undermined as a consequence of stigma and being unable to participate in all of the social and learning experiences that schools offer. Evidence suggests that this can lead to children and young people disengaging from school and effectively excluding themselves from learning. In order to close the attainment gap it is essential that, alongside quality teaching, curricular content and assessment of pupil progress, due consideration is given to pupils' broad experience and enjoyment of school and education. Closing the attainment gap will be more achievable if children and young people feel respected, valued, included and have a sense of belonging in school. Only then will they effectively engage with school and learning.

Our vision:

- **Achieve equity:** ensure that every child has the opportunity to participate equally in school experiences and that no child is excluded from these as a result of inability to meet school costs;
- **Promote respect and dignity for pupils and their families affected by poverty**: ensure that school communities are informed about the realities of living in poverty, have policies in place which prevent income-based bullying and allow children/families to speak confidentially about financial difficulties.

Who is this document for?

This Equity Framework is one of the first of its kind in the UK and as such it is ambitious and pioneering. Taking forward new approaches, whilst enhancing existing ones, which aim to break down the subtle barriers to equity in education and ensure the best possible outcomes for every child will involve all those who work with, and care for, children and their families. Implementing the recommendations in the *'Making Education Equal for All'* Equity Framework will involve commitment from elected members, school leaders, staff, pupils and parents as well as ensuring effective partnerships with relevant organisations in the wider community.

Priorities

This document builds on the work of Communities and Families' '1 in 5: Raising Awareness of Child Poverty and the Costs of the School Day' which was approved by the Children and Families Committee in a report in May 2016 [4]. This Framework seeks to support schools make any changes necessary that will enable pupils to take full advantage of the education provided. The Framework also takes into account the recommendations from young people set out in the Learning Lessons[5] research and draws on the recommendations of The Cost of the School Day[6].

Schools currently involved in '1 in 5' continue to contribute to the recommendations laid out below. The additional funding being made available to schools through the Pupil Equity Fund can be utilised to help schools implement some of these changes. The key areas this Equity Framework will address are to:

- **Minimise costs and reduce pressure on family budgets**: This will include guidance on reducing the cost of attending school, ensuring all children have access to resources for learning in the classroom and supporting families to access financial support and maximise their income.

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[4] CEC 2016 '1 in 5: Raising Awareness of Child Poverty: Recommendations for Schools and supporting Committee report
[5] Save the Children and Scotland's Commissioner for Children and Young People (2014) Learning Lessons: Young People's Views on Poverty and Education in Scotland.
[6] CPAG (2016) The Cost of the School Day www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day-Report (Oct15)-1.pdf

- **Ensure equal access to opportunities, regardless of income:** This will include consideration of access to extra-curricular activities, social and charity events in the school and support for learning at home
- **Reduce poverty-related stigma:** This will include awareness-raising activity amongst staff, parents and children and young people by utilising relevant training materials and classroom resources.

Minimise costs and reduce pressure on family budgets

All children and young people should be able to meet the costs of school and have the resources they need to support their learning.

Families experiencing poverty often lack the money to pay for essential items such as school equipment and uniforms, school trips or extra materials to use in certain subjects. This can be a particular challenge for families with more than one child. It can also be more difficult at certain points in the year, such as festive periods or immediately after school holidays, when pressures on family budgets are especially high.

Schools already adopt a range of measures to minimise costs and reduce pressure on family budgets. In addition 'Top Tips' for reducing school costs, developed from ideas and recommendations made as part of '1 in 5', have been distributed to all schools with an expectation that they should adopt some or all of the recommendations it contains, as well as develop their own approaches to minimise costs.

Current statistics also show that a significant number of Free School Meals and clothing grants are not claimed from The City of Edinburgh Council by eligible families every year.

The following are measures which are recommended to support a consistent approach to minimising main costs associated with school:

Resources for learning

According to the Education (Scotland) Act 2010 Section 11 an education authority should be providing free of charge books, writing materials, stationery, mathematical instruments, practice materials and all other articles which are necessary to enable the pupils to take full advantage of the education provided.

The education authority may also provide articles of clothing suitable for physical exercise or other school activities requiring special items of clothes (i.e. camp).

Schools however, due to budget pressures, may ask for discretionary payments for certain subjects such as Food Technology, CDT and art. According to the above mentioned act though this cannot be made mandatory.

Schools should:

- Provide stationery and equipment free of charge for pupils to use. Where this is not provided universally, schools should make this easy for pupils to access discreetly.
- Provide pupils with free materials which relate to learning at school and the delivery of lessons. Any contributions to the cost of materials should be voluntary and at the discretion of parents.
- Consult children on their access to IT outside of school and support with learning at home. Adapt homework policies and activities where necessary to ensure that children have the equipment and support they need to complete it effectively.
- Provide options for completing homework within school and ensure access to computers/internet/materials to complete as required.
- Refrain from asking pupils to use their own mobile phones to support learning in the classroom unless all pupils have access to equipment. If pupils use their own mobile phones, staff should provide the school wifi password and remind pupils not to use their own mobile data.

Uniform

Schools should:

- Ensure that all parents are aware of School Uniform Grants – provide clear and accessible information to parents in the school about the support on offer and how they can apply.
- Offer support to parents to make applications for financial support. Be aware of perceived stigma or challenges in understanding and completing written application processes.
- Adopt a flexible uniform policy to ensure that parents are able to purchase uniforms from a range of suppliers.
- Only sell uniform items to families on a non-profit making basis.
- Presume that children who lack mandatory school uniform items require financial support or assistance. Speak sensitively to the child and/or family as appropriate to establish whether support is required and how best to ensure that families are able to meet the costs.
- Provide temporary permissions for non-uniform items and a realistic timescale for families to purchase appropriate items should they not be able to afford school uniform.
- Discreetly offer spare clothing for pupil use where this is available (see 'Top Tips' for suggestions).
- Be discreet when raising uniform-related issues with pupils including not drawing attention to a pupil's dress in public.

School Trips

Schools should:
- Have a transparent policy for planning, funding and delivering school trips.

- Ensure that during the planning of trips, costs are kept to a minimum.
- Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.
- Conduct an annual audit of potential or planned trips due to run over the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:
  - Review and develop a clear rationale and justification of costs for all trips.
  - Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient.
  - Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to: make them more affordable/*accessible*; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly (see also **communication with parents).**
  - Set out the steps that will be taken to ensure that all children can afford to attend or the alternative measures that will be in place to ensure the trip is equitable and accessible.
- Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.
- Where trips require special clothing and equipment, e.g. school camps, this should be made available at no charge by the activity provider. If this is not possible, it should be made available to borrow or purchase at low cost from the school through exchanges and flash sales.
- In addition, the Local Authority should investigate the potential to set up a central fund to provide financial support to children from low-income families and facilitate their inclusion in more expensive but hugely beneficial activities, such as residential stays at outdoor centres.

Financial support to meet costs

Schools should:
- Ensure families are aware of all the financial support they are entitled to which will support their children's learning. This could include identifying and supporting members of staff to advise families on low incomes to make grant claims. These staff could also build knowledge about social security benefits and other income maximisation opportunities to signpost parents accordingly. A centralised 'crisis guide' should be created.
- Consider providing a proportion of funding (for example Pupil Equity Funding) to support families to meet the costs of school trips, clothing and equipment or other costs identified by families during periods of financial pressure or crisis.
- Consider other ways of using funding to provide financial advice and support to families through the school.

- Consult with children and their families on a regular basis to identify any further 'money worries' or similar support that could be useful.

Ensure equal access to opportunities, regardless of income

All children should be able to benefit from, and meet the costs of, a wide range of learning opportunities in the home, school and community.

Children experiencing poverty often miss out on regular activities outside of school, such as taking part in sports teams, joining clubs or going to the cinema and theatre. This is often because of the costs associated with these activities - both direct, such as the cost of membership or attendance, and indirect, such as transport, specialist clothing or equipment. They are therefore less likely to enjoy the rich learning experiences outside of the school day that are available to their more affluent peers. Families raising children on low incomes may also find it more difficult to provide effective support for their children's learning at home. This can be due to the extra stress and pressure that poverty creates within families or because it is harder to provide the quiet space, time and resources children need to learn.

We know that children achieve more and are happier when schools work together with parents and families and share ideas about how to support and extend children's learning within the classroom and at home. Parental engagement has been a priority in schools for many years now as it is recognised that it is central to raising attainment and closing the attainment gap. It is also a main driver of the National Improvement Framework. Research shows that the vast majority of parents and families are interested in supporting their children's and their own learning. However, many can find it difficult to engage with schools. This can be because of differing social capital as a result of socio-economic background and other, often related, issues such as mental health, homelessness or emotional trauma.

The following, therefore, are measures recommended to support a consistent approach to ensuring that all children have equal access to wider learning opportunities and support:

Extra-curricular Activities

Schools should:

- Provide free, or low cost (and funded places when necessary), after school activities in the school.
- Use 'off timetable' activity weeks to deliver a broad of range of free, low-cost and school-based activities.
- Ensure that costs of special clothing, equipment, transport and other costs are not a barrier to children and young people's ability to participate in extra-curricular activities.
- Work with local partners to provide free and affordable access to extra-curricular activities within the school and local community.

- Consult pupils to identify any financial or related barriers (for example, home pressures, stigma, low confidence) that prevent them from taking part in extra-curricular activities which are on offer. This consultation should also identify activities pupils would like to be able to participate in.

Social and Charity Events

Schools should:
- Never require a donation or payment from parents as a pre-requisite for children to be able to participate in activities or fundraisers.
- Never exclude pupils who have not paid for activities in school such as visiting pantomimes, author events etc. Always assume this is due to families struggling with costs and discuss with families how the school can support them in meeting costs.
- Encourage and collect donations for activities and fundraisers discretely through optional contributions.
- Space events out over the year, avoiding expensive times like holiday periods and the start of the school year.
- Consult with children and parents on ideas for activities that can reduce costs.
- Adopt proven ideas that celebrate the *efforts* of children and young people to raise money or awareness of charity causes rather than amounts raised.

Leavers Events

Schools should:
- Not charge pupils for attendance at school leaver events or celebrations. Any contributions should be at the discretion of young people and their parents.
- Discourage pupils from buying luxury items.
- Hold 'picnics in the park' or 'trips to the beach' rather than a Prom for primary age children.
- Offer a dress/suit exchange or 'vintage' dress stall for secondary Proms, which should be held in the school or a local hall rather than at expensive hotels.
- Be explicit about the hiring of, for example, limousines not being approved or welcomed by the school.

Engagement with Parents

Schools should:
- Prioritise building strong relationships with parents to support children's learning at home.
- Offer opportunities for parents to observe how learning and teaching takes place in the classroom and provide suggestions on ways they could help their child to extend this outside of school.

- Hold regular social events and opportunities for parents to spend time within the school, such as coffee mornings, evening suppers and pizza nights - these should focus on informal chat and conversation to build friendly relationships between parents and staff.
- Provide a dedicated room or space within the school where parents are invited to spend time with one another and plan activities for parental engagement in their children's learning.
- Provide clear and simple instructions alongside homework and other activities to support learning at home and enable parents to understand how they can help their children to complete tasks.
- Create opportunities for parents to share views with the school on challenges to engaging their child's learning at home; meeting school costs and understanding who to speak to for information and advice - consider methods where feedback can be provided anonymously.
- Work with The Parent Council to ensure that a proportion of their annual fundraising (ideally 25%) is given to support the Equity Framework.
- Work with community partners to identify the best ways of engaging with parents, especially those who are hardly reached.
- Use the Pupil Equity Fund to deliver evidence-based outreach activities.

Reduce poverty-related stigma

> *All children should feel respected, included and supported by staff and pupils in their school and local community.*

Children and young people experiencing poverty often report feelings of isolation and exclusion at school and may be more likely to experience bullying. Negative attitudes and perceptions of poverty can also lead to stigma which makes it harder for children, young people and their families to approach school staff for support. These experiences can have a negative impact on children's attendance and achievement as well as on parental engagement. Parents may feel embarrassed or anxious about approaching schools for support. They may also feel stigmatised as a result of being eligible for financial support.

In order to close the attainment gap, it is essential that alongside quality teaching, curricular content and assessment of pupil progress, due consideration is given to pupils' holistic experience of school and education and that steps are taken to tackle the impact of poverty-related stigma.

The following are measures recommended to support a consistent approach to raising awareness of the realities and impact of poverty. At the same time, they should ensure that all children and families feel respected and supported.

Poverty Awareness

Schools should:
- Promote informed understanding about child poverty and have a zero-tolerance approach to negative stereotyping of children and parents in low-income households.
- Ensure that all staff receive training to understand the impact of poverty on children and families in Edinburgh, for example through participating in the '1 in 5 Raising Awareness of Child Poverty' Workshop.
- Refer to resources such as the EIS guidelines on poverty proofing the school day and the Learning Lessons research as well as Edinburgh's own child poverty 1 in 5 training materials and resources to raise awareness of the financial barriers to education and the role that teachers can play in reducing the impact on children.
- Introduce pupils to the issues surrounding child poverty in Scotland through learning activities in the school – this should include linking pupil education on poverty with the Rights Respecting Schools initiative.

Improvement Activity

Schools should:
- Work with children and parents to improve the school experience of children living in poverty, including asking for children's and families' advice when developing school improvement plans and activities.
- Ensure that staff meetings, development and in-service days and other mechanisms to support school staff are used to share information, advice and best practice in how to tackle to impact of poverty on children's experiences and learning.
- Ensure that mechanisms are in place to identify and address poverty-related bullying within the school community.
- Prioritise activities in the school that can build relationships with families experiencing poverty, in order to develop trust and mutual understanding.
- Be conscious about the impact that questions relating to what parents do for a living or where children have been on holiday can have on children experiencing poverty.
- Retain free breakfast club places for children from low-income families where appropriate.
- Where feasible, provide facilities for washing clothes.
- Make hygiene and sanitary products available for pupils to access discreetly.

Evaluation of '1 in 5: Raising Awareness of Child Poverty' in Edinburgh

Dr Briege Nugent

About the Author

Dr Briege Nugent is an independent Research Consultant and Honorary Research Fellow at the University of Salford. For more than a decade she has been carrying out research with those often referred to as 'hard to reach'. She hopes to make their voice louder to help inform future policy and practice.

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1. Introduction and Methodology

Purpose and Structure of the Report
This report is an evaluation of the '1 in 5 Raising Awareness of Child Poverty in Edinburgh' project. This initiative began in 2015 and was developed by the 1 in 5 project team, a small team within the Children and Families Department, the City of Edinburgh Council. This was in response to a fifth of children in Edinburgh living in poverty. The project set out to achieve three main aims, namely, to reduce the cost of the school day, improve equal access to opportunities and reduce poverty related stigma for young people and their families. The main element of this project is the training given on the causes, impact and realities of living in poverty. This adopts an innovative model so that those trained become trainers themselves and are empowered to cascade the knowledge down. This encourages schools to discuss what they can do to help families, and as is described in the report, the training could be described as a 'call to action,' with action following almost immediately. The impact made is on all areas relating to school life, and for those further on in the journey, through this heightened awareness the support continues to be extended, for example to address food poverty. Schools are now at the point where they want to be able to signpost families to appropriate agencies and are reaching out to the wider community for their help and involvement too.

In the next section the background or context of poverty in Scotland is set out before outlining a detailed overview of the project. Section 4 is the first part of the findings, presenting the immediate reaction by parents and teachers to the training reported. Section 5 outlines the 'intermediate' outcomes achieved and the actions that have been put in place, as well the challenges to reduce the cost of the school day. Section 6 in turn focuses on the progress made and barriers to helping pupils get equal access to experiences. Section 7 reports on the progress made on reducing poverty related stigma at this stage. In Section 8 the teacher's perception of the impact on pupils is outlined, and the main focus of the chapter is presenting the interviews with two young people who took part in the research and have benefitted from this project. Section 9 outlines the recommendations and in section 10 the conclusion is presented. This project has had a significant impact on reducing the cost of the school day and improving equal access. Challenging poverty related stigma is a persistent challenge, but this is already having an influence and it was felt that this could be a part of a wider cultural shift.

Methodology
The research adopted a mixed methods approach capturing views and testimonies from 212 teachers, twelve parents and thirteen pupils. In order to understand the impact on a deeper level, seven participating establishments were focused on, three primary, three secondary and one nursery as part of the cluster group, who were all at different stages of engagement with the project. The schools were also specifically chosen based on their catchment area, so as to have a spread of schools at different ends of the spectrum in terms of levels of poverty experienced. An action research model was adopted so that findings have been communicated back quickly and on an informal basis to help develop practice.

Data gathered from teachers
Feedback was gathered from twenty-seven teachers who took part in their first training session in November 2016. An analysis of an in-depth survey filled in by 163 teachers from across the city who had taken part in training around six months beforehand was also carried out. Twenty-three teachers from across the six schools and nursery took part in focus groups or individual interviews.

Data from parents
Feedback from twelve parents who took part in training in February 2017 was analysed.

Data from pupils
In-depth interviews took place with two young people, one boy in P6 and one young man in S6 from a secondary school that had helped with the creation of the 1 in 5 materials for the original pilot. One school also made feedback given by pupils anonymous and available for this report.

Analysis
The interviews and focus groups were recorded and transcribed or detailed contemporaneous notes made. The qualitative data was analysed drawing on the work of Strauss and Corbin (1998), with coding carried out through close observation, detailed description, systematic coding and abductive analysis.

Overview of each participating school
Broughton High School was one of the first schools to take part in the pilot and has one of the highest numbers of pupils eligible for free school meals in the city. It also has the most relative deprivation experienced, whereby there is a significant gap between the richest and the poorest within the school. This research focused on understanding and recording the changes that have taken place over the past year as a result of the project and the more long-term outcomes and impact achieved.

Portobello High School is in a mixed area in Edinburgh and had at the point of this study just recently taken part in the training. The focus on the evaluation was to understand the immediate impact and reaction from staff.

James Gillespie's High School is in one of the most affluent areas in Edinburgh and had also just taken part in training. The focus of the evaluation was also to understand the immediate impact and reaction from staff.

Sciences Primary School is in one of the most affluent areas in Edinburgh and although it only has a small number of young people who are experiencing poverty, it was felt that this in itself can lead to an even deeper level of shame and pressure to remain 'hidden.' The focus on the evaluation was on the work that had been achieved to date as a result, and the next steps being planned.

Prestonfield Primary School, Liberton High School and Cameron House Nursery were all part of the same 'cluster' group, These schools have been engaging with the project for the past year and the focus of the evaluation was on the impact to date and to assess the benefits of being a part of a cluster group.

St. Ninian's Primary School have an above average number of children who are eligible for free school meals and is in a fairly deprived area in Edinburgh. They engaged with the training only recently and were chosen because of the action and innovative ideas they had already taken forward to mitigate the adverse impacts of poverty.

2. Background and Context: The Cost of Poverty

Overview
This first section sets out the background and context to the setting up of this project and focuses on the harmful and pervasive impact poverty has on children and young people.

The Extent and Impact of Poverty
Over the past few years, in what has been referred to as 'an age of austerity' £6 billion in cuts has been made to public services, of which £1 billion was directly relating to children and young people (UNISON Scotland, 2014). Citizens Advice Scotland (CAS) state that 'rises in living costs and worsening living standards, low pay and insecurity of employment, and a host of welfare reforms' have all contributed to insecurity (Sims, 2016: 11). The report evidences the rise in foodbanks and a higher number than ever using the service for advice in crisis, highlighting that a greater proportion of people are now living what they define as at 'the sharp end' (ibid: 1). Using the definition of income poverty, more than 200,000 children, 600,000 adults of working age and 100,000 retired people live in poverty in Scotland (Scottish Government, 2015), one in five children (Sosu and Ellis, 2014: 7). Food poverty continues to grow across the UK. In Scotland, between April 2016 and April 2017 145,867 people in Scotland, a third of which or specifically 47,955 were children, were given a food parcel from the Trussell Trust (Trussell Trust, 2017), the main provider of emergency food in the UK and has 52 banks in Scotland.

It also worth noting that a systematic review of over sixty international studies found that there are significant positive effects when family income is increased across the range of children's outcomes. This includes cognitive development, school achievement, social and behavioural development and particularly children's health (Cooper and Stewart, 2017).

Poverty in Edinburgh
22% of children in Edinburgh are living in relative deprivation.[1], affecting around 17,363 children (End Child Poverty 2016). Although considered an affluent capital city, every ward across Edinburgh registers child poverty rates over 10% after housing costs have been taken into account. Poverty affects all aspects of life. The gap in outcomes remains wide in terms of standard of living, quality of life, health, opportunities and educational attainment. The stigmatising effects of poverty can act to exacerbate the impacts and can make it difficult for families to ask for help and support.

Impact on Attainment
An analysis of ten years of longitudinal data through the Growing Up in Scotland Study (GUS) tracking 8,000 children from birth to adolescence shows the impact of poverty on early outcomes in terms of education (Scottish Government 2015b; Bradshaw, 2011). Specifically, in terms of vocabulary ability at age five, 20% of children in the highest income quintile had below average ability, compared to 54% in the lowest income quintile (ibid). For problem-solving ability, the equivalent proportions are 29% and 53% (Scottish Government, 2015b). Poverty is very strongly linked to low attainment in school, with the Department for Education for England and Wales showing that 35% of children in receipt of Free School Meals gained five A*-C grades including English and maths, compared with 62% of other children (cited in Connelly et al. 2014: 4). In Scotland, by age 12–14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas

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[1] Relative poverty is a measure of whether low income households are keeping pace with middle income households (Scottish Government, 2017).

to do well in numeracy (Sosu and Ellis, 2014). Attainment at 16 has risen overall, but a significant and persistent gap remains between groups (ibid). This gap continues with children from deprived areas leaving school earlier and consistently less likely to enter into high education, employment, training or voluntary work (ibid).

Left out and 'dropped out'
In addition to the statistics on achievement, 885 surveyed in Scotland and 64 children who took part in focus group discussions drew attention to the other adverse impacts of poverty, such as not having an adequate school uniform, being unable to take part in school trips and not having basics such as housing and food (Elsley, 2014). The lasting impact of a poor education is undeniable with 43% of people who left without any formal qualifications in the UK experiencing poverty at least once between 2011 and 2014, twice the percentage of those with a degree or higher (Office for National Statistics, 2016).

The financial cost of poverty
It is worth noting that ironically, in financial terms, poverty is costing the UK around £78 billion in public services of which £6 billion is dedicated to child poverty alone, and about £1 in every £5 spent on public services making up for the way that poverty damages people's lives (Bramley et al. 2016).

Conclusion
As this section sets out, poverty impacts on all areas of life and can have a lasting mark. The project was set out to address the stigma and practical challenges children and families face when they are unable to meet the costs associated with school. It encourages schools to consider the broad learning and social experiences they offer and ensure all pupils feel included, valued and respected irrespective of economic background. Interestingly then this was not about telling schools what to do but encouraging them to come up with their own responses.

3: Overview of '1 in 5'

Aims and Objectives of the 1 in 5 Project
The 1 in 5 project began as a pilot in 2015 with six schools across the city. Schools were initially selected on the basis of having 30% Free School Meal entitlement or at least 50 children who were claiming Free School Meals. This approach was taken so that schools selected represented a wide demographic mix and, in some cases, such as Sciences Primary school which has been a part of this study, where poverty was often more hidden. Schools in the Craigroyston area, which is categorised as being within the most deprived were consulted with to ensure their expertise were represented in the resources created and to inform the training provided.

The focus of this research and the aims of the project are to help schools to develop policies and put into practice initiatives that:
- Reduce the cost of the school day
- Promote equal access to opportunities
- Reduce poverty related stigma

The overall objective is that the school ethos and culture becomes shaped by these aims.

What does the project involve?
The core element of the initiative is the half-day interactive training delivered exploring the scale, impact, causes and stigmatising affects of child poverty in Scotland as whole and in Edinburgh. It consists of presentations, film clips based on real case studies of young people growing up in poverty and interactive budgeting exercises. These are all resources that can then be used to train others. The session 'myth busts' misconceptions about poverty highlighting that there is now a growing 'working poor. Participants are asked to budget for rent, bills and the cost of living based on what is the average lower income. By adding in case scenarios, such as an unexpected cost of a last minute school trip, it is revealed that for those living in poverty the choice as to whether to attend can mean the difference in the family eating or paying their bills. This course, without patronising, is about opening people up to the lives of others and understanding their realities, what they must consider and the challenges schools can unknowingly set by creating costs.

In many ways, the point of this training is to make people not only aware of the situation but connect emotionally to this issue. A particularly innovative aspect is that the training makes the participants being trained trainers themselves, empowered to cascade down the knowledge, or what they refer to as a 'train the trainer' model. This approach was taken to enable a scaling up of the project as well as supporting sustainability in each setting. Shiell-Davis et al. (2015:13) review of the literature on scaling-up outlines the following enabling and success factors:
- Pairing the innovation and original sites to the settings in terms of compatible goals, objectives, values, and population characteristics is critical.
- Scaling-up an innovation needs large amounts of time and commitment.
- Communication needs to be as clear and direct as possible, and happen frequently   between all partners and stakeholders.
- People's expectations and perceptions help to shape the scaling-up process. Involving as many groups of stakeholders as possible from a very early stage in the   scaling-up process helps with buy-in and influence.

It would appear that this initiative has been able to do this successfully and based on the interviews, this model empowers people to take onus of this initiative, tailoring it to the needs of their specific population and become advocates for change. This also aligns with the wider policy agenda of improving attainment and support schools to make informed decisions around Pupil Equity Funding spending.

Schools are offered ongoing support from the team and can provide follow-up sessions to staff interested to discuss policies and practises and generate focused discussion towards creating actions. Complementary awareness raising and focus group sessions are also offered to parents and pupils, including a pupil assembly and adapted for the age and stage of pupils.

In some cases schools took what has been termed 'a cluster approach', meaning that they came together to developing initiatives and form partnerships.

Alongside the core training and research element of the project the schools also took part in creative arts projects, a Christmas book giving initiative called Hungry for Books and submitted ideas for a Make a Difference Award with each school receiving an award to take forward the winning idea. These included:
- Developing a uniform pop up shop
- Creation of a dressing up box for charitable events in school
- Creating a bank of gym kits
- Enabling a strategy for parental engagement with families who had previously been hard to reach.

Additional Outputs
The '1 in 5' team have created 'Top Tips for Schools' on reducing school costs and also had a Showcase 1 in 5 Conference attended by over 90 Edinburgh headteachers and partner agencies.

Conclusion
This project promotes dialogue and creates a platform for ideas to be generated about what each school can do to help families within their area living in poverty. Through the ongoing support provided by the '1 in 5' team, help is also given where needed to put these ideas into action. For example, where teachers have said that they would like to know more about the support that is available in some of the cluster group meetings, the team have invited professionals from organisations such as Home Energy Scotland to present on their work and make connections with the schools so that they can then in turn connect to parents who need support. In essence, this project is constantly developing, modifying, changing and being responsive to the needs of each school and different communities. It is a collaborative approach, with all motivated to be responsive.

4: Findings Part I: A Call to Action

Overview
The section brings together data from the teachers and the parents, firstly of their expectations of the training and secondly the immediate impact reported. This was based on the feedback from the 27 teachers and 12 parents gathered on the days of training. Through the survey with 163 teachers and interviews with 23 teachers who have taken part in the research, whether or not these feelings are sustained could be established, and finally the actions that have emanated as a result are outlined.

Great Expectations
All of the teachers said they came to the training and made time to do so because they 'knew' that this session, presented by the team would be worthwhile. In addition, at the end of the survey a quarter of respondents made comments to praise the organisers for the sessions and affirm the impact that they felt it had already made. These testimonies point towards momentum having already been built and the credibility of the team, their past presentations, materials and roles as facilitators having had a bearing on reasons why teachers opted to do this session. In short, attendees had great expectations and felt this was time well spent. It was also related that 'the tone' of this initiative, as with other past initiatives, has been well considered. Participants do not feel patronised or accused but rather informed and inspired. As one teacher wrote at the end of the survey:

> It was and continues to be a very important element of the school's journey to full awareness of the social influences on pupil and school success. Even well meaning staff can retain unconscious prejudices, and the 1 in 5 initiative here has broken those prejudices down. Our 'positive discrimination' on behalf of young people living in areas of deprivation means that their academic success has improved tremendously. Finally, the team were a pleasure to work with, and were very skillful at encouraging staff and tapping into their latent desire to help. 1 in 5 has undoubtedly had a profound and positive effect on the ethos and character of our school. Thank you. (Teacher, Survey respondent)

Initial Reactions: Thought Provoking Call to Action
The following is based on an analysis of the comments submitted by twenty-seven teachers and twelve parents who attended the training sessions in November 2016 and February 2017. This highlights that the immediate reaction is that the materials are eye opening and the response could be defined as 'a call to action'. As the following comments show:

> Really made me think….we're doing lots but need to do more. It is appalling that children and families are in this situation. We are only a small cog in society but we can and we must make an impact!' (Teacher)

> Food for thought-would like to try to spread costs so parents (if they can) contribute on a weekly basis towards trips – the yard, rising and end of year activities. (Teacher)

In the parent's session the only comments were ideas about what they could now do, as shown by the following examples:

> Encourage uptake of hardship fund.

> Think beyond the school to access low-income families- community centres, food banks, health centres.

Homework clubs. –More activities that would ignite, i.e. dance music, - access – affordable.

Parents and teachers related that they were aware of their limitations and the challenges in helping people to overcome shame, which as is highlighted throughout this report was felt to be the biggest barrier to families coming forward to ask for help. However, this training also made parents passionate and empowered to make a difference where possible. As the following written feedback states:

> It was hard hitting, powerful and passionately presented. It is sad that this is happening today but what is inspiring is that schools can do more to support children and families in these situations to 'evade' the life and hand that they have been dealt. (Teacher)

The 'take home' message was that schools were motivated to do more. Many teachers reported that until doing the training they did not think colleagues had been aware of the extent and depth of poverty being experienced. Those who are already aware said that the training helped nudge them towards further action or what they referred to as, 'taking it to the next level.'

Benefits of a Cluster Group
It was found that bringing schools together encourages collaboration and also means that innovative ideas are developed quickly and support given to get them underway. Learning from one another was a particular outcome that the teachers welcomed this approach.

Conclusion
This section establishes that the training is a call to action and people respond quickly and eagerly with new ideas and innovation to help young people and their families. In the next section, it is highlighted that this drive and motivation is sustained.

5: Findings Part II: Sustained Call for Action and Response to 'Reduce Cost of the School Day'

Overview

The following three sections have been broken down into the three main areas investigated for the 1 in 5 research, which is the 'cost of the school day', 'equal access' and 'reducing poverty related stigma.' This section is focused on the impact to the 'cost of the school day' and is further broken down into a number of specific areas, namely, stationary, materials, uniform, sports clothes, dress down days, books and food. The categories have been discussed in this particular order because if asked about what is needed for school, stationary, uniforms and books are probably what immediately come to mind for most people. Through this project, what is being revealed is that food poverty is a particular issue that continues to deepen and was felt to be hidden or unseen until fairly recently. For those further in their journey with '1 in 5', it could be said they have had their eyes opened widest, the call to action has become even greater and their focus wider, with the 'cost' of living also now being looked at and schools trying to help parents, adopting a more 'whole family' approach. It was felt that being involved in 1 in 5 had been the main reason for this approach being taken and also interestingly schools have begun to ask for support from the wider community.

The Survey: Key Findings about raised awareness and identification of need

The following short section presents the findings from the survey and it demonstrates that the knowledge taken from the training has a sustained impact.

Increased Understanding about scale and impact of poverty
- 92.5% (150) said that they had increased their understanding of the scale of child poverty as a result of the training.

- 91% (147) said that they now understood more about the impact of poverty on children's outcomes as a result of the initiative.

-
Increased understanding about the causes of poverty
- 84% (136) said that they understood more about the causes of poverty,.

Identification of Need
- 76% (123) said that they now felt better able to identify children in their class who may be affected by poverty.

All of the teachers interviewed said that they have gone through the lists of pupils and identified those who need support, which is a labour intensive exercise. It was proposed by a number of schools that instead of having two separate systems about free school entitlement and deprivation, it would be better that those who are entitled were known. It was also felt that families who are entitled should not have to claim entitlement but rather that this should be automatically done. In one of the more affluent schools, it was pointed out that over the past number of years families who were previously doing well are now struggling due to job losses or businesses failing. The following case study also shows that although the area might be affluent, not everyone who lives there is.

Hidden Poverty and taking notice: Case Study

After the training in one of the most affluent areas the teachers became aware of a young boy in their school who lives in a rented room with his mother and all their belongings are under one bed. He came to school one day in a pyjama top and the teacher noticed, did not make a fuss but called the mother. He had not done his homework and the teacher asked if he had had breakfast. The mum is at college and she had been working on an essay the night before and slept in the next day. Through this incident the teacher started to take more notice and asked the mum if she needed help. Through the relationship the school now have with the mother, they provide support for the cost of trips, afterschool clubs and food. They have noticed an improvement in the young boy's schoolwork as a result. This is about opening up a conversation and without noticing the pyjama top this could have remain hidden. As the teacher noted, children rarely speak out about being hungry or needing help. It is up to the adults around them to open their eyes and ears and sometimes ask difficult questions.

ACTION
A particularly encouraging impact of this project is that it leads to action as soon as possible in all cases.
Based on the survey of 163 teachers, six months after they had taken part in training:
- 78% (126) felt that the financial implications of homework and charitable events were now being considered, 14% (22) neither agreed nor disagreed and 8 (13) disagreed.

Cost of the School Day: Good Practice and Challenges Identified

Stationary
Good practice:
- All six schools and the nursery said that they now provided stationary and in one school they had set a budget to create stationary packs.
- Teachers in some cases gave stationary out discreetly, for example, at the breakfast club.

Challenges:
- Some teachers still chastise children for not having a pen or pencil and not providing stationary could be regarded as violation of the Education Act. Throughout the cluster meetings, teachers referred to a poem 'I ain't got a pencil' (Annex), and they hoped that this could be publicised further to help erase these attitudes.

Materials for Subjects
Good practice:
- In Broughton, Waitrose supply dry goods for the Home Economics classes to help keep costs down for pupils.
- Broughton don't pursue families who don't pay.

Challenges:
- The limitations placed on schools around the procurement of materials meant that schools and pupils sometimes paid more than if they were able to shop around. A change of policy was advised and the team are currently taking this forward.
- At High Schools charges continue to be attached to subjects such as Craft, Art, Design, Technology and Home Economics. These subjects continue to be promoted even though it is at a cost to the school because they recognise that

these are important life skills. It was related by one of the pupils interviewed that in order to get a good grade in drama it is essential that you go to a play and this also costs money. In short, it these wider policies around the cost of materials need to be addressed.

Uniform
Good practice:
- None of the six schools profit from the school uniform.
- All of the schools give out uniforms to those who regularly are without one.
- Five schools have created ', shops' or second hand stores so that pupils can hand in their uniform and have it passed on to another pupil and these have been consciously marketing as an eco-friendly initiative or 'vintage' shop, removing the stigma and reconfiguring this to be an ethical and 'cool' thing to do.
- In Broughton High School every first year pupil is given a tie on their first day that can then be their uniform for the rest of their time there.
- In Prestonfield Primary, at the Curriculum Day parents were invited to take uniforms for their children and this was well received. They also have made uniforms available to be collected by parents or pupils early in the morning as they found that having collection at lunchtime made it too 'visible'.

Challenges
- The main challenge is overcoming the shame felt by people so that come forward and ask for help.

Other Clothes
Good practice:
- In three schools there was discussion about a creating a type of clothing shop or swap shop for all clothes and shoes.
- The '1 in 5' team has been promoting the Edinburgh Clothing Store that provides free clothes for adults to attend interviews.
- One of the suggestions being taken forward in the Liberton Cluster was the idea of having a 'call out' for people to bring in the clothes and shoes they no longer use.
- At one of the cluster meetings all supported the idea of Edinburgh Council developing a 'warm for winter' campaign so children could get support to get clothes and shoes.

Challenge: Overall, it would seem that the more that is understood about the impact of poverty, the wider the focus goes and the more needs are known.

Dressing Down the Dress Down Days
Good practice:
- No one enforces payment.
- In Prestonfield Primary they make badges in class that can then be attached to jumpers, rather than requiring whole costumes.
- In Sciennes Primary School the P2 group won £250 in a school competition and put it towards having fancy dress costumes that could be used by all and were the property of the school to be used for many years to come.

Challenge:
    Pupils enjoy dress down days and so this isn't about stopping the experience but rather making it inclusive for all.

Books
Good practice:
- Prestonfield Primary no longer attends the Book Fair because of the costs involved. Instead, they ask people to bring in a book that they already own or go to the library to take a book out.
- In the survey, two teachers reported a swap shop for books. In another school this swap shop also had a mentor so that the child could get support with reading.

FOOD

Claiming Entitlement to Free School Meals
Good practice:
- Broughton High School has offered to help families fill in forms.
- At St. Ninian's Primary, the teachers have been out in the schoolyard in the mornings when parents are dropping off their children with iPads, speaking to parents there and then and helping them get registered to Parent Pay.

Challenge:
- Families entitled to free schools are not always claiming. In of the most affluent schools, 17 families were entitled but only 4 were claiming. Overcoming this shame and stigma to come forward and ask for help is possibly one of the biggest challenges all the school faced.

Breakfast Club
Good practice:
- Most of the schools and nursery offered a breakfast club.
- One school regularly have children attend who can afford breakfast but potentially preferred to stay in bed longer or their parents were out at work and the young people themselves were not meeting this need. Interestingly, they pointed out that although being open to all made this a more expensive option, it also had the effect of the breakfast club not being looked down upon and rather accepted as a part of school for all.
- Through the breakfast club some schools used this as a discrete opportunity to provide other things that may be missing, such as uniforms.
- Six teachers who replied to the survey said they were seeking outside funding to ensure that the club continued. At Broughton High School the parent council invested £3,400 to keep it going and acted as Guarantors to secure this for the future. It was felt that this universal approach with the support of the parent council was the ideal way forward.

Challenges:
- The costs involved may mean that schools have to seek funding elsewhere.
- In Liberton High School the breakfast club has temporarily stopped due to lack of attendance and this may be because of the stigma felt.

Snacks
Good practice:
- Prestonfield Primary School approached Nairn's Oatcakes within their local community to ask for help, and since this time they have provided the school with oatcakes to give to the children.
- Prestonfield now put the snacks out so children don't need to ask, helping to overcome any shame or stigma that may be felt.
- In Liberton High School some teachers have fruit and water in their classrooms for children to take freely. It would be fair to say though that there is no consistent approach within schools and really up to individual teachers and their own generosity.

Challenge:
- The concerns around snacks are apparent in the primary schools but not as much in the secondary schools, and there is a need to potentially address this hidden hunger in a more consistent way.

Happy Birthday or not?
In one school they have decided to no longer have birthday cakes allowed in the school as it has meant that some parents go to extra expense putting pressure on other parents to do the same. However, in another school they said that they make a conscious effort to celebrate each person's birthday, with the school providing the birthday cake, as it came to light that those from the most vulnerable families did not get this at home.

Food as a Human Rights Issue and dignified food provision
Good practice:
- In Broughton High School, which as already stated is further on than most in their journey with '1 in 5', through the heightened awareness as being a part of this project have become concerned about what to do with the leftover food from the canteen as they no longer feel that it is right that this should be binned. A lack of food is a human rights issue as set out in Article 11 of the 1966 International Covenant on Economic Social and Cultural Rights (ICESCR) to which Scotland, as part of the UK, has been a signatory since 1976. The nurture room was being discussed as a discrete base to hand the food out. There was also debate about the stigma of using leftover food and how this could be transformed to become a different product. At present in North and East Ayrshire Centrestage take leftover food from a number of sources and transform this in industrial kitchens to healthy meals, and there are significant challenges to doing this but it is not impossible and potentially could be a city wide approach (Nugent and Escobar, 2017).
- In Liberton High School they are approaching Sainsbury's to get access to their free food that they then hoped to distribute to families in need.

Challenge:
- The key challenge is how to meet needs in a dignified way.

Building Life Long Healthy Habits
Good practice:
- In the nursery children are being taught about money saving and healthy eating, and such as making snacks such as granola. They also have an exercise 'What's in the fridge?', where they make lunch based on what it is left in the fridge rather than sticking to and buying new ingredients for a recipe. All the children were also trying to save a penny a day.
- In Prestonfield the Credit Union is run by the P6s. Each child who joins is given a £1 from Nairn's and another £1 from the school. They also make children aware that they can begin to save towards and contribute to their own trip.

Challenge:
The main challenge is these sentiments not being supported at home.

Conclusion
As this section highlights there have been significant improvements made to the cost of the school day as a result of this initiative, with most schools providing stationary or finding ways of ensuring that children and young people have uniforms, clothes and shoes. They also had innovative ideas regarding dress down days. The frustrations that remained were in relation to materials for subjects, adequate clothing, and above all else food poverty. Schools further on in their journey were

now asking the wider community for support to deal with these. This project has unlocked or heightened empathy among teachers, pupils and parents, so that those who engage with this issue want to make a difference. It was also noted that the changes made are already seen to have a difference and this in itself was a motivating factor.

6: Findings Part III: Actions to 'Promote Equal Access'

Overview

In the following section the cost of school trips, afterschool clubs, access to the internet, 'extra' support and past papers is discussed. The 1 in 5 project was seen to have had a significant impact on the way in which schools organised trips and afterschool clubs.

Based on the responses of the survey, as a result of the training:

- 88% (142) felt that the school was now helping more and considering the financial implications of trips and excursions as

- 71% (115) felt that social events were being considered.

- 61%(99) felt that the costs involved with the prom and leavers' dances were also now being reviewed.

The following section has a particular focus on the good practice and challenges identified within the schools and nurseries that are the focus of this report.

Good practice and Challenges Identified

Trips

Good practice:

- In two primary schools, as a result of the training they now had a rule that 'everyone goes to everything' which meant that they would either fund places for all the children or ensure that those who could not afford to go, went.
- The main trip in one of the schools was now entirely free.
- In all of the schools an audit of activities and trips was either being carried out or had been carried out. In one high school it was found that it would cost £7,000 for one pupil in the course of their school life if they decided to take part in the trips and activities, and this did not include the 'big' trip in the final year. This figure made teachers think and to approach organising trips with more rigour and question 'What is the value of doing this?'
- The Liberton Cluster group had come to question what was worthwhile and it was agreed that for each age group there should be a trip that was considered a 'core trip' and accessible for all.
- Prestonfield Primary School approached Baillie Gifford for funding and they provide funding for those who are otherwise unable to go on trips.
- The parent council has set aside £500 to help pay for trips within the school, and the information about funding has been translated into different languages to engage with a wider audience and to promote inclusion.
- In the survey, seventeen teachers reported that they make parents aware of the funds available and in most schools the parent's council pays for places on trips.
- For the 'big trips' most of the schools had put payment plans so that parents could pay throughout the year.
- Staff across all of the schools were said to be more sensitive to setting up trips and how to provide support. It was felt that having parents, pupils, teachers and the wider community on board was ideal, and was also building a more compassionate area response so that initiatives could be taken forward.

Challenges:
- In one school they had stopped almost all trips in response to the training and it was felt that this was not in keeping with the spirit of the training. As one teacher from a different school said:

  This is about giving students an enriched experience, so rather than scale back fully, instead try to find ways around this and help young people to have positive health and well being. It is about raising confidence, access to life opportunities and ideally on to positive destinations.

- It was recognised across all the schools that those most in need often automatically discount themselves from trips and overcoming this barrier in itself, of scaling back mentally or having developed a learned poverty of aspirations, was a barrier.

Afterschool Clubs
Good practice:
- Almost all of the schools that took part in the research have financial support available for children to attend afterschool clubs as a result of the training. Many free clubs were also being set up and run by teachers including gardening, art, drama, choir, football and chess.

Challenges:
- In one school it was remarked that making parents aware that support was available was sometimes a challenge.

Case Study of the impact of Afterschool Club and support

Karen had been in care whilst his father was in prison. She was also a carer for her younger sister and as a result of these factors her attendance at school had been poor. Through targeted support the school offered a homework group and encouraged her to attend. She was also linked up with an organisation that supports young carers. Over a few months her attendance and standard of work greatly improved. It was also noted that Karen's best friend Leanne was now also attending school more and improving too. This highlights the ripple effect of providing good support and also how having a focused approach can achieve results.

Access to the Internet
Good practice:
- High schools now offered homework clubs so that young people could use the internet as a result of the training.

Challenge:
- Access to the internet at home continues to be a challenge and needs to be addressed at a higher level.

Access to 'Extra Support'
Good practice:
- By offering homework clubs children were being given the opportunity for extra support.
- In both Broughton High School and Liberton High School, following the training, a targeted approach has been taken to offer support to those who are most deprived, providing mentors, homework clubs and teaching strategies of how to organise themselves and also have access to printer and so forth, as well as implementing planners.

Challenge:
- There continues to be a gap between those who can afford tutoring and those who cannot and this is something that teachers are keen to see addressed, potentially through the Pupil Equity Funding.

Exam Past Papers
Challenge:
- One high school teacher pointed out that exam past papers are not easily or always freely available to students and they felt this creates a gap in attainment.

Cost of Life
Schools were sensitive to how poverty affected all aspects of children's lives and meant they children 'missed out' on having experiences others took for granted, particularly at Christmas time. The following are some of the good practice identified:
- St. Ninian's had contacted 'Cash for Kids' after taking part in the training and received so many presents that these were also shared with Craigentinny School.
- Staff at all of the schools as a result of the training told parents not to give them presents as they realised that this caused extra financial pressure on families.
- In the nursery, parents were asked to come and do something with the children that they enjoy, for example, gardening. This meant that not only were parents engaging with the nursery but also it was as though a trip had been created without having to go anywhere else.
- In one primary school through the sex education classes they have had young women asking for sanitary products and the school give supplies in these cases. There is currently a pilot taking place in Aberdeen with young women being given free sanitary products and it is suggested that this is widened across Scotland to address this issue.

Conclusion
This section highlights that there have been significant changes made in terms of providing equal access to opportunities and experiences as a result of engaging with this initiative. In particular, the way in which schools now organise trips minimises the impact of poverty and tries to be as inclusive as possible. There are still areas that require more work, specifically, in terms of the prom and leaver's dances. It was also reflected that access to the internet and the divide between those who can afford 'extra' support and those who cannot has created a gap in attainment. In schools such as Broughton and Liberton High School, a more targeted approach is being taken to help those who are deprived to get this extra help. It was noted by staff though that those 'under the radar' might still fall behind. In short, it would seem that changes to these areas need to be considered and decisions taken at a higher policy level within Scotland for them to be addressed. The realities that children cannot afford sanitary products needs to be taken seriously and the pilot in Aberdeen should be extended. The examples discussed here highlight the innovation and inspiring ideas that have arose as a result of the dialogue that teachers are having among each other, parents, pupils and the wider community. It is this 'freedom' within the project to be able to be responsive to the needs of pupils in the schools that underpins success. This project reflects the sentiments that are promoted by the Christie Commission that services should be built from the 'bottom up', rather than from top down, and responsive to the needs of those it is designed to serve.

7: Findings Part IV: Progress made to 'Reduce Poverty Related Stigma'

Overview

In this section reducing poverty related stigma is seen to be a much deeper challenge for schools. It was recognised that there had been changes in the mentality of staff and pupils, but that the myths about poverty, particularly in the wider community and society continued to exist. As has also been reflected throughout this report, the shame and stigma that parents themselves feel who are in this situation was felt to be the biggest barrier of all to identify families in need and help them access the support they need. Some of the ways in which schools are trying to address this are discussed, and it was related that a societal shift in mindset about poverty was needed.

Challenging mindsets and changing practice

All of the schools related that the language used around poverty and accepted myths in society are hard to break but through the training this has been improved. It was pointed out that there is still a few stubborn non-moving staff that sees this issue as 'not their job.' There are also some harmful practices that may seem innocuous to the less sensitive, that still exist, but are slowly being stopped. For example, in one school it was noted that it was only until recently that they no longer gave out awards for the 'top fundraiser' within the school. In one other school they implemented a rule after the holidays that children were not to write about what they did over this time, as through the training they realised how vulnerable this had made children who had not had a 'good holiday' feel.

Case Study: The Impact Of Training On The Wider School Community

One of the schools discussed how the main administrator had been quick to reprimand children for late payment of school dinners and trips. After taking part in the training they took a softer approach and more understanding, letting children and families know about funding available and asked if help was needed in certain cases. As a result some families had come forward to avail of support. It was felt that a key learning point as a result of this 'success' was that this training should be give to administrators and business managers, as well as teachers.

Overcoming Shame: Reaching Out, Asking Difficult Questions and Building Relationships

Good practice:

- All of the schools use their websites as well as weekly newsletters to let families know about the support that is available.
- In St. Ninian's parents are called in advance of parent's evening to tell them how well their child is doing and invite them to the event, and they have noticed an improvement as a result.
- All of the schools are trying to contact parents to move on to Parent Pay, the online system for establishing entitlements.

> 'This is opening up a dialogue, reaffirming that we are here to help.' (Teacher interviewed)

- In Broughton High School a movie based on some of their own school pupils about the impact of poverty was shown at cinemas alongside 'I, Daniel Blake.'

- In James Gillespie's they had a free showing of 'I, Daniel Blake', and afterwards had a collection towards the foodbank that received many donations, and the evening was regarded as being very successful in raising awareness.
- In the cluster groups teachers agreed that they needed to be brave, ask the 'hard questions' and be willing to have the 'difficult conversations' so that families could then be supported. It was also felt that asking parents about their financial situation as part of a routine inquiry would take away this stigma. If a child is not going on a trip teachers inform parents as a matter of course about the support they can access.
- Overall, it was reflected throughout this research that the best way of helping families to come forward is to establish a relationships, so that they can feel comfortable to reveal if they are struggling or if there are any issues the school should be aware of. As the following case study from one school shows:

Case Study: The importance of relationships

A parent whom one Pupil Support Assistant had a good relationship with was crying in the schoolyard. The women revealed that she was pregnant, her partner had left her and she had just lost her job. She was worried for her child and the staff brought her in to the school and helped her to make contact and get support from Citizens Advice. She found out what she was entitled to and got her benefits in place. Without this relationship they could not have done this.

Challenges:
- The main barrier identified was parental engagement, with those most vulnerable often having had bad experiences at school and therefore avoided any contact, and breaking down these conceptions was difficult.
- Teachers discussed the difficulties in identifying families who were struggling and 'under the radar.' In James Gillespie's the lead for this project carried out an exercise of S5 and found that of the 116, 17 claimed free school entitlement but 88 were entitled to the Education Maintenance Allowance. This shows that the demography of young people being taught is more complex than may often be originally thought.

Getting 'out there' and making connections
Good practice:
- Broughton High School and St. Ninian's felt that that there needed to be someone with a specific role within the school to establish relationships with families and build links to then signpost them to help. They were in the process of recruiting someone to do this. The following case study is a particularly innovative and cost effective way of beginning to make these links.

Case Study: Innovative Practice
In St. Ninian's Primary School the children who were late to school were viewed as requiring more support and as a result the school set up an innovative 'Walking Bus.' Two Pupil Support Assistants walk around the surrounding area on a 'route' to pick up children who are given breakfast bars as they walk to school. At present there are 12 children who take this 'bus' and it was felt to be a success. It was noted that there were two children in particular who had not been attending school at all and as a result are now attending every day and their attainment has greatly improved. Through the school also being 'out and about' it was also felt that this helping families who have been distant from the school, feel more comfortable to come forward and get to know those who work there, breaking down barriers.

Case study: Impact of Innovative Practice

Mary's mother takes drugs she had not been attending school regularly. When she got to P4 she was able to get herself to school and her attendance improved, as did her attainment. When her younger sister started school though, both of the girls stopped attending and it was felt that this was because Mary was unable to get them both ready and out for school. When the 'Walking Bus' was set up both Mary and her sister were supported to leave their home on time and get to school together. Over the past few months the school have noted Mary's progress and improved marks. The school have also developed a relationship with the mother who is now getting support for her substance misuse.

Universalism through careful planning
Good practice:
- In one school the fundraising achieved meant that all children could go on trips and the school staff tried to encourage people to come forward who needed help.

Case Study: Impact of support and pupil involvement

Joe has been part of a targeted group and over the past year the staff feel that he has really raised his aspirations and is even considering putting himself forward to be head boy. Joe is going to deliver the session on '1 in 5' to the S2s. All those in the team at school feel that his progress has been because he realised that support is there and has been encouraged to take up the opportunities that are available. He is keen to help others and feels that his contribution can make a difference to others.

Making everyone a part of the solution and this being a community effort
Good practice:
- Those further on in their journey have begun to ask corporations, local businesses and the wider community for help. For example, Prestonfield Primary has contacted Nairn's and is also working with Tesco Bank to take forward their Credit Union initiative. This also gives businesses a chance to exercise corporate responsibility and is mutually beneficial and an area of good practice which is vital to more long-term success.

Realise you can't do or change everything at once
Challenges:
- Teachers felt powerless to the real depth of poverty some children and families are experiencing and could sometimes feel overwhelmed. Concerns were raised that as poverty deepens the scale of the problem will inevitably become even more difficult to address.

Knowing how to help
Good practice:
- CHAI, Community Health and Advice Initiative have been working in one area and offering advice in a school and anecdotally this has been successful and could be used as a model for good practice, for example, to provide a pop up shop at larger school events such as parent's evenings.
- The team is in the process of producing resources to help inform teachers and setting up an initiative so that parents can get support towards maximising their income.

Challenge:

Based on the survey:

- 72% (106) of teachers would like more training in what grants and benefits existed that could be accessed.
- 71% (105) would like more training on social and economic equality.
- 61% (89) want more training in welfare reform and financial advice.
- 36% (53) want more support with home energy advice.
- 42% (68) felt that they were now better able to signpost pupils affected in their class by poverty to relevant support.
- 75% (120) felt that they were now able to better support the children in their class who may be affected by poverty.

Conclusion

The '1 in 5' initiative has had a significant impact on schools to develop policies that help people to get access to stationary, materials, uniforms, go on trips and even get food. There are still areas that require improvement, in particular access to the internet, sanitary products and challenging views about poverty and making people aware about what they are entitled to. Lastly, the greatest challenge of all is that the reality is that poverty continues to deepen and there is a limit to what schools can do. The drive to 'do more' continues and that those further on in the journey have not just involved pupils, parents and the wider community in the development and execution of initiatives. Prestonfield Primary School has been particularly successful at making connections with local businesses and recognise that there is a mutual benefit to doing this. Teachers are very aware of the challenges they face and felt that it is vital to build relationships with parents and the wider community so those in need feel comfortable to come forward. Changing mindsets is difficult but it is happening and teachers were hopeful that this would continue. In the next section the interviews with two pupils has been focused on and highlights that although challenges remain, this is making a difference to the lives of young people.

8: Findings Part V: Impact on Pupils

The following section firstly reports on the responses from teachers about what they felt was the impact on pupils from the survey. This is then followed by an analysis of two in-depth interviews, one with a boy from a primary school in P6, who is referred to as 'Peter', and a young man from a secondary school that had been a part of the original pilot from S6, referred to as 'Steven'. In addition, one affluent secondary school had a focus group with children about this issue and made the feedback anonymous and available for the purposes of this report.

Teacher's perception of impact on pupils:
In response to the survey:
- 41% (66) of teachers felt that pupils had an increased awareness of the causes on poverty as a result of the training.

Sixty-four teachers gave additional comments and generally this was to point out that as yet there had not been sessions with the children but this was being cascaded down to staff through in-service sessions. It was also pointed out that this awareness had made teachers more understanding and to think about the challenges pupils may face.

> Think a lot of staff haven't realised the amount of families affected. These family's children present well at school & sometime don't realise what's going on in the background. These families are under the radar.   (Teacher)

Where there had been training given to pupils or they had engaged with the project, this has been well received and had a positive impact. In Sciennes Primary School, in response to knowing about children living in poverty, the children chose to collect their Easter Eggs and have them redistributed to those who needed them. In Prestonfield they have held workshops with the children on '1 in 5' and they responded enthusiastically with ideas that they wanted to take forward, much in the same way as the adults. In Liberton High School, this project is now part of Personal and Social Education (PSE) for all S2s, with the older pupils helping to deliver it. All of the schools said that the children have responded with empathy and want to help others. It is imperative that children are given the opportunity to do this, reinforcing the message and allowing this motivation to be channelled into action.

> Work done on empathy at assemblies has promoted more discussion and a special pupil parliament was held to come up with ideas for helping children living in poverty.   (Teacher)

> Making the 1 in 5 video has had a profound effect on those young people. (Teacher)

Teacher's perception: The difference made to pupils
One of the most motivating factors reported by teachers and the reason for their continued response to the call to action, was that they could see the differences made to children and their parents. They spoke about children who were now attending school regularly, improving their marks, and those who were going on trips having and building more confidence and self-esteem. They hoped that this project could have a wider impact on the city and felt that with young people building empathy now, this could mean that attitudes to poverty in the future would be better informed and compassionate.

In Broughton High School, which received the 'Make a Difference' Award, the school have carried out an extensive programme targeting young people who are gifted and

living in poverty. The programme is not costly but involves a range of initiatives being accessed by the young people. Through this, many of the young people are now going to University and it is being implemented with a younger age group. This programme could be the key to unlocking potential and raising aspirations. Also, it was felt that these pupils could act as accessible role models, which could have a ripple effect of raising aspirations.

What do pupils think?
In the next sections the findings from the interviews with two pupils will be reported on with the key themes drawn out.

Opening Up and Revealing the Truth
Both of interviewed felt that because of this project they came forward and let teachers know the challenges they faced.

> This is better than my old schools, before if I had a problem I didn't tell anyone. Here, I know that it is good to open up and tell people and I feel like it is not a problem…I think that all kids like me who are having financial problems should open up and tell the teachers because they can sort it out. If you don't tell anyone you are the one that is left out from trips and you will feel guilty, you need to open up and tell. (Peter).

> This issue is really important to me because it is so close to home…pupils and teachers are affected by this…this needs to be spoken about and should not be hidden…There should be things put in place to help people get access to equal opportunities. (Steven).

In one of the more affluent high schools after a focus group on this issue the effect of 'opening up' was also found, and for those who did not need help, this again was seen as a call to action to help others. As the comments below show:

> My mum is unemployed and she is on benefits and my family in in debt.

> Not having enough money on school trip.

> Mum finds it hard to pay rent and can't afford a lot of stuff.

> No doesn't affect us, but I would like to help others who are.

Being Different
Both young people interviewed spoke about feeling different to others because they were not able to afford the same things. Both also had a really positive attitude and turned drawbacks into strengths, giving their situation perspective and adopting a mature attitude to understand what was truly important.

> Sometimes I don't have the right sports equipment. I am going to breakdancing this Saturday and I imagine myself wearing my jeans and polo top and being the odd one out because of what I am wearing. Then I realise that it doesn't matter what I wear as long as I am enjoying myself and feel part of it. (Peter)

> Because of the stigma associated with poverty it can be hard to make friends…I spent a lot of time by myself and indoors...Awareness gets rid of the stigma…I think if I had had that I might have made friends quicker…My journey might have been different to making friends and being part of a community quicker. (Steven)

Peter had even redefined difference to be a good thing. As he said:

> Sometimes it is good to not have the things that others have because then you are unique. You stand out from everyone else.

Both young people were quick to point out the benefits of their situation and they showed a strong sense of self-belief and acceptance. They both felt loved by their families, undoubtedly a protective factor. They felt that they had had to grow up quicker than other young people, were more self-reliant, more self-aware and more positive in the way they thought about life. Indeed, they appeared to have already gained a deep understanding of what matters in life.

> Over summer sometimes if my mum is skint and we don't have much food, we make do with what we have. Sometimes I actually feel like having the essentials is a better thing than having loads of things and cupboards stocked up. People then eat what they have and some other people buy stuff they already have…Sometimes I am wearing trainers from everyone else and I say to myself 'well at least I have got trainers, because there are people in the world who don't…'I think that love and care are all the essentials that you need, rather than the new phones.' (Peter)

> It is very important and integral for our school to be a community. It is important to make people feel that no matter what your background is you can come here and be a part of our community. (Steven)

They also acknowledged that before the school had given help, they worried a lot more about the cost of things, and this too meant that they were different to others in their class who did not have these concerns.

> I used to worry about money a lot more before. I think I am doing better in this school. (Peter)

Steven said that in the past he had not told his mother about trips because he didn't want to upset her. He felt strongly that those who need support should be identified by the school and given the support, rather than them having to ask for it.

A sense of guilt
Peter in particular stressed that he didn't want his trips to be paid for because he himself wanted to feel that he was contributing. He said:

> Some of the trips have been paid for but I find kind of guilty that I didn't pay.

This raises the idea that this issue may need to be reconfigured as entitlement and a right, rather than support being given, and the team are already now emphasising this message.

This is not my fault
Both young people said that they recognised that their situation was not their fault, or their parents, and that it was good that support was being given to address it.

> It is not our fault, it is bills and stuff. (Peter)

> You shouldn't feel guilty about your background or where you are from. (Steven)

Grateful for the school's support and seeing them as an extension of this family
Both said that they had good relationships with the teachers and knew that they could ask for help at any point. They felt well supported and had been given funding for school trips, bus fares, food provision, materials, stationary and uniforms.

> I can tell the teachers and I know they will understand. They care…I kind of rely on the school as well as my mum as they have helped me in the past and they are like family… I imagine that there is a big wall and everyone in the school is a bit of the wall and I am in that wall, I am glued to the middle and can't be taken off. (Peter).

David had also been a part of a targeted group that had been offered extra help with schoolwork and after school clubs. He had not known at the time that this was because of his background but was very grateful of all that had been done for him. He was now planning on going to University.

> I had been part of a target group because I came from a deprived area. I didn't know that that was the reason but now I know…It is a focused target group to attempt to close the gap and give access to equal opportunities. (Steven)

Advocates for change
Both were passionate about trying to raise awareness about the impact of poverty, get rid of the shame and stigma and ultimately make a difference to help others.

> I feel it is good that I can be the voice for other kids because I have the experience and know about this. I'll understand more about financial stuff and speaking out because sometimes when it is in front of a crowd, I am kind of nervous but I can speak out. (Peter)

> 'I am glad that I have been a part of this and I will never stop caring about this because it is what I have come from and I feel really strongly about it...I would like to look back in twenty years and see that there have been changes made.' (Steven)

Conclusion
This project has made a marked difference on these young people's lives, both in terms of the practical support that has been given but also how they view their situation and shaped their identity to want to become ambassadors for change. They spoke openly about the impact poverty has had on their lives and are not ashamed to let others know. It could be argued that it is this attitude that might lead to real change because it makes people and the wider public confront the realities and recognise that this is an issue that needs to be addressed by all.

9. Recommendations

- It is recommended that this initiative be rolled out across Scotland.
- The 'train the trainer' model is innovative and an effective way of scaling up initiatives.
- It is vital that schools continue to take onus of this project and arrive at solutions that are for 'their' school, taking 'their' needs into account. One of the biggest strengths of this project is that it is constantly developing, modifying, changing and being responsive to the needs of each school and different communities. It is a collaborative approach, with all motivated to be responsive.
- All of the support that has been taken forward and described in this report regarding giving stationary, donating uniforms, providing materials, 'dress down' clothes, access to trips, homework and afterschool clubs should be shared as widely as possible so that it can influence change in other schools.
- The 'systems' within schools should be revised so that those who are entitled to free school meals are identified from the outset, rather than having to claim this.
- Ideally, a more universal approach to food for children would be available nationally; as yet though this is not the case and food poverty is an issue all of the schools are struggling with and this needs to reflected back to government to encourage change.
- All of the schools wanted to help families get clothes and shoes particularly for winter and it is recommended that this be taken forward, with connections made to relevant organisations and support given to identify funding streams.
- It is recommended that policies regarding procurement of materials for schools be revised so that schools can 'shop around' and get a better deal for pupils who are taking up subjects such as Craft, Design and Home Economics.
- It is recommended that sanitary products be provided free to young women across Scotland.
- It is recommended that where possible, pupils and parents are offered the training and are invited to be a part of the initiatives that are taken forward.
- It is recommended that schools reach out to the local community, local businesses and make connections to get support.
- Building relationships with families is key to them overcoming shame and coming forward to ask for help. Two schools plan to have a dedicated person in post to take up this role, and it will be vital to know if and how they make a difference, so that this learning can then be shared with others.
- Schools want to signpost parents and families to appropriate support. Work is currently underway to do this and it is recommended that making links to organisations such as Citizens Advice take place. It is also recommended that having these organisations at parent events might be a good idea.
- It is recommended that schools ask parents about their financial situation as part of routine enquiry at least every year, it is felt that this action would remove the stigma felt by teachers and the 'difficult' conversations that arise only when a need has already been identified.
- School are using the move to the Parent Pay online system to 'reach out' to parents and being 'visible' in the schoolyard at primary schools is one way of doing this. In secondary schools the challenge to get parents involved may well be greater and more innovative ideas needed. For example, it may be that having a more 'community style' event, even outside of school could be explored.
- The cluster groups in areas appear to work well, encouraging schools to share ideas and work together to implement initiatives. This could also provide a strong basis for bringing the wider community on board too and even towards enacting community empowerment.
- The two young people interviewed felt that it was vital that families spoke about the issues they faced and did not feel ashamed about what they were facing. It is

recommended that the shame and stigma felt could be overcome by reframing this to be about entitlement.

- Challenging perceptions about poverty is an ongoing issue that requires persistence, and it could be helpful to share the stories of these children to the wider public and help them to engage with the realities of what they face.

10. Conclusion

The '1 in 5' project was developed by '1 in 5' team in response to there being over a fifth of young people in Edinburgh live in poverty. This project set out to help raise awareness within schools about the cost of the school day, improve children and young people's access to what was on offer by schools, such as trips and afterschool clubs, and to generate discussion about how to reduce poverty related stigma. This research has highlighted that the training provided, the core element of this initiative is taken as a call to action, with participants responding immediately and pursuing ideas to make changes. Through the survey of teachers who took part in the training six months beforehand, this shows that this motivation is sustained.

- 93% (150) said that they had increased their understanding of the scale of child poverty. 7
- 91% (147) said that they now understood more about the impact of poverty on children's outcomes as a result of the initiative.
- 84% (136) said that they understood more about the causes of poverty.

In terms of changes made:
- 78% (126) felt that the financial implications of homework and charitable events were now being considered. 71% (115) reported that this had an impact on social events and 61%(99) on the cost of prom and leavers' dances.

In the report, the cost of the school day is broken into the changes that have been made to help pupils get free stationary, materials for subjects such as home economics, uniforms and sport equipment. Schools were also keen to help families get footwear and winter clothing which could be expensive and were seeking support from the Council to take this forward. Communities are being encouraged to help each other, with 'swap shops' or eco-friendly, 'vintage' stores being created within school and pupils supporting each other by donating their unused uniforms. The impact on trips has been significant, with schools now questioning the value of what they decide to do as a result, offering funding for places and in two schools there is now a rule that 'everyone goes to everything.' In one school they have stopped all trips and it was felt that this action misses the point of this project. This is not about preventing children from having experiences, but rather the opposite, trying to find ways so that all can be included and enriched by what they do and see. Other areas that teachers felt more help was needed was in helping children to access the internet, and in one high school sanitary products, which as yet, are not free on a national wide basis.

One of the biggest areas of need identified is food poverty and schools struggled with funding and were turning to the outside community and the parent council for help to fund Breakfast Clubs and snacks. Local businesses such as Nairn's Oatcakes and Baillie Gifford have been generous in their support of initiatives at Prestonfield Primary, and it was recognised that these collaborations are of mutual benefit. In Broughton High School, which has also engaged with this initiative over a longer period, they were now in the process of trying to understand how they could transform their leftover food to be redistributed to families. Overall, as the shame and stigma is overcome and relationships are established, schools are coming face to face with the struggles families face and trying their best to help where they can.

The impact on pupils has been significant, with both young people interviewed reporting that this project has made a difference to their lives and also how they view their situation. They see themselves as advocates for change, encouraging other young people like them to speak out about the realities of their lives and get the help

they need. It is suggested that reframing this issue to be about entitlement could also help people to come forward.

The main challenge identified was parental engagement and schools were trying to 'reach out', by for example ringing parents prior to parent's evening and inviting them. In both Broughton and St. Ninian's, they are recruiting someone to specifically try to build relationships with families. Teachers are keen to know how to connect families to appropriate organisations, something already being taken forward by the team. The other significant challenge is that as poverty grows, so does the need. Teachers need to be supported so that they do not feel overwhelmed by this issue and the wider community and other agencies support them.

Closing Remarks
This project set out to reduce the costs of the school day, encourage equal access and reduce stigma around poverty. It has succeeded in all three areas and particularly in reducing costs and improving access. Changing mind-sets requires persistence and a cultural shift, but it was also felt that this had and is already happening as a result of this project. The training is regarded as a call to action, with participants responding immediately, and becoming part of what could be said to be the beginning of a movement towards reframing poverty, not as something that is a choice, but as a form of social injustice. All interviewed recognised the challenges but were motivated and committed to do all they can and encourage others to become a part of this movement too.

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Cause I Ain't Got a Pencil
Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got no pencil