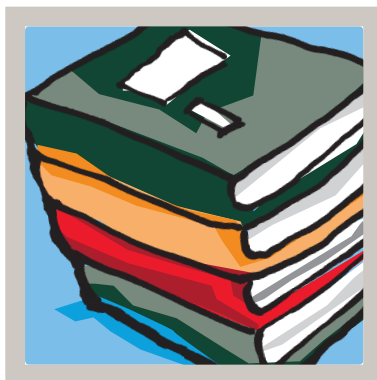
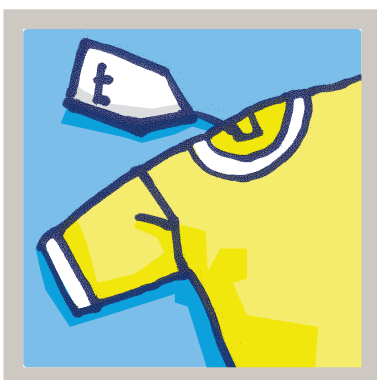
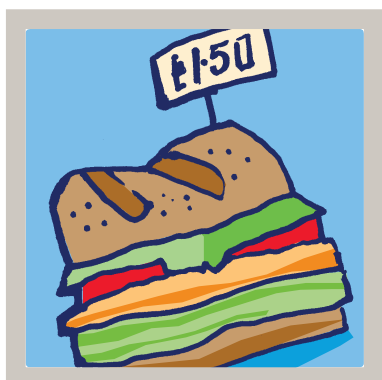
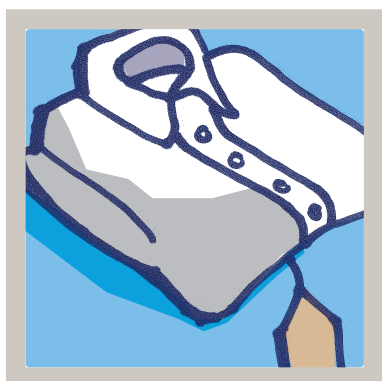


# THE COST OF

# THE SCHOOL DAY

## TOOLKIT



Resources to promote equity and reduce financial barriers to participation at school

# THE COST OF THE SCHOOL DAY



## ACKNOWLEDGEMENTS

Thank you to NHS Health Scotland for commissioning and supporting the development of this toolkit.

Thank you to members of the Facing up to Child Poverty in Schools Practice Network for their comments on earlier drafts, the National Parent Forum of Scotland for its work on the national Parent Council toolkit and to Glasgow City Health and Social Care Partnership, Glasgow City Council, NHS Greater Glasgow and Clyde, Glasgow Centre for Population Health and Glasgow Parent Council Forum for support to develop the Cost of the School Day Glasgow report and earlier versions of the Parent Council toolkit, Cost of the School Day Flashcards and Supporting Families Affected by Poverty resource.


Thank you finally to all of the children, young people, parents/carers and staff in schools we have worked in for informing these resources and giving us the chance to try them out.

This toolkit is dedicated to the memory of Marion Fairweather who helped to produce many of these resources and is sorely missed.

# THE COST OF THE SCHOOL DAY



## TOOLKIT CONTENTS

	Introduction .....	2
	Toolkit background .....	3
	Child poverty in Scotland .....	4
	Why address the Cost of the School Day? .....	7
	<b>Cost of the School Day resources for all</b> .....	11
	The Cost of the School Day Clock .....	12
	Cost of the School Day Flashcard Resource .....	13
	Cost of the School Day Wall Frieze .....	31
	Cost of the School Day stories .....	32
	<b>Cost of the School Day resources for school staff</b> .....	31
	Cost of the School Day Reflective Questions .....	32
	What are the costs of your school day? .....	34
	Survey for school staff .....	43
	Supporting families affected by poverty .....	49
	Sample Action Plan .....	57
	Cost of the School Day and self-evaluation: how good is our school for children and families on low incomes? .....	60
	Cost of the School Day supporting GTCS Professional Standards .....	62
	<b>Cost of the School Day resources for parents, carers and Parent Councils</b> .....	64
	Survey for parents and carers .....	65
	Cost of the School Day Parent Council Toolkit .....	71
	<b>Cost of the School Day resources for working with children and young people</b> .....	89
	Ross's story – case study and key questions .....	90
	Children and young people's survey .....	92
	Cost of the School Day within the curriculum .....	96
	<b>Other useful resources</b> .....	98



# INTRODUCTION

We know that living in poverty impacts negatively on children's social, physical, emotional and cognitive outcomes and subjects families to increased levels of stress and worry. In short, income matters for child health and wellbeing and the case for action is compelling. If we are to reduce child poverty and the impact that it has on children's lives in Scotland, action is required to be taken across all sectors to reduce cost pressures on families.

This toolkit provides a range of resources to support schools, local authorities and their partners to take action to identify and address financial barriers to participation and learning. As a young person explained:

**"Education is free but a lot of school things are not."**

(Member of the Children's Parliament, age 11, in the Children's Parliament 'The Weight on our Shoulders' report)

At the heart of the approach is the importance of engagement with children, parents and school staff through asking them about these 'school things' that can result in additional financial burden for families and children and young people experiencing stigma or feeling excluded or discriminated. Many of the solutions will be provided by those very children and young people and families who have first-hand experience of living in poverty, so be encouraged to work with the expertise that comes with experience.

Poverty-proofing the school day, that is, considering how policies and practices can impact on children and young people on a low income's experience of the school day, is an important contribution to tackling poverty. Solutions may not necessarily cost money but may, for example, require schools or education services to do something differently. In every school in Scotland, more and more parents, carers and families are struggling on low incomes meaning that many of our children are locked out of opportunities to participate, learn and thrive. We can, and must enable all of our children to take full and equal advantage of opportunities in school and consider how to reduce the extra costs for parents and carers.

# THE COST OF THE SCHOOL DAY



## TOOLKIT BACKGROUND

### About this toolkit resource

The Cost of the School Day toolkit contains a range of resources to support schools in identifying and addressing financial barriers to participation and learning for families, children and young people.

Investigating school costs with children, parents/ carers and staff and taking action to address identified problems and barriers can help:

- ensure equal access to opportunities at school and remove barriers to participation and learning for children and young people from low income households
- minimise opportunities for income stigma and exclusion amongst children and young people
- reduce the pressures which school costs place on low family incomes
- support families to access financial entitlements and maximise their incomes – increased family income leads to improved cognitive development and school achievement
- ensure that Pupil Equity Funding is accurately used to remove the financial barriers which stand in the way of children and young people's participation and learning.

# THE COST OF THE SCHOOL DAY



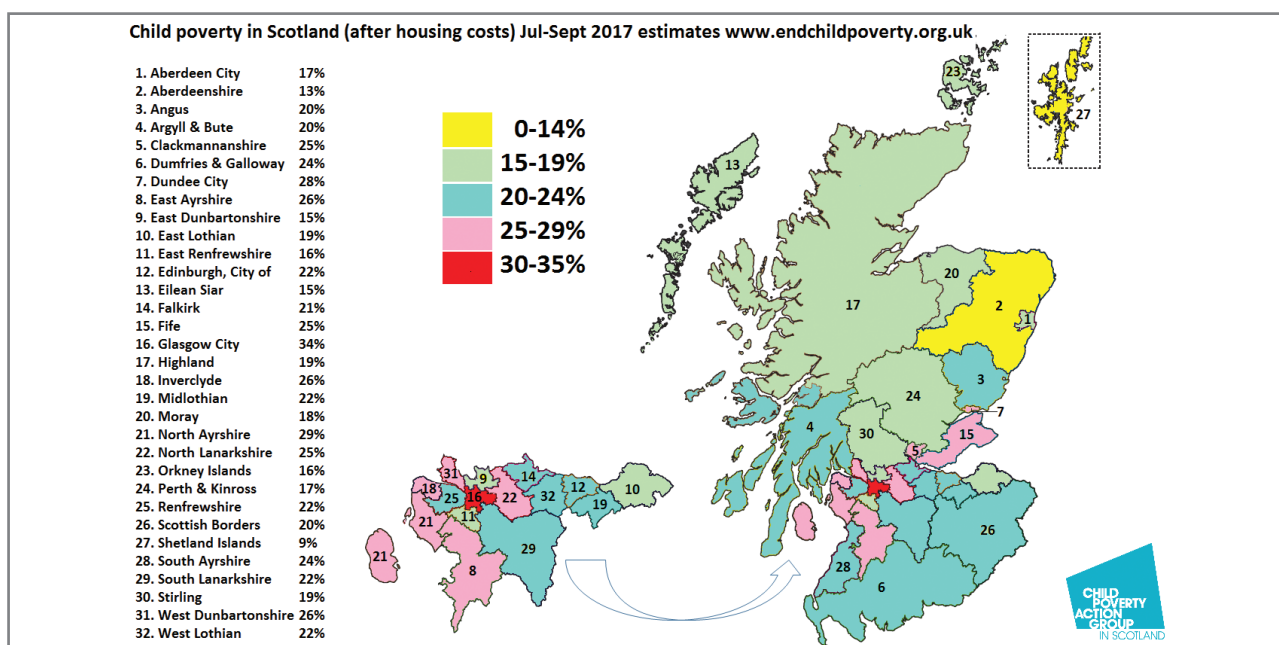
## CHILD POVERTY IN SCOTLAND

Last updated: May 2018

### National and local child poverty rates

Across Scotland, almost one in four (230,000) of children are officially recognised as living in poverty.<sup>1</sup>

Child poverty rates vary between local authority areas, ranging from 9% of children in the Shetland Islands right up to over a third of children, 34%, in Glasgow City. The map below shows estimated levels of poverty in each local authority area in Scotland.



Child poverty rates also vary between wards in each local authority. For example, the table to the right shows the variation in Stirling where rates range from 9% of children in one ward right up to 29% in another.

Local Authority and wards	Number of children in poverty	% of children in poverty
<b>Stirling</b>	<b>3,148</b>	<b>18.6%</b>
Dunblane and Bridge of Allan	254	9%
Castle	279	11%
Bannockburn	386	18%
Stirling East	415	18%
Stirling West	559	23%
Trossachs and Teith	623	24%
Forth and Endrick	628	29%

Table 1 – estimated child poverty rates in Stirling Council

<sup>1</sup> Latest 2016/17 Poverty and Income Inequality in Scotland figures, CH 15, table showing: relative poverty in Scottish households with children (AHC) 1994/5 to 2016/17, [www.gov.scot/Publications/2018/03/3017/downloads](http://www.gov.scot/Publications/2018/03/3017/downloads) (See Excel datasets)



# THE COST OF THE SCHOOL DAY



Local authorities with ostensibly low levels of child poverty may contain areas with significant levels of poverty – for example, in East Renfrewshire, a local authority area with a relatively low child poverty rate of 15%, almost a third of children in one ward are affected by poverty.

Poverty varies in scale across Scotland but exists, to some extent, in every area and in every school.

If you would like to see  
estimated child poverty rates  
in your local authority or  
school ward, go to  
**[www.endchildpoverty.org.uk](http://www.endchildpoverty.org.uk)**

## Child poverty drivers and risk factors

Households with certain characteristics are at greater risk of poverty. At UK level:

- children living in households where someone is disabled have a 36% risk of experiencing poverty
- children living in lone parent families have a 49% risk of experiencing poverty
- children living in households where there are more than two children have a 42% risk of experiencing poverty.<sup>2</sup>

Factors which contribute to insufficient incomes include low incomes, worklessness, barriers to employment (e.g. lack of opportunities, lack of suitable childcare, caring responsibilities or ill health and disabilities), ongoing welfare reforms and inadequate social security benefits.

Changes to the social security system since 2012 have led to reduced incomes for families across Scotland. The implementation of universal credit, a new benefit gradually being introduced across Scotland to replace current means-tested benefits and tax credits for working-age people, can pose a number of risks to the incomes of families moving over to the new entitlement. In addition, sanctions, delays and administrative errors are increasingly causing families to go for extended periods with severely reduced or, in some cases, no income.

<sup>2</sup> 2016/17 Households Below Average Income (HBAI) Table 4.5 db: Percentage of Children in low income groups by various family and household characteristics, UK [www.gov.uk/government/statistics/hbai-199495-to-201617-children-data-tables](http://www.gov.uk/government/statistics/hbai-199495-to-201617-children-data-tables)

# THE COST OF THE SCHOOL DAY



## In work poverty

**Low wages and underemployment are also now key drivers of poverty.** In 2016/17, around two thirds of children in poverty in Scotland were living in households with at least one adult in employment.<sup>3</sup>

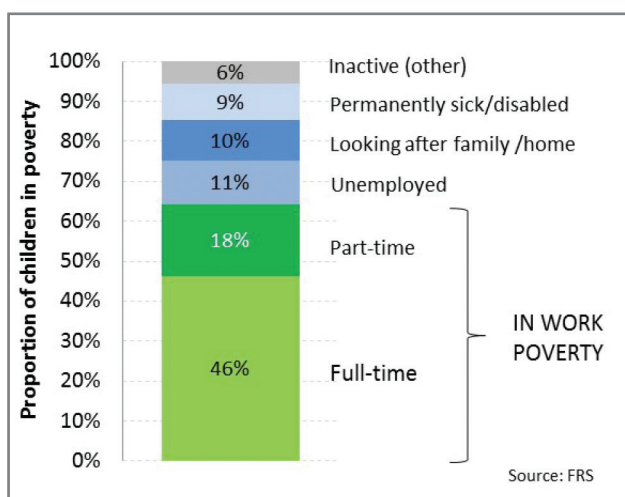


Figure 1 - proportion of children in families experiencing in work poverty

## What does the future hold?

Child poverty rates in Scotland look set to rise further in coming years without substantial policy change at UK and Scotland level.

The graph below shows UK child poverty rates from 1965 to a 2020/21 rate forecast by the Institute for Fiscal Studies (IFS) which predicts an increase of more than 50% in the proportion of children living in poverty by 2021. This would reverse most of the fall in child poverty observed in the UK since the late 1990s.

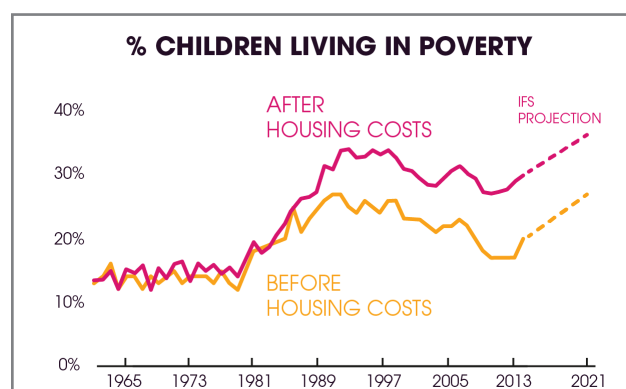


Table 2 – Child poverty rates 1965-2021

Independent analysis commissioned by the Scottish Government<sup>4</sup> echoes this forecast and estimates that, on the basis of announced tax and benefit changes, levels of relative child poverty will continue rising to **38% by 2030/31**.

There is hope that action will be taken to reverse this trend in Scotland through the **Child Poverty (Scotland) Act 2017** which places a duty on the Scottish Government to eradicate child poverty by 2030.

From 2019, local authorities and health boards must produce annual Local Child Poverty Action Reports outlining how they are tackling poverty, including in education settings.

<sup>3</sup> Poverty and Income Inequality in Scotland in 2016/17, Table CH 18 People in relative poverty in households with at least one adult in employment (in work poverty) by age group (2016/17); [www.gov.scot/Publications/2018/03/3017/downloads](http://www.gov.scot/Publications/2018/03/3017/downloads)

<sup>4</sup> Reed, H. and Stark, G. (2018) Forecasting child poverty in Scotland. Scottish Government. <http://www.gov.scot/Resource/0053/00533637.pdf>



# THE COST OF THE SCHOOL DAY



## WHY ADDRESS THE COST OF THE SCHOOL DAY?

School costs can:

- place barriers in the way of children's participation and learning
- create opportunities for income related exclusion and stigma amongst children and young people
- place pressure on low family budgets and further reduce stretched family incomes.

Poverty can have a ferocious and long-lasting effect on children's health, wellbeing and educational attainment. Mental, emotional, social and physical wellbeing are essential for successful learning. However, food insecurity, housing problems and financial stress and worry all contribute to poorer health outcomes<sup>5</sup> and children from low income households are more likely to report feeling useless and hopeless about their futures.<sup>6</sup>

There remains a significant and persistent gap in attainment between children from lower and higher income families.<sup>7</sup> Attainment at school is strongly linked to future employment prospects and education can offer a route out of poverty for many young people - however, coming from a low-income household can affect how children are able to access that education.

### Financial barriers across the school day

Trips, uniform, resources for learning in class and at home, clubs and activities, food, fun events, transport, subject charges... school costs which are difficult or impossible to meet can mean that children and young people miss out on the full range of opportunities available to them. Shame and stigma surrounding poverty can mean that they feel excluded or embarrassed when unable to afford what is needed. Missing out on opportunities and feeling different makes it more difficult for children to learn, to achieve and to be happy at school.

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

(Learner, S5)

More detail of the barriers to participation experienced by children and young people throughout the school day is included in the full **Cost of the School Day report**.<sup>8</sup>

5 Child Poverty Action Group and Royal College of Paediatrics and Child Health. (2017). Poverty and children's health: views from the frontline. <http://www.cpag.org.uk/sites/default/files/pdf%20RCPCH.pdf>

6 Children's Society. (2016). Poor Mental Health: The links between child poverty and mental health problems. <https://www.childrenssociety.org.uk/what-we-do/resources-and-publications/poor-mental-health-the-links-between-child-poverty-and-mental>

7 Sosu, E. and Ellis, S. (2014). Closing the attainment gap in Scottish education. Joseph Rowntree Foundation. <https://www.jrf.org.uk/report/closing-attainment-gap-scottish-education>

8 Child Poverty Action Group in Scotland. (2015). Cost of the School Day. [http://www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day-Report\(Oct15\)\\_0.pdf](http://www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day-Report(Oct15)_0.pdf)

# THE COST OF THE SCHOOL DAY



## Addressing the Cost of the School Day can remove barriers to participation and allow equal access to education for all

Schools across Scotland are taking action to remove cost barriers for children and young people. Simple changes to policy and practice can lead to equal access to everything the school day has to offer.

**In Lockerbie Academy in Dumfries and Galloway, removing charges for Home Economics, Technical, Art and PE means that all young people have equal access to the curriculum:**

“Pupils do not avoid subjects as a result of curriculum costs. They are able to participate in all subjects without fear of extra costs.”

**Notre Dame High School in Glasgow provides bus passes and lunch money at its Easter revision programme which has led to increased attendance by young people previously unlikely to attend**

**Breakfast club at Cradlehall Primary School in Highland means that children arrive in class full up, ready to learn and “less stressed”**

**‘Donation’ only trips at St Serf’s Primary in North Lanarkshire mean that**

“children turn up on the trip rather than being kept off due to parental embarrassment at inability to pay for a trip.”

**Burntisland Primary School in Fife has a preloved clothing bank which**

“reduces any potential bullying... we have encouraged a ‘no shame’ approach.”

**Freely available uniform and gym kit at Bo’Ness Public Primary School in Falkirk has led to**

“improved self-esteem and engagement in learning. One pupil is now taking a full part in PE due to having an appropriate and fitting gym kit.”

# THE COST OF THE SCHOOL DAY



## Addressing the Cost of the School Day can support children and young people's wellbeing

When school costs are addressed and barriers to participation are removed, children and young people, regardless of their income and ability to pay, are able to:

- **achieve** their full potential at school without financial barriers standing in their way
- feel **respected** and **safe** at school
- feel **included** in all aspects of school life
- be **healthy, active** and **nurtured** through participation in educational experiences
- learn **responsibility** through educational experiences

**Discreet provision of uniform at Drumlanrig St Cuthbert's Primary School in the Scottish Borders has made the children who need it**

“happier and more settled [with] confidence and self-esteem improved.”

**St Edward's Primary in North Lanarkshire makes sure that all fun events are free so that nobody is left out, creating**

“an inclusive ethos where pupils feel valued.”

**Burntisland Primary School in Fife has a pre-loved clothing bank which**

“reduces any potential bullying... we have encouraged a 'no shame' approach.”

## Addressing the Cost of the School Day can support parents and carers on low incomes and help to improve children's attainment

Significant or unexpected costs can place pressure on already low family incomes and add to family stress and anxiety. Understanding and addressing these costs can help to support families on low incomes.

“Parents don't have to feel guilty about not having money for school trips and activities - the costs are either removed via school attempts to tackle costs associated with the school day or costs are covered using our cost of the school day funding.”

(RENFREWSHIRE COUNCIL)

Crucially, minimising costs and helping to maximise family incomes can have a direct effect on children and young people's attainment at school.

Research from the London School of Economics tells us that money, in and of itself, has a causal effect on children's outcomes.<sup>9</sup> Therefore, increased family income leads to improvements in children's outcomes, particularly cognitive development and school achievement.

<sup>9</sup> Stewart, K. and Cooper, K. (2017). Does money affect children's outcomes? An update. Centre for Analysis of Social Exclusion. <http://sticerd.lse.ac.uk/dps/case/cp/casepaper203.pdf>

# THE COST OF THE SCHOOL DAY



A short film, suitable for sharing with colleagues, featuring Dr Kitty Stewart outlining the ways in which money affects children's outcomes can be found at: [http://sticerd.lse.ac.uk/case/\\_new/research/money\\_matters/report.asp](http://sticerd.lse.ac.uk/case/_new/research/money_matters/report.asp)

Uptake of school based financial entitlements such as free school meals and clothing grants can save eligible families hundreds of pounds a year. Support to claim other benefits can have an even greater impact on family incomes.

**St Joseph's Primary School in the Scottish Borders has increased free meal uptake through a free meals banner at the school gate, information in P1 transition packs and the school handbook and individual contact if eligible families are not accessing school lunches.**

**Arbroath Academy provides a demonstration at parents' evening of how to register for free school meals**

**Cardinal Newman High School in North Lanarkshire sends regular text messages and letters to all parents/carers reminding them of free meals and clothing grants and highlighting drop in sessions where support is available to complete the necessary forms**

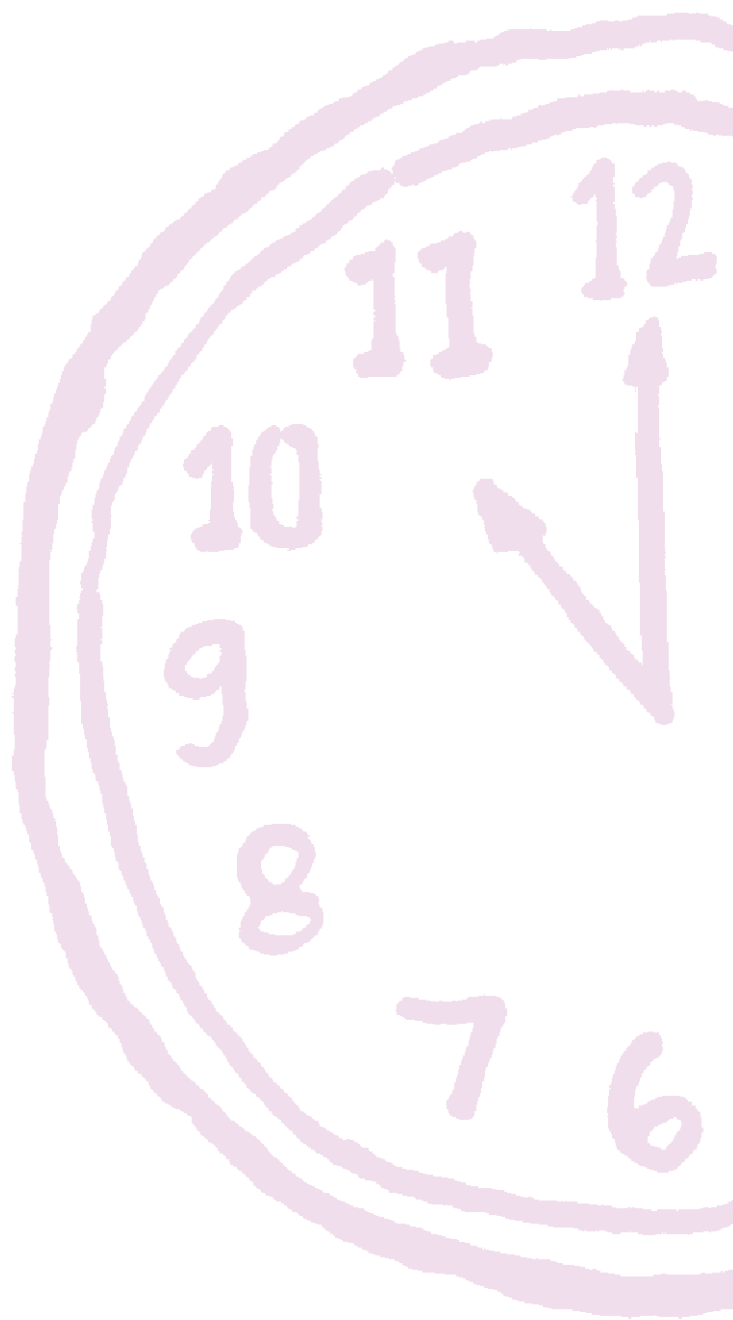
**At Forthview Primary School in Edinburgh, the school carries out home visits to help families complete free meal and clothing grant forms**

**Miller Primary School in Glasgow ran an 8 day 'cost of the school holidays' summer play scheme where partner agencies provided welfare advice to parents.**

# THE COST OF THE SCHOOL DAY



## RESOURCES FOR ALL



# THE COST OF THE SCHOOL DAY



## THE COST OF THE SCHOOL DAY CLOCK

This clock can help to prompt discussion about school costs and financial barriers to participation with groups of staff, children, young people or parents/carers.

### Accompanying prompt questions

- What costs are involved in each part of the school day?
- What problems or barriers might children and young people from low income households face throughout the school day?
- What does the school do now to prevent or help with this?
- What else might help?



# THE COST OF THE SCHOOL DAY



**10:30**

FRIENDSHIPS AT  
SCHOOL



**11:00**

SCHOOL TRIPS



**12:40**

EATING AT  
SCHOOL



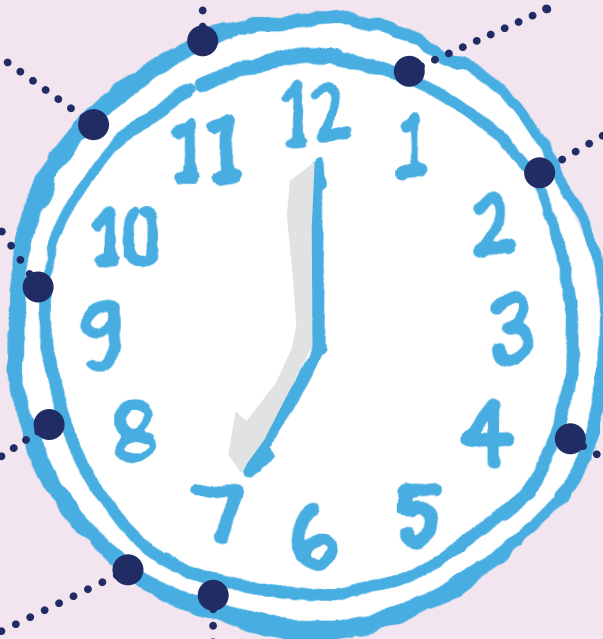
**14:00**

FUN  
EVENTS



**09:15**

LEARNING AT  
SCHOOL



**08:00**

TRAVELLING TO  
SCHOOL



**07:00**

GETTING DRESSED  
FOR SCHOOL



**19:00**

HOME LEARNING



**16:00**

SCHOOL CLUBS



**00:00**

ATTITUDES TOWARDS POVERTY

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY FLASHCARD RESOURCE

This **Cost of the School Day Resource Pack** contains 10 subject area flashcards and 1 money card, each for printing out and laminating. This pack is intended to be used in a group session where the participants determine how much a certain day-to-day activity costs in real terms – the more pound coins piled up on the flashcard the more that activity costs. Print out the flashcard sheets, trim back to A5 size and laminate. Print out several copies of the last sheet which has images of pound coins – again, laminate and then cut out to shape. You're now ready to find out the cost of the school day!



# THE COST OF THE SCHOOL DAY



## GETTING DRESSED FOR SCHOOL



# THE COST OF THE SCHOOL DAY



## TRAVELLING TO SCHOOL



# THE COST OF THE SCHOOL DAY



## FRIENDSHIPS AT SCHOOL



# THE COST OF THE SCHOOL DAY



## LEARNING AT SCHOOL





# THE COST OF THE SCHOOL DAY



## SCHOOL TRIPS



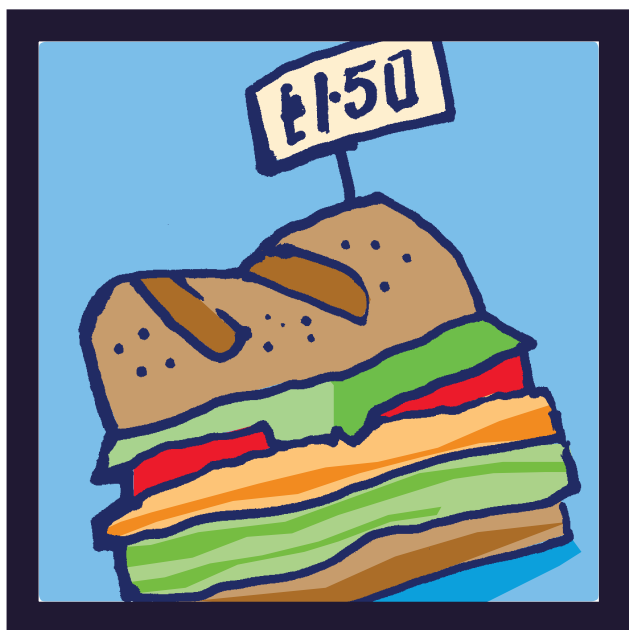
# THE COST OF THE SCHOOL DAY



## FUN EVENTS



# THE COST OF THE SCHOOL DAY



## EATING AT SCHOOL



# THE COST OF THE SCHOOL DAY



## ATTITUDES TOWARDS POVERTY



# THE COST OF THE SCHOOL DAY



## SCHOOL CLUBS



# THE COST OF THE SCHOOL DAY

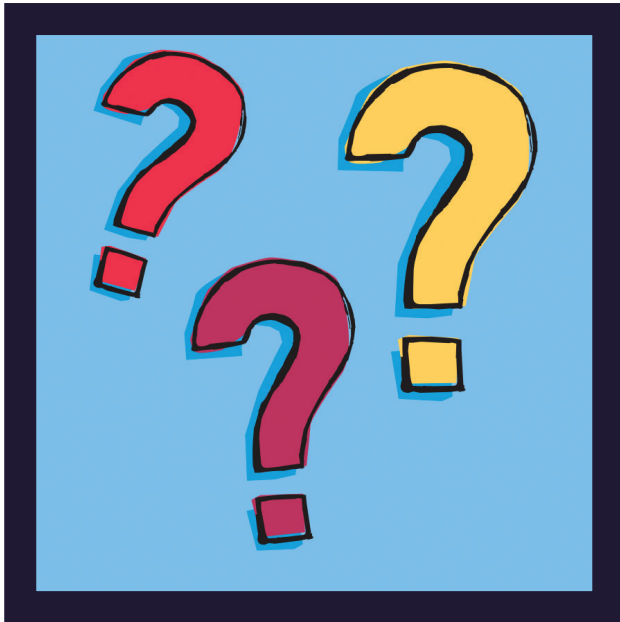


## HOME LEARNING





# THE COST OF THE SCHOOL DAY



ANYTHING  
ELSE?



# THE COST OF THE SCHOOL DAY



# THE COST OF THE SCHOOL DAY

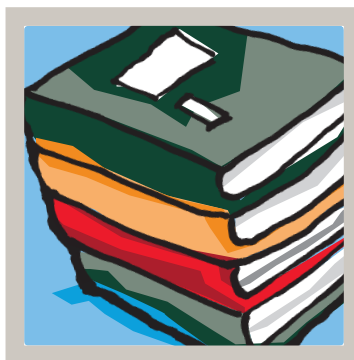
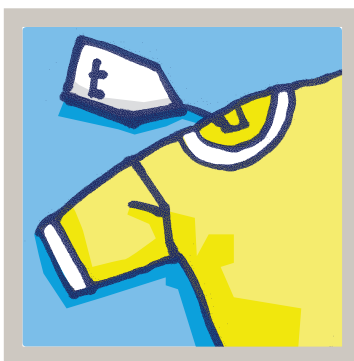
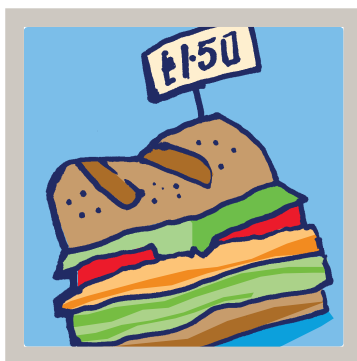
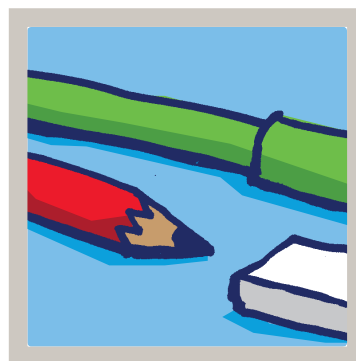
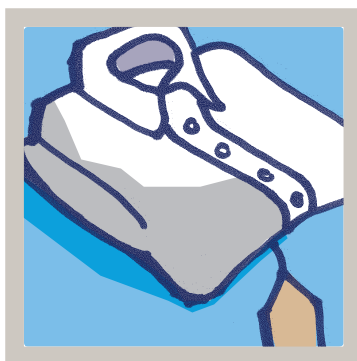


## COST OF THE SCHOOL DAY WALL FRIEZE

The Cost of the School Day images in the Flashcard Resource can be printed out in A3 and stuck together to make a wall frieze. This can be used at Parents' Evenings, at assemblies or at other school events where you are seeking the opinions of as many people as possible.

Participants can:

- put sticky dots on the top 3 parts of the day which cost them a lot or which they consider problematic
- write their thoughts about different parts of the school day on Post It notes and stick it on the appropriate image
- write down and post their thoughts into a confidential postbox next to the frieze
- look at the images and discuss them briefly with a person staffing the frieze.



# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY STORIES

The quotes used in the stories below are all from children and young people in Scottish schools, their teachers and their parents/carers. These stories can be used to prompt discussion and to reflect on practice.

### Key questions:

- Would this happen in our school? How do we know?
- What measures would help to make sure that children in these situations are supported appropriately?

**Aisha is in S1. Her mum made sure that she had the correct uniform at the start of the school year but she's grown out of her shoes and lost a few things. Her mum won't have any money for new uniform until the end of the month.**

“It's way different, in primary it didn't matter as much but now in high school it's different. You get some nice kids but lots of bullies. Teachers are like 'where's your tie?' especially after assembly. You get told you have to get one for the next day. Some people get paid monthly... but they expect it the next day.”

**Jenna is in S4 and has just moved outwith the school catchment to live with her gran. She used to walk to school but now has to get two buses every day.**

“I have to get a bus into town that's £4 then another bus in that's £2.80 so it's costing me 6 or 7 pounds every day. A bus pass is like £30 a month. But it's my school whether it's my catchment school or not.”

**Jenna's friend Chelsea gets the school bus home which leaves right after the bell.**

“I'm doing the school play so you've got to stay back after school and you've got to stay back to work on projects and all that. So it means I can't get the school bus home. I've got to pay for public transport afterwards.”

# THE COST OF THE SCHOOL DAY



**Layla is 14 and has four brothers and sisters. Her mum has told her that there's no way she can afford to go on the school skiing trip.**

“My mum felt guilty that I couldn't go. Why do we have costly trips then? It puts people under pressure and it makes people embarrassed and disappointed if they can't go. Last trip I missed it was just me in my class and that was rubbish, the majority of people were away on the trip. I'd rather just stay off - cos if I'm not doing anything on activity weeks I just don't come in because there's no point, you just sit on a class and see a movie when you could just sit in your house.”

**Gohar is 12. His mum works part time in a shop and cares for his grandmother. His dad has just started a new job as a security guard. Gohar is not eligible for free school meals but his family struggle to pay for lunch every day.**

“I think free meals should be for everyone because even if there is two parents it doesn't mean they're going to have more money. My dad had to get kicked out of his job because they couldn't afford to pay the workers. He got redundant in October, November and he's only just starting his new job this month.”

**Gohar's head teacher knows that there are many children in his situation**

“We have families who cannot claim for free school meals and they are breadline families. The parents are so proud and they go off to work but their children often come in hungry in morning.”

**Lewis is 12. He receives free school meals but only occasionally eats lunch in school.**

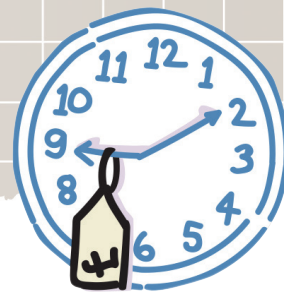
“If your pals are going out at lunch you'll be a loner. It puts you out the group because they're going out and then you're sitting there on your own with a free meal. You have to stay here and have your free school meal or you could go with them and just watch them while you're starving.”

**Tess is in P5. Her family are managing on a very tight budget and don't always have the small amounts of money needed for fun days and fundraising events.**

“There's nothing to do at the summer fair if you don't have money. Even throwing a sponge at the teacher costs about £1. Sometimes you just have to sit in class if you don't have any money, that's happened to me. You get made fun of.”



# THE COST OF THE SCHOOL DAY



**Tess's mum is frustrated by the small but frequent charges requested by school**

“Not only does their school require specific pieces of equipment such as calculators, glue sticks, certain expensive pencils and pens, rulers to name a few, but they run so many events during school hours which cost money. If the parents cannot pay, the children have to sit out. An example being yet another fundraising event, a talent show during school hours, costing £1 each to go (or take part) plus money for refreshments and tuck. The children get reprimanded for not bringing in the essential stationery kit, they lose golden time at the end of class - once again singled out because we can't afford it.”

**Ewan is in S4. He quite likes cooking but didn't take Home Economics this year.**

“I didnae want to pay 50 pence on Home Eccies. I didn't want to pay that because I couldn't be bothered because then that takes money off my lunch money, and I was like, nah.”

**Ewan's teacher is aware that subject costs are difficult for young people who aren't always able to pay**

“Children have the embarrassment of us saying 'do you have your money? You can't cook today'. If you're collecting money there are other things you're not doing. Course fees are just really unfair. It's not a free curriculum.”

**Paul is in S5. He is taking Higher English and Modern Studies and National 5 Economics, French and Geography. He doesn't have a computer at home. His school library is open for 40 minutes at lunchtime and for an hour after school each day.**

“It's difficult in any subject that requires an essay - all the teachers ask for it to be emailed to them, they don't like getting it in paper form. One teacher wouldn't accept my homework 'cause it was handwritten. I've got to go to the library because we don't have a computer at home and I've had to hand in homework late or rush it and it hasn't been the best because I've only been able to get there at lunch or break and sometimes I've got to skip lunch to make sure I get the work done. If it's to be in on the Monday and it's Friday there's not much you could do.”

**Mark is a single parent with two girls in primary school.**

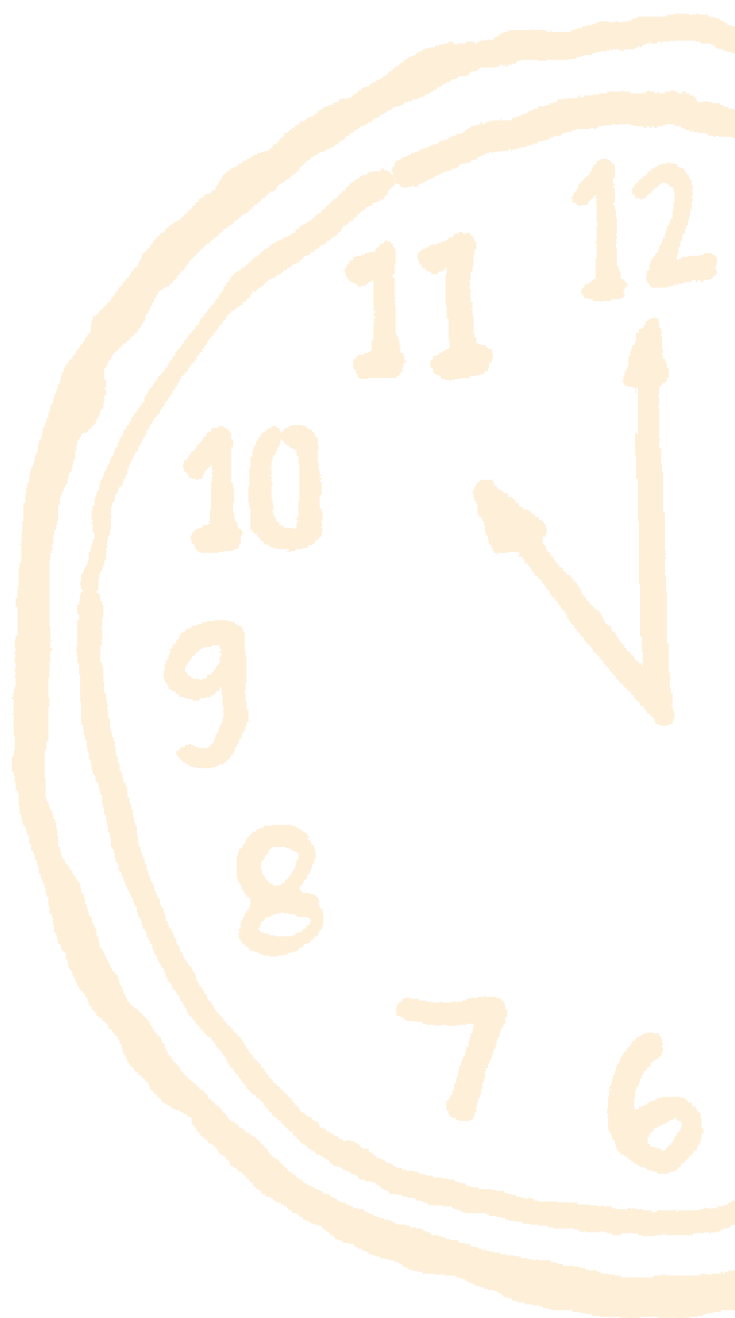
“I struggle to keep up with charges on what seems a non-stop basis. They think I can pay but I struggle putting food on the table for both of us and pay my bills. I've already had to stop their swimming lessons at the weekend. I have nothing more I can cut back on. Life is already hard enough without school making it even harder and risking kids being labelled or bullied because their parents can't afford to keep up.”



# THE COST OF THE SCHOOL DAY



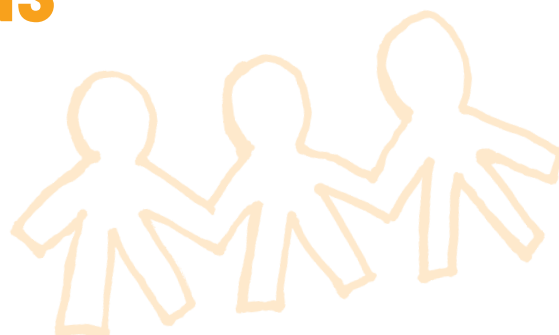
## RESOURCES FOR SCHOOL STAFF



# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY REFLECTIVE QUESTIONS



### 08:00 Travelling to school

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

### 10:30 Friendships at school

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

### 07:00 Getting dressed for school

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

### 09:15 Learning at school

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



### 11:00 School trips

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

# THE COST OF THE SCHOOL DAY



## 12:40 Eating at school

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

## 16:00 School clubs

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

## 19:00 Home learning

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

## 14:00 Fun events

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

## 00:00 Understanding and attitudes towards poverty

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



# THE COST OF THE SCHOOL DAY



## WHAT ARE THE COSTS OF YOUR SCHOOL DAY?

This group discussion exercise is designed to help you explore and estimate likely costs for families in your school, providing a baseline measure against which progress can be measured.

For each part of the school day, you are asked to reflect on how much money families are likely to spend. Refer to school policies and also to your knowledge and experience of how things are done in your school.

### Please note:

- Add any missing items to the boxes in each section. Leave blank any boxes which are not applicable to your school
- Costs vary depending on age and stage of children. Consider the perspectives of different learners to understand costs at different stages, e.g. a P1, P4 and P7 pupil or an S1, S4 and S5/6 pupil
- Some costs may not be mandatory - consider though what children and young people are likely to need and want and what parents/carers are likely to try to provide for their children
- In each category, choose the time period – weekly, monthly or annually – which gives you the clearest picture of cost pressures on family budgets, e.g. annually for larger irregular costs like uniform and trips and weekly/monthly for regular costs like travel and lunch
- The discussion required to reach decisions will be invaluable in understanding where costs come from and when they are most significant so please record key discussion points in the summary notes boxes.

What are the most significant costs for families at your school?

What are pupils from low income families at risk of missing out on?

What times of year might be most difficult financially for families?

What are the hidden costs of participation in school life?

# THE COST OF THE SCHOOL DAY



## 1 UNIFORM COSTS

Estimate uniform costs in the table below. Please take into account the school uniform policy, growth of child, changes of clothes required for washing, wear and tear throughout the school year and factors which result in additional costs, e.g. braiding, change of tie, unusual colours, embroidered logos or specialist suppliers.

- Consider costs for those families receiving clothing grants and those not receiving clothing grants
- **Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.**



### Estimated uniform costs

Items	Weekly	Monthly	Yearly
Recommended school uniform			
PE kit			
Shoes			
Coats/jackets			
Schoolbag			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. highest costs, times of the year with highest costs, factors which could lead to additional costs, current uptake of clothing grant, impact of receiving clothing grant, ways in which the school tries to reduce costs...

# THE COST OF THE SCHOOL DAY



## 2 TRAVEL COSTS

Estimate travel costs in the table below. Take into account daily travel from home to school and back, any additional travel for after school activities and the eligibility policy surrounding free transport in your local authority area.

- Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.



Estimated travel costs			
	Weekly	Monthly	Yearly
Bus			
Train			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to have the highest costs, considerations on eligibility for free transport, time of the year with highest costs, instances where additional travel costs apply, ways in which the school tries to reduce costs...

---

---

---

---

---

---

---

---

---

---

# THE COST OF THE SCHOOL DAY



## 3 LEARNING COSTS

Estimate any costs associated with learning at school in the table below. Take into account school policy and variations in teacher practices surrounding provision and lending of materials.

- Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.



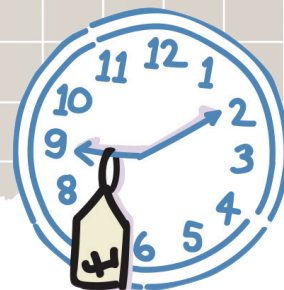
### Estimated learning at school costs

	Weekly	Monthly	Yearly
Stationery and equipment, e.g. folders, calculators			
Subject costs, e.g. Home Economics, Technical, Art and Design			
Materials for craft projects			
Study materials e.g. Past Papers			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to have the highest costs, stages and times of the year with highest costs, any variations in provision of materials across the school, ways in which the school tries to reduce costs...



# THE COST OF THE SCHOOL DAY



## 4 SCHOOL TRIP COSTS

Estimate costs for school trips in the table below. Take into account nominal fees for transport to free venues and any hidden costs involved in participation (e.g. spending money and money for food if not taking school lunches).

- Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.



### Estimated trips cost

	Weekly	Monthly	Yearly
Day trips related to curriculum			
Residential trips			
Other trips			
Equipment for residential trips (e.g. sleeping bags, clothes, toiletries)			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to participate/not participate, frequency of trips, notice given, significant hidden costs, stages and times of the year with highest costs, ways in which the school tries to reduce costs...

---



---



---



---

# THE COST OF THE SCHOOL DAY



## 5 EATING AT SCHOOL COSTS

Estimate costs for eating at school in the table below. Take into account free school meal (FSM) entitlement and uptake, cost of school lunches and the cost of food in local shops if pupils leave school at lunchtime.

- Please consider costs for children receiving free school meals and not receiving free school meals.
- **Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.**



### Estimated eating at school costs

	Weekly	Monthly	Yearly
Breakfast club			
Snacks			
Lunch			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to have the highest costs, current uptake of FSM, impact of P1-3 FSM and FSM uptake in later years, ways in which the school tries to reduce costs...

---

---

---

---

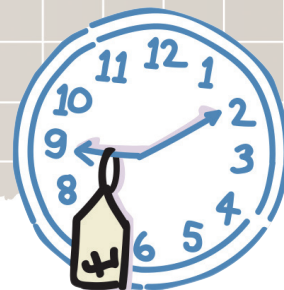
---

---

---

---

# THE COST OF THE SCHOOL DAY



## 6 SCHOOL CLUB/ACTIVITIES COSTS

Estimate costs for attending school clubs and taking part in extra-curricular activities in the table below. Take into account the full range of activities and opportunities available within the school and any hidden costs involved in participation (e.g. travelling to competitions, appropriate sportswear).

- Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.



### Estimated clubs/activities costs

	Weekly	Monthly	Yearly
Entry fees			
Equipment and materials			
Clothes			
Transport			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to participate/not participate, significant hidden costs, stages and times of the year with highest costs, ways in which the school tries to reduce costs...

---



---



---

# THE COST OF THE SCHOOL DAY



## 7 FUN EVENT COSTS

Estimate costs for participating in fun events at school in the table below. Take into account the full range of events throughout the school year, including those promoted as optional which pupils may still want to take part in.

- Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.

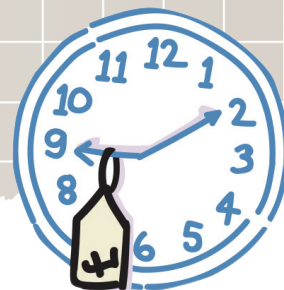


### Estimated fun event costs

	Weekly	Monthly	Yearly
Social events, e.g. discos, ceilidhs, Proms, leavers dances			
Seasonal events, e.g. Christmas Fayres and pantomimes, Easter bonnet competitions			
Special days, e.g. World Book Day			
Fundraising days, e.g. Comic Relief, non-uniform days			
School photographs			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to participate/not participate, frequency of events, notice given, stages and times of the year with highest costs, ways in which the school tries to reduce costs...

# THE COST OF THE SCHOOL DAY



## 8 HOME LEARNING COSTS

Estimate home learning costs in the table below. Take into account school policy and variations in teacher practices surrounding provision and lending of materials.

- Please choose the most useful time period for you – weekly, monthly or yearly – when calculating costs.



### Estimated fun event costs

	Weekly	Monthly	Yearly
Stationery and equipment			
Computer access, including appropriate software			
Internet access			
Books and other study materials			
Craft materials			
Other (please write below)			
<b>TOTAL</b>			

**Summary notes** e.g. groups likely to have the highest costs, stages and times of the year with highest costs, any variations in provision of materials across the school, ways in which the school tries to reduce costs...

.....

.....

# THE COST OF THE SCHOOL DAY



## SURVEY FOR SCHOOL STAFF

Questions contained in this survey can help you hear from school staff about:

- awareness of poverty in your school and ways in which it affects pupils
- barriers to participation which might exist at school for pupils from low income households

- existing approaches to reducing or removing these barriers
- additional ideas to support participation and positive school experiences

Results can be collated to support Cost of the School Day improvement planning.

**If you would like participants to complete the survey online, you can create a copy by going to <https://bit.ly/2KQqPmm> and clicking on 'duplicate this form and start using it as your own.' You will need your Glow login details.**

## SAMPLE INTRODUCTION

*"Addressing the Cost of the School Day involves hearing from pupils, parents/ carers and staff to understand where school costs impact on participation and how cost barriers for children and young people can be dealt with.*

*This survey is a chance for you as staff members to contribute your thoughts on costs, highlight any good practice in the school that we can build on and tell us what more should be done to support pupils and their families."*

# THE COST OF THE SCHOOL DAY



<b>Name</b> (optional)	
<b>Role</b> (optional)	
<b>Department</b> (optional)	

**1** In your school, which of the following items, events or activities cost children and their families money?  
Please tick all appropriate options.

Uniform	<input type="checkbox"/>	Spending time with friends	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	Trips	<input type="checkbox"/>
Breakfast club	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Learning (e.g. materials, subject costs)	<input type="checkbox"/>	Fun events (e.g. discos, fundraising)	<input type="checkbox"/>
Break time	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>		

**2** Which - if any - items, events and activities do you think present the greatest cost challenges for families on low incomes?  
Please tick your TOP THREE options below.

Uniform	<input type="checkbox"/>	Spending time with friends	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	Trips	<input type="checkbox"/>
Breakfast club	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Learning (e.g. materials, subject costs)	<input type="checkbox"/>	Fun events (e.g. discos, fundraising)	<input type="checkbox"/>
Break time	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>		



# THE COST OF THE SCHOOL DAY



- 3** To what extent do you agree or disagree with the following statements?  
Please tick the appropriate box on each row.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I am aware that there is poverty in my school					
We have families who struggle to pay for what is needed at school					
We do everything we can to tackle poverty in my school					
All children, regardless of how much money they have, are able to access exactly the same opportunities here					

- 4** How would you be able to tell that children in your school are experiencing poverty?  
Please write in the box below.

---



---



---



---

# THE COST OF THE SCHOOL DAY



**5** In your experience, to what extent does lower family income affect the following areas of a child's school life?

*Please tick the appropriate box on each row.*

	Yes, significantly	Yes, somewhat	No, not really	No, definitely not
Learning				
Attainment				
Friendships/relationships with other pupils				
Behaviour				
Relationships with school staff				
Participation in extracurricular activities				
Health and wellbeing				
Other (please specify)				

**6** Please tell us about any difficulties you are aware of related to school costs (e.g. accessing trips, affording uniform) and the impact this has on children and their families.

*Write in the box below.*

---



---



---



---

# THE COST OF THE SCHOOL DAY



- 7** What measures are you aware of in the school to help families with school costs and make sure that children can participate and learn?  
*Please write examples in the appropriate boxes.*

Uniform	
Travelling to school	
Breakfast club	
Learning (e.g. materials, resources, subject costs)	
Break time	
Clubs and activities	
Spending time with friends	
Trips	
Lunch	
Fun events (e.g. discos, fundraising)	
Homework	

- 8** Is there anything which you currently do in your class / your department to reduce costs and make sure that children can participate and learn?  
*Please write in the box below.*

---



---



---



---



---

# THE COST OF THE SCHOOL DAY



- 9** Is there anything else you think could be done to help families with school costs and make sure children are able to participate and learn?  
*Please write in the box below.*

---

---

---

---

# THE COST OF THE SCHOOL DAY



## SUPPORTING FAMILIES AFFECTED BY POVERTY

This Supporting Families Affected by Poverty guide has been designed to help schools minimise cost pressures on families and ensure that they get the right information to access the financial support available to them. Actions like these can reduce financial pressure on families and help to improve outcomes for children and families in Scotland.

Child poverty rates in Scotland are high and rising – almost 1 in 4 children in Scotland live in poverty.<sup>10</sup> This affects their health, wellbeing, attainment and their ability to access education - for example, it is harder for children to concentrate in class if they have not eaten properly or are worried about money.

Increased family income is directly associated with improved cognitive development and school achievement.<sup>11</sup> Helping families to minimise costs and maximise their incomes can help to support children's attainment at school.

This guide offers information to support you in

- 1** drawing attention to the grants and allowances available to families and making regular enquiries to all parents/carers about free school meals, school clothing grants and Education Maintenance Allowance (young people aged 16+)
- 2** providing support for low-income families to enable children to access activities, trips and other opportunities
- 3** supporting all parents/carers to access social security benefit and money advice
- 4** being able to sign-post families to other support services.

**Please note that all information on grants, benefits and allowances is accurate at the time of publication (September 2018) but may be subject to change.**

<sup>10</sup> Latest 2016/17 Poverty and Income Inequality in Scotland figures, CH 15, table showing: relative poverty in Scottish households with children (AHC) 1994/5 to 2016/17, [www.gov.scot/Publications/2018/03/3017/downloads](http://www.gov.scot/Publications/2018/03/3017/downloads) (See Excel datasets)

<sup>11</sup> Stewart, K. and Cooper, K. (2017). Does money affect children's outcomes? An update. Centre for Analysis of Social Exclusion. <http://sticerd.lse.ac.uk/dps/case/cp/casepaper203.pdf>

# THE COST OF THE SCHOOL DAY



## 1 INFORMING ALL PARENTS/CARERS ABOUT GRANTS AND ALLOWANCES

School is the institution that many families will have the closest contact with as their children grow up. Schools and teachers can play a crucial role in making sure that parents and carers get the right information about financial support available to them.

### **All parents/carers should be informed about free school meals and school clothing grants**

Two of the biggest costs that families face at school are buying school uniform and paying for school meals.

“We’ve done a lot of work on the phone to parents encouraging them to actually apply for free meals, which also gives them the clothing grant. I think we’ve added around an extra 30 families on for free school meals because of that. At parent’s evening I had an open stall about Universal Credit so a lot of parents came to that and took a leaflet and took any help filling in the forms and then it gave that opportunity to say ‘have you applied for your free school meals?’”

Gorebridge Primary School, Midlothian

### **Free school meal entitlement**

All children in Primary 1-3 are entitled to free school meals. Children in families that receive the following benefits can claim free school meals from Primary 4 onwards:

- Income support
- Income-based Job Seeker’s Allowance (JSA)
- Universal Credit, where take home pay is less than £610 per month.
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6,420
- Support under Part VI of the Immigration and Asylum Act 1999

Parents/carers should be made aware that it is worth applying for free school meals even if their children are in Primary 1-3 as this may allow them to get free access to the school breakfast club. Receiving free school meals can make a big difference to families on low incomes, saving them around £10 per week per child and ensuring that their children eat a nutritious meal.

Application forms can be found on all local authority websites.

# THE COST OF THE SCHOOL DAY



## School clothing grants

Clothing grants are provided by the local authority, usually with similar eligibility criteria as for FSM. Previously, local authorities decided their own clothing grant levels. From 2018/19, all eligible families across Scotland will have access to the same minimum level of financial support through the new £100 national minimum school clothing grant. In some local authorities, grant awards may exceed the £100 minimum.

Details of grant levels, eligibility and application processes are available on all local authority websites.

### Automatic school clothing grant awards

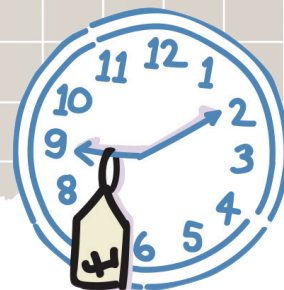
In Glasgow, a data matching exercise identified 5400 families claiming housing benefits but not school clothing grants. These families were notified of their eligibility and sent PayPoint vouchers. 97% of eligible families sent Paypoint vouchers. In Glasgow are now receiving school clothing grants.

## Issues to consider when informing parents/carers about grants and allowances

- Inform parents/carers and children about additional benefits of receiving free school meals, including discounts on residential trips and additional funding for the school through accurate Pupil Equity Fund allocations
  - Ensure that staff, including office staff, are able to support parents/carers to complete application forms
  - Schools should have application forms available in the office and consider emailing the form or texting a link to it to all parents/carers
  - Teachers should be offered a prepared 'script' to help them feel confident about raising these issues with all parents.
- “We know that school costs add up quickly and we want to make sure that all our families are getting the support they’re entitled to, including Free School Meals. Can we quickly check to see if your child could be eligible for extra support? It will only take 5 minutes.”**
- Incorporate information on grants and allowances into first meeting with head teacher when starting school
  - Include information on grants and allowances regularly in school newsletters, on the school website, on social media and through any other communications with parents/carers
  - Inform parents/carers of steps the school takes to ensure that there is no stigma around free school meals (remember that parents may have had negative experiences of receiving them in the past)
  - Ensure that children and parents/carers know how free school meals can be used, particularly at secondary school where they can be used to buy food at break time



# THE COST OF THE SCHOOL DAY



## Education Maintenance Allowance (EMA)

Education Maintenance Allowance provides financial support of £30 a week for 16 to 19 year olds from low-income households who are continuing in full-time education. EMA can help young people cover basic school costs, such as travel, uniform and additional resources, reducing financial barriers to accessing school.

Young people applying for EMA need information about their parents' income to prove their eligibility and must complete a learning agreement.

Full details about EMA eligibility and how to apply are available on all local authority websites and on <https://www.mygov.scot/ema>.

## Issues to consider when informing families about EMA

- All pupils going into S4 should get information about EMA when choosing subjects
- At S4, S5 and S6 parents' evenings and other events, parents/carers should be informed about EMA
- Schools should have application forms available in the office and consider emailing the form or texting a link to it to all S4, S5 and S6 young people and parents/carers
- Schools should consider how best to support young people and their families to make EMA application.

# THE COST OF THE SCHOOL DAY



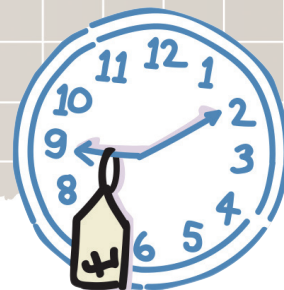
## 2 PROVIDING FINANCIAL SUPPORT TO ENABLE CHILDREN TO ACCESS ACTIVITIES, TRIPS AND OTHER OPPORTUNITIES

All schools will provide some support for families on low incomes – from subsidising the costs of trips and clubs to providing pencils and other resources in class. However, it is helpful for schools to do an audit to identify where costs exist, how information about support available reaches parents/carers and where more could be done to address the barriers that costs create.

Issues to consider around the provision of support to ensure equality of opportunities for children from low-income families:

- What might prevent children from families on low incomes from accessing an activity?
- Do you provide financial support to enable pupils to attend trips? How is this promoted to families and children and is it effective?
- Are there any hidden costs to accessing school trips or clubs? (for example, equipment, clothing, travel). Are there ways to remove additional costs?
- Can the Parent Council fundraise to help address hidden costs or contribute towards a 'hardship fund'?
- How can you best promote support available to parents/carers? Consult about the most effective way of providing information about this.

# THE COST OF THE SCHOOL DAY



## 3 SUPPORTING ALL FAMILIES TO ACCESS BENEFIT AND MONEY ADVICE

Families may not be claiming everything that they are entitled to. Accessing correct entitlements can make a world of difference to family budgets and children's lives. Schools can signpost to advice services to ensure that all families are accessing the financial support that they are entitled to.

Family finances can change throughout the school year if a parent becomes unemployed or has their work hours reduced. This will impact on the financial support they are entitled to. **It is also important to remember that most children living in poverty come from a household where at least one adult is in work.** Families in work but on a low income may be entitled to social security benefits such as child tax credits, working tax credits and child benefit.

Schools can't be aware of the financial situations of all their families so it is helpful to ensure that *all* parents/carers are informed about how they can access benefits and money advice and that they have the right to challenge decisions on social security.

Approaches to support families to access advice services could include:

- The school developing a good partnership with a local advice service (for example, a Citizens Advice Bureau) or exploring the potential to co-locate a welfare rights adviser to provide advice in school
- Providing information about local welfare rights services at induction and then regularly throughout the school year
- Inviting local advice services to have stalls at events, including Parents' Evenings, information events (like Money Week) and school fairs
- Including information about financial entitlements and how to meet with an advice worker in school communications
- Reminding parents/carers regularly where to go to get information and support regarding financial entitlements (for example, in letters home about school trips).

### Case study

Annette Street Primary School in Glasgow has a significant population from Eastern Europe. Many of their families were struggling financially but were unaware that they were entitled to financial support such as child benefit or free school meals. In response to this, the school invited Govanhill Housing Association's welfare rights service to run a stall at parents' information days where they provided information about financial support open to families and the information they would need to apply for these benefits. To follow up, the welfare rights service holds regular drop-ins at the school to support parents/carers to apply for benefits. At both the information day and the drop-ins the school provided interpreters to support families. This has helped many to access financial support and significantly increased the number of children able to access free school meals.

At induction and at other points throughout the school year, Head Teachers can sensitively address the issue of money with all families, drawing attention to the help and support that might be available to them.

"Starting school is expensive and we want to make sure that our families are getting all of the help they're entitled to. There are lots of benefits that can support families, even if they're working - can I give you a bit of information so you can see if there's anything you and your family might be eligible for?"

# THE COST OF THE SCHOOL DAY



## 4 DIRECTING FAMILIES TO OTHER SUPPORT SERVICES

It is useful for school staff, including office staff, to have an awareness of support available to families experiencing financial difficulties and how to signpost families for support to access them. The school office could have a laminated copy of this information to be able to direct parents/carers appropriately.

### Families in crisis

Increasingly, families across Scotland are struggling to pay for basic essentials like food and heating. This might be because of benefit sanctions, because of delays in getting benefits or some other crisis or emergency. If a parent presents to the school in crisis it is important that school staff are able to support the parent to access the right help.

The **Scottish Welfare Fund (SWF)** offers grants for people on low incomes in specific circumstances. It is a discretionary scheme, *administered by each local authority*, providing grants that do not have to be repaid. To qualify, the family must be on a low income or be unable to get access to money (for example, because of a fire in the home or if they are in a refuge). It does not require claimants to be in receipt of any other benefits or to have a national insurance number.

There are two types of grant, community care grants and crisis grants. Community care grants are to aid independent living or ease exceptional pressures in families. Crisis grants can be awarded for living expenses as a result of an emergency or disaster, where there is a serious risk to health and safety. A grant can also be made, for example, to replace furniture or household goods after an emergency or disaster. A grant can be awarded if there are delays in benefits payments or if benefit payments are sanctioned.

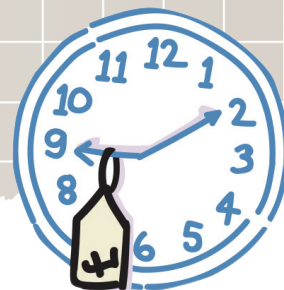
An individual can only get three crisis grants from the SWF in a twelve month period, although local authorities have the discretion to make additional awards if they consider your circumstances are exceptional. Where a person is part of a couple, each partner can receive three grants in a 12 month period.

As well as providing this financial help in an emergency, your local authority should signpost families on to other appropriate support services, for example, welfare rights.

Applications can be made by non-UK nationals with no requirement for a national insurance number but some non-UK nationals (such as asylum seekers) may be excluded.

Full details of the scheme and application process are available on local authority websites.

# THE COST OF THE SCHOOL DAY



## USEFUL CONTACTS

### Debt advice

- **Scotland's Financial Health Service** Find a local money adviser at [www.scotlandsfinancialhealthservice.gov.uk](http://www.scotlandsfinancialhealthservice.gov.uk) or use their helpline 0800 707 6696
- **National Debtline** Free impartial debt advice at [www.nationaldebtline.org](http://www.nationaldebtline.org) or on 0808 808 4000

### Housing advice

- Shelter Scotland at [https://scotland.shelter.org.uk/get\\_advice](https://scotland.shelter.org.uk/get_advice) or on 0808 800 444

### Domestic abuse support

- Scottish Women's Aid at [helpline@sdafmh.org.uk](mailto:helpline@sdafmh.org.uk) or 0800 027 1234

### Benefits check and support

- **Citizens Advice Scotland** Information and advice to help people resolve their money, legal and other problems. Find a local advice bureau at [www.cas.org.uk/bureaux](http://www.cas.org.uk/bureaux)
- **Turn2Us** Helps people in financial hardship to gain access to welfare benefits, charitable grants and support services [www.turn2us.org.uk](http://www.turn2us.org.uk)
- **Housing Associations** Most Housing Associations have welfare rights services for tenants.

**The Child Poverty Action Group in Scotland Advice Line** offers free, independent, expert, up-to-date advice and information on the benefits and tax credits system. We welcome enquiries from frontline staff of all levels of experience. **Please note that we do not have resources to provide direct advice to people who are claiming benefits but will be able to provide advice to school staff enquiring on a parent or carer's behalf.**

0141 552 0552 Monday to Thursday, 10am - 4pm, Friday 10am - 12 noon or at [advice@cpagscotland.org.uk](mailto:advice@cpagscotland.org.uk)

*This resource was originally developed as part of the Cost of the School Day Glasgow project with the support of the following organisations:*



# THE COST OF THE SCHOOL DAY



## SAMPLE ACTION PLAN

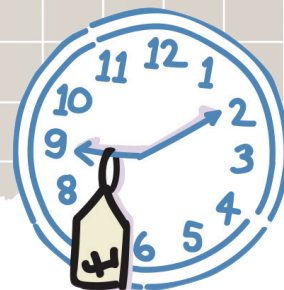
Sample action plan setting out interventions in response to Cost of the School Day findings and the monitoring and evaluation measures which will help to show their impact. The plan offers space to specify:

- Baseline information
- Desired outcomes
- Interventions
- Start date
- Outputs
- Outcome indicators
- Evaluation date
- Leads

This template is intended as a starting point and can be adapted. Ideally, these actions will be embedded within the School Improvement Plan.



# THE COST OF THE SCHOOL DAY



Action	Issue identified	Baseline information	Desired outcomes	Interventions
--------	------------------	----------------------	------------------	---------------

## Example 1

	<p><i>Clothing grants not going to all eligible families - potential pressure on low family incomes</i></p>	<ul style="list-style-type: none"> <li>&gt; 40% of parents surveyed say that they didn't know about the grant</li> <li>&gt; # grants taken up - staff estimate gap between likely eligibility and current uptake</li> <li>&gt; 45% parents report uniform as 'difficult to afford'</li> <li>&gt; Office staff report few requests for information or support with grants from parents</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Increased parental awareness of clothing grant</li> <li>&gt; Increased # uptake in clothing grants</li> <li>&gt; Greater reported affordability of uniform</li> <li>&gt; Increased school support to parents applying for grants</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Increased and diversified promotion - monthly reminders via website, text and newsletters; signs around school and at office window</li> <li>&gt; Regular reminders at inductions and Parents Evenings to all families</li> <li>&gt; Application forms distributed to all families</li> </ul>
--	---	--	---	---

## Example 2

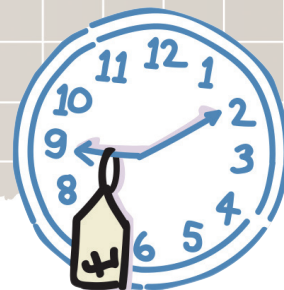
	<p>Children from low income families not attending after school clubs and missing out on wider achievement opportunities</p>	<ul style="list-style-type: none"> <li>&gt; Almost no pupils from SIMD 1 and 2 attending clubs</li> <li>&gt; Consultation with pupils and parents/carers has found key barriers are cost of clubs and equipment</li> </ul>	<ul style="list-style-type: none"> <li>&gt; increased participation in after school clubs for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Subsidise cost of existing clubs for identified pupils</li> <li>&gt; 3 new free clubs starting run by staff and parent volunteers</li> <li>&gt; No charge for equipment - supply available to all</li> <li>&gt; Pupils and their parents/carers told directly about clubs and supported to attend</li> </ul>
--	--	--	--	--

# THE COST OF THE SCHOOL DAY



Start date	Outputs	Outcome indicators	Evaluation date	Leads
Aug-18	<ul style="list-style-type: none"> <li>&gt; # forms distributed (monthly)</li> <li>&gt; # users on relevant website page (monthly)</li> <li>&gt; # parents requesting info and support (monthly)</li> <li>&gt; # grant applications (annual)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Increased # of grants taken up</li> <li>&gt; Increased % of parents reporting awareness of the grant (repeat survey needs to be planned)</li> <li>&gt; Reduced % of parents report uniform as 'difficult to afford' (repeat survey)</li> <li>&gt; Increased # requests for information and support across the year</li> </ul>	Aug-19	DHT and Parent Council
Aug 18	<ul style="list-style-type: none"> <li>&gt; # identified children attending existing clubs weekly</li> <li>&gt; # identified children attending new clubs</li> <li>&gt; uptake of equipment supply</li> </ul>	<ul style="list-style-type: none"> <li>&gt; increased participation in after school clubs for identified pupils</li> <li>&gt; Pupils report no cost barriers to participating in after school clubs</li> </ul>	Oct 18	Principal Teacher Wider Achievement PE department

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY AND SELF-EVALUATION: HOW GOOD IS OUR SCHOOL FOR CHILDREN AND FAMILIES ON LOW INCOMES?

Cost of the School Day consultation with children, parents and staff can be used to help practitioners and school leaders understand how well they are addressing the impact of poverty on children's wellbeing, learning and achievement.

**How good is our school (fourth edition) quality indicators and challenge questions** can help schools to explore how children from low income households are served in terms of:

- equal access to the curriculum and resources for learning
- an inclusive school culture and ethos where discrimination is challenged
- staff and learner awareness of poverty
- participation of children and families on low incomes in the life of the school
- support to be safe, healthy, achieving, nurtured, active, respected, responsible and included.

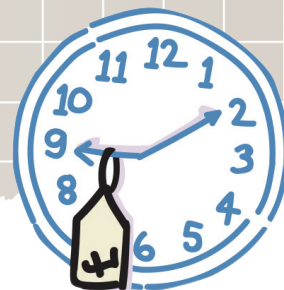
Quality indicator	Level 5 illustration / features of highly effective practice	Challenge questions: 'for children and families on low incomes...'
1.5 Management of resources to promote equity	"... Staff have a shared understanding of what impacts on child poverty and make effective use of current available data on levels of child poverty, applying this to ensure equity..."	<ul style="list-style-type: none"> <li>■ How well do we work collegiately with pupils, parents and partners to inform appropriate resourcing decisions?</li> <li>■ How effectively do we use our resources to meet the learning needs of all and ensure equity?</li> </ul>
2.1 Safeguarding and child protection	"... The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination... We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school..."	<ul style="list-style-type: none"> <li>■ How effectively are incidents related to equalities acted upon to prevent future occurrences?</li> </ul>
2.2 Curriculum	"... We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning..."	<ul style="list-style-type: none"> <li>■ To what extent does our curriculum promote equity and raise attainment for all children and young people?</li> </ul>
2.4 Personalised support	"... Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty... The school works with key partners to remove barriers to learning and provide an inclusive learning environment."	<ul style="list-style-type: none"> <li>■ How well does our curriculum planning meet the needs of different groups of learners?</li> <li>■ To what extent is our school an inclusive learning environment?</li> </ul>

# THE COST OF THE SCHOOL DAY



2.5 Family learning	<p>"Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children... Our staff has an informed understanding of local demographics that informs more targeted support when appropriate..."</p> <p>"There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement."</p>	<ul style="list-style-type: none"> <li>■ How effectively do we use current available data about levels of poverty in our community to help us target interventions?</li> <li>■ How are we actively promoting equality, fairness and diversity?</li> </ul>
2.7 Partnerships	<p>"... The school consistently involves parents and carers in shaping policy and services to improve impacts. All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner..."</p>	<ul style="list-style-type: none"> <li>■ How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement?</li> <li>■ Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this?</li> </ul>
3.1 Ensuring wellbeing, equality and inclusion	<p>"... Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included... Our learners benefit from the high-quality education which we provide for all children and young people... We ensure children and young people are active participants in discussions and decisions which may affect their lives..."</p> <p>"... All learners are included, engaged and involved in the life of the school. ... We understand, value and celebrate diversity and challenge discrimination... We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs..."</p>	<ul style="list-style-type: none"> <li>■ How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?</li> <li>■ How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</li> <li>■ How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?</li> <li>■ How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?</li> <li>■ Have we successfully established an inclusive learning environment? How do we know?</li> <li>■ How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?</li> </ul>
3.2 Raising attainment and achievement	<p>"... We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people..."</p>	<ul style="list-style-type: none"> <li>■ How well are we removing barriers to learning and ensuring equity for all?</li> </ul>

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY SUPPORTING GTCS PROFESSIONAL STANDARDS

Understanding of the causes and consequences of child poverty and commitment to reduce the barriers to learning which poverty creates are closely aligned with the professional standards which teachers are expected to demonstrate throughout their careers.

Developing awareness of financial barriers to learning and acting to remove them can help practitioners and school leaders evidence the professional qualities and capabilities they are expected to maintain and develop throughout their careers.

Selected standards are included below for illustration.

Professional values and personal commitment		
Social justice	Integrity	Trust and Respect
Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices...	Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.	Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.	Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.	Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

### Standards for registration

Professional knowledge and understanding	
2.1 Curriculum	Professional actions
2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning	Know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves
2.3 Pedagogical Theories and Practice	Professional actions
2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	Have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.



# THE COST OF THE SCHOOL DAY



Professional skills and abilities	
3.1. Teaching and learning	Professional actions
3.1.4 Have high expectations of all learners	Identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required
3.1.5 Work effectively in partnership in order to promote learning and wellbeing	Establish a culture where learners meaningfully participate in decisions related to their learning and their school
3.2 Classroom Organisation and Management	Professional actions
3.2.1 Create a safe, caring and purposeful learning environment	Enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning

## Standards for career long professional development

Key area	Professional Actions
Educational contexts and current debates in policy, education and practice	Develop culture where learners meaningfully participate in decisions related to their learning and school develop and apply political literacy and political insight in relation to professional practice, educational change and policy development.
Learning for Sustainability	<p>Understand the environmental, social and economic conditions of learners to inform teaching and learning</p> <p>Have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected</p>

## Standards for Leadership and Management

Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities	
2.2.3 Social and environmental trends and developments	Leaders keep abreast of, and apply their enhanced knowledge and understanding of, contemporary developments in society, digital technologies, the environment and the wider global community (including trends and changes in family patterns, work patterns, the media, leisure and politics) and consider the implications for their leadership.
2.3.4 Demonstrating political insight	Leaders have an enhanced understanding of the dynamics of political power and influence in the relationship between schools and society, and the consequent implications for the work of their organisation. They understand the political and social context and the ways in which this impacts on schools and those within schools, taking account of this in their leadership and management practices.

# THE COST OF THE SCHOOL DAY



## RESOURCES FOR PARENTS, CARERS AND PARENT COUNCILS

Involving parents, carers and Parent Councils in Cost of the School Day means identifying and tackling the right issues together. Parents and carers don't always feel able to tell their schools about difficulties with affording school costs. Actively seeking parent and carer views means that problem costs can be identified and tackled without stigma for families.

Parent Councils have a duty to act as the voice for all parents in their schools. They also help to advise schools on their policies and plans. This means that they are ideal partners in Cost of the School Day. Parents, carers and Parent Councils can play a key role in highlighting where costs are affecting families and can work with their schools to make changes to minimise the impact of costs.



# THE COST OF THE SCHOOL DAY



## SURVEY FOR PARENTS AND CARERS

Questions contained in this survey can help you to find out parents' and carers' opinions on:

- What costs money at school and what the biggest costs are for them
- Which costs could cause problems for families on low incomes
- Awareness of support available from the school and confidence in accessing it

A survey is unlikely to reach every parent and carer in the school. Various barriers can exist related to time, literacy, language and interest in the subject. However, it may be suitable for some and will ideally be used as one of a range of ways to consult with parents/carers.

**If you would like participants to complete the survey online, you can a copy by going to <https://bit.ly/2Nv8BJd> and clicking on 'duplicate this form and start using it as your own'. You will need your Glow login details.**

**However, consider access to computers, internet access and IT literacy if asking parents and carers to complete online.**

### SAMPLE INTRODUCTION

*"[Name of school] wants to make sure that all children are able to make the most of the school day and that no child misses out on anything. Your answers to this survey will help us check whether school costs are causing any concerns for our families and children and whether there is anything that we can do to help out.*

*Your voice is really important and we want to hear from as many parents and carers as possible. We promise to listen to what's been said and take action where it's needed.*

*For more information, please contact [name and details]"*

# THE COST OF THE SCHOOL DAY



**1** What year/s are your child(ren) in? (optional)  
Please tick all boxes that apply.

P1	<input type="checkbox"/>	P2	<input type="checkbox"/>	P3	<input type="checkbox"/>	P4	<input type="checkbox"/>
P5	<input type="checkbox"/>	P6	<input type="checkbox"/>	P7	<input type="checkbox"/>		

**OR**

S1	<input type="checkbox"/>	S2	<input type="checkbox"/>	S3	<input type="checkbox"/>	S4	<input type="checkbox"/>
S5	<input type="checkbox"/>	S6	<input type="checkbox"/>				

**2** In your school, which of the following items, events or activities cost you money?  
Please tick all boxes that apply.

Uniform	<input type="checkbox"/>	Spending time with friends	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	Trips	<input type="checkbox"/>
Breakfast club	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Learning (e.g. materials, subject costs)	<input type="checkbox"/>	Fun events (e.g. discos, fundraising)	<input type="checkbox"/>
Break time	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>		

# THE COST OF THE SCHOOL DAY



**3** What are the TOP THREE costs for you across a school year?  
Please tick up to three of the boxes below.

Uniform	<input type="checkbox"/>	Spending time with friends	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	Trips	<input type="checkbox"/>
Breakfast club	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Learning (e.g. materials, subject costs)	<input type="checkbox"/>	Fun events (e.g. discos, fundraising)	<input type="checkbox"/>
Break time	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>		

**4** How much do you agree or disagree with the following statements?  
Tick one box for each statement.

**'The school asks for too much money over a school year.'**

Strongly agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

**'It's difficult to afford all of the things my child needs for school.'**

Strongly agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

**'There's always lots of notice given if the school is asking us for money.'**

Strongly agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

# THE COST OF THE SCHOOL DAY



Any other comments?

---



---



---

- 5** Do you know whether there is help available at school to help pay for any of the items, events or activities below?  
Please tick one box for each option.

	Yes	No	Don't know
Uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunches and eating at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for learning in class and at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fun events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6** What help does the school provide that you know about?  
Please write in the box below.

---



---



---

# THE COST OF THE SCHOOL DAY



**7** How much do you agree or disagree with the following statements?  
Tick one box for each statement.

**'If I was struggling to pay for something at school I would feel comfortable telling staff about that.'**

Strongly agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

**'I think there is enough support for families finding it difficult to afford school costs.'**

Strongly agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

**'I know from the school how I would go about applying for free school meals and clothing grants [and Education Maintenance Allowance for parents of young people 16+]'**

Strongly agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

**Any other comments?**

---



---



---



---



---



---



---



---



---



---

# THE COST OF THE SCHOOL DAY



- 8** What else could the school do to help families with school costs?  
*Please write in the box below.*

---

---

---

---

---

---

---

---

- 9** Is there anything else you would like to say about costs at your school?  
*Please write in box below.*

---

---

---

---

---

---

---

---

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY PARENT COUNCIL RESOURCE

This resource was originally developed in Glasgow with the Glasgow Parent Council Forum. The National Parent Forum of Scotland then added rural and island parent and carer perspectives to the resource.

**Almost 1 in 4 children across Scotland are officially recognised as living in poverty**

Insufficient household income can mean that some children and young people don't have the resources needed for school and can't easily afford to take part in school activities which cost money. This can put them at risk of missing out

on opportunities at school and feeling different, excluded and unhappy.

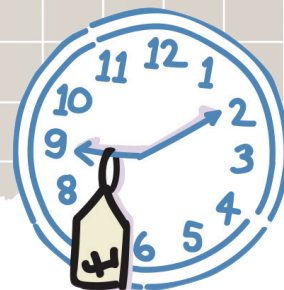
Parent Councils have a key role to play as the voice for parents within the school - highlighting to the school where costs are affecting parents and working with the school to make changes to minimise the impact of cost on children's experience of school.

This resource is designed to help Parent Councils:

- identify where costs are affecting low income families in their school
- provide simple actions that Parent Councils could take to help poverty-proof the school.



# THE COST OF THE SCHOOL DAY



## SCHOOL UNIFORM

Schools across Scotland set their own uniform policy, Parent Councils can have a big influence in this and can be involved in developing a policy that best suits the needs of the families in the school.

### Clothing grant and buying uniforms

Parents on certain benefits can access a clothing grant to help with school uniform costs. From 2018/19, all eligible families across Scotland will have access to the same minimum level of financial support through the new £100 national minimum school clothing grant. In some local authorities, grant awards may exceed the £100 minimum. Details are available on local authority websites.

- Could a parent buy their child's school uniform, for the full school year, with the clothing grant?
- How does the school promote the clothing grant to parents?
- Is there a stigma attached to applying for the grant?
- Can the school help parents to complete clothing grant forms (or sign post parents to support services)?
- Does the school/ Parent Council offer any support with buying a uniform?

### Reviewing the uniform

- What uniform do pupils need to have in your school?
- Where can parents buy the uniform?
- Do children need to wear any branded items (e.g. Polo-neck with school logo)?
- What do children need to have for PE?
- Is there an indoor and outdoor kit required?
- Has the school uniform changed in the past year?
- If there was a change, did all children have to purchase a new uniform?

# THE COST OF THE SCHOOL DAY



## School attitudes to uniform

- What happens if children don't have the correct uniform?
- Are children punished if they don't have the correct uniform, shoes, PE kit etc?
- Can children take part if they don't have the correct clothing?

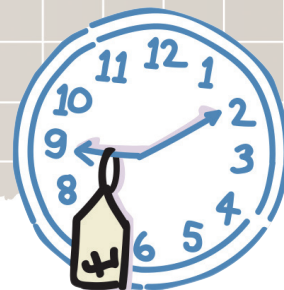
## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- 'We helped set up a shop, run by children, to sell reused school uniform etc.'
- 'We sourced a new supplier of school uniforms - local supermarket.'
- 'School uniform is shirt and tie. No embroidered items. Stopped gym kit uniform. Any shorts and top accepted.'
- 'Our Eco group now recycle school ties and pass them for free to our first year pupils.'
- 'We have a 'help yourself' box of uniform in the school reception.'
- 'As a Parent Council we started a uniform shop which enabled us to sell uniform to parents at cost price. We also run a uniform savings scheme from Jan-May to help parents save for the cost of new uniform.'
- 'People in our small community don't like everyone knowing their business so our school displays prominent signs telling parents who to contact in the Local Authority to claim.'
- 'We have altered our policy so that all items can be bought in online supermarkets and supplied cheaply by post.'

I have a couple of big jumpers and I'm not getting a big winter jacket till my birthday which is a few weeks away and I'll go into class and the teachers are like "take it off" and I'm like "I'm freezing, I don't have a big jacket to wear!"

GIRLS, S5

# THE COST OF THE SCHOOL DAY



## TRAVELLING TO SCHOOL

Transport costs are significant for low income families and can affect children and young people's attendance and participation at school. In each local authority, there is no financial support for public transport provided for children and young people living less than a certain distance from their catchment school (generally 2-3 miles). In more rural areas, own transport is a necessity rather than a luxury and families can struggle to meet the fuel and running costs of everyday journeys to school.

### Reviewing travel

- How do pupils get to school?
- If the school operates a free bus pass service, who benefits?
- Does the school offer transport for pupils to attend extracurricular activities? (after-school clubs, supported study)
- Is there a charge for families to use this service?

### Travel and accessing after-school activities

- Do children who use school buses access after-school activities?
- Do children who use school buses access supported study?
- Are there activities/ supported study available during lunch break?

Transport is a huge issue for us in our community. Even if an extra activity is free, the cost of fuel is enough to mean my child can't go as there is no available bus.

PARENT

See even if you don't live far away from the school, enough to get a free bus pass . . . you wouldn't walk because, let's say the weather's really bad- it's raining a lot and all that. You're going to get to school, your uniform's all wet and it's no

GIRLS, S5

# THE COST OF THE SCHOOL DAY



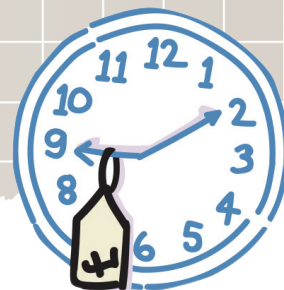
## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- 'Our parent council is running a survey of children dependent on school transport to find out if they would like to access clubs/ supported study etc. If there is sufficient interest we hope to fund taxis to help children get safely home.'
- 'Our Parent Council has set up a scheme where each parent who drives to school tries to fill every seat in their car with other pupils to save journeys for the other parents.'
- 'Our schools have worked with the local authority to provide a voucher scheme that can be used on public transport when attending after school activities.'

We don't qualify for bus travel as we live within 3 miles of the school but there is no pavement or lighting for some of the journey so I have to drive my child.

PARENT

# THE COST OF THE SCHOOL DAY



## FUNDRAISING & FUN EVENTS

Special days, events and activities are a fun part of school life and often raise valuable funds to subsidise trips and provide additional resources. However, fun events can create difficulties for some children due to lack of immediate funds, hidden costs and feeling embarrassed and marginalised if they are unable to take part. In some communities, particularly rural ones, families travel long distances to work and making extra trips to school has a large impact on their finances. Parent Councils can play an important role in ensuring that these events do not put additional pressure on families with low incomes.

### Auditing school events

- How often does the school have events that cost money?
- Are there times when several events with cost implications come together (e.g. Christmas fair, panto, Christmas disco)?
- How much notice does the school give for events with cost implications?
- Is there a drop in attendance on days with fundraising events (e.g. non-uniform day)?
- Can children who are not able to pay take part in events (e.g. activities at the summer fair)?
- Could the school run events without charging?
- Is there a set charge for events?
- Do events like non-uniform day and World Book Day put additional pressures on parents from low income families?
- Are there cheaper alternatives that the Parent Councils could source (e.g. PC member to take school photos)?
- Does the Parent Council/ school raise money for a hardship fund for families that are struggling?
- Could events where parents are expected to attend be timed to coincide with drop off or pick up to save extra journeys?
- What happens if a child doesn't bring a donation or wear a costume?

**You can choose not to pay, it's an option. But as a parent it's not really, when everyone is getting their Christmas cards and your child's left out.**

PARENT

# THE COST OF THE SCHOOL DAY



## Alternatives to fundraising events

- Could the Parent Council apply for grants for funding instead of asking families?
- Could the Parent Council approach local businesses for support?
- Has the school/ Parent Council tried fundraising in the community (packing bags in supermarkets, singing carols in shopping centre)?

## What are you fundraising for?

- Are there any items the Parent Council could purchase for families to help reduce the costs (e.g. providing school ties for all P1s)?
- Do you need to fundraise? Could you borrow the items from other sources?
- Are you fundraising for community resources that low-income families use (e.g. food banks)? How do parents who use these services feel about being asked to give money towards this?

## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- 'We limit fundraising events and spread them throughout the year.'
- 'We removed a book fair from parents evening and introduced a book swap event instead.'
- 'We try to keep costs low by fundraising to subsidise costs.'
- Building relationships with local businesses over time: 'We approach local businesses for help and donations' (see appendix 1).
- 'Our school has our one to one meetings with parents at school pick up time to save parents making an extra journey to school.'
- 'Our school has a poster up in reception of what money they'll be asking for and when, so parents can plan out their budget.'

I have a huge round trip from school to work so if I go back to the school for an event my transport costs are huge.

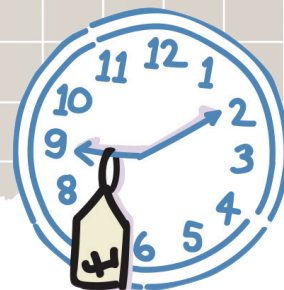
PARENT

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

GIRL, S3



# THE COST OF THE SCHOOL DAY



## SCHOOL TRIPS

School trips can be difficult for families on low incomes to afford. Missing trips means that children miss fun, new experiences and personal development and feel left out. Parent Councils can and do help subsidise school trips or provide funds for children who would otherwise not have been able to go, but families can be embarrassed about asking for financial help.

### Cost of school trips

- How much do trips cost?
- Could the majority of families in your school pay for this easily?
- Is there any support for families with more than one child in the school?
- How many children go on school trips? Are children from low-income families missing out?
- Is there any support available for low income families to ensure that their children can take part? How are these publicised?
- Are there grants available which could help cover the cost of the school trip?

### Costs around the school trip

- Do children need to take additional spending money?
- Do children need additional equipment for the trip (e.g. passport, sleeping bags etc)
- Could the school source this equipment from elsewhere (e.g. borrow from local secondary school)?
- Do children wear uniform on the trip? Does non-uniform create additional pressure on the children?

### Planning school trips

- How much notice does the school give parents regarding school trip costs?
- When do payments need to be made? Does this reflect when parents are paid?
- Does the school let parents know about "hidden costs" (e.g. items needed) up front?

### Do you need a school trip?

- Would an alternative to a trip be more inclusive? (e.g. school fun day)
- Does the trip clearly fit in with the curriculum?
- Are there cheaper alternatives (e.g. theatre in Edinburgh rather than London)?

### How can you help with costs for school trips?

- How much does your school need to keep in a hardship fund to help low income families access trips?
- Does the way the Parent Council fundraises place additional pressures on low income families?
- Can the school and Parent Council find alternative fundraising methods ( e.g. bag packing in supermarket)?



# THE COST OF THE SCHOOL DAY



## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- 'There has been fundraising activities for those who wanted help financing a trip.'
- 'We fundraise to have money to provide coach hire to get the kids to and from their summer day trip. We understand that some parents will find it costly to pay for a trip, particularly if they have more than one child at the school.'
- 'Provide a subsidised trip through grant application.'
- 'Parent Council supplies the school with an "Achievement Fund" (topped up as required) to ensure that no pupils miss out on activities due to lack of funds.'
- 'The head teacher asks the local priest to assist with payment of residential trips.'

I think you get quite annoyed when people like see, if you don't go and then people who did go come back, and that's all they talk about for a week and you didn't go so you don't know what they're talking about.

BOY, S6

My children are in a small school and it is really noticeable if they don't go on trips and are basically the only ones left in school.

PARENT

# THE COST OF THE SCHOOL DAY



## EATING AT SCHOOL

Lack of food and poor nutrition are realities for some children and young people in Scotland. Food costs can be significant and receiving free school meals can lessen the financial burden on low income families. However not every family entitled to free meals applies for them and not every child receiving free meals takes them. Parent Councils can help the school to promote free school meals, engaging with parents so that all families entitled to them are able to claim.

### Promoting free school meals (FSM)

- How does the school provide information about free school meals (FSM)?
- When does this information go out to parents?
- Is the information clear and easy to read?
- Does the school offer help to complete the FSM claim form?
- Does the school sign-post parents to money advice services which can help with benefits and accessing FSM?

### Eating in school

- Does your school have a breakfast club?
- Do children who access FSM use this?
- Do most children have a school meal? If not, what do they do for lunch?
- Could the school do more to promote children eating in school?
- Is there a stigma around getting FSM? What has the school done to address this?

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

BOY, S3

There's no longer a free carton of juice...it's just tap water...or you have to pay for milk.

PARENT

# THE COST OF THE SCHOOL DAY



## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- Improving promotion of Free School Meals and informing all parents about it at parents' evening.
- Promote that Pupil Equity Funding is connected to FSM so it means more money for the school.
- 'In our smaller communities we direct parents to the Local Authority to apply for free school meals.'
- 'Cashless lunches to reduce stigma have worked in our community.'
- 'School dinner staff are asked to treat FSM sensitively.'
- Consult on menus to show good value for money.

# THE COST OF THE SCHOOL DAY



## SCHOOL CLUBS

Schools offer a range of lunchtime and after-school clubs, most of which are free or at low cost. These clubs are a valuable resource for children, making new interests and experiences accessible to them. However, small costs can still stand in the way of participation.

### School clubs and hidden costs

- Do children need any equipment to take part in clubs (e.g. football boots)?
- Can children who use the school bus take part in after-school clubs?
- Do children need to pay costs for club trips (e.g. attend competitions, away games)?
- Do clubs provide refreshments or do children need to bring their own?

### Supporting school clubs

- How are they promoted in the school - does everyone know how to access them?
- Can other community groups or local businesses support with equipment and funding?

The outfits or uniforms they need are outrageous prices sometimes.

PARENT

## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- Apply for funding or fundraise to cover transport costs
- Try to obtain funding for school equipment and some after school clubs, etc.
- 'Clubs accessed funding to buy football kit so that all children could take part and there was no expectation that children would have their own equipment.'

The cost of extra transport is too much for us so my girl has had to give up gymnastics.

PARENT

There's some contest with the dancing and that's the reason I can't go because it cost too much to go to the contest.

BOY, P6

# THE COST OF THE SCHOOL DAY



## HOME LEARNING

Although most home learning tasks have little or no costs, there are exceptions that can create difficulties for children from low income households e.g. craft projects and homework that requires computers, online access, software and printers. Parent Councils can let the school know if these costs are affecting families or if some tasks are not accessible for families.

### What is expected of home learning?

- What equipment do children need for homework?
- Does the school expect children to have access to ICT? (computers, printing etc)?
- Do teachers ask children to email homework/ save it on pen drive etc?
- Does the school set craft projects for homework? Does this impact on low income families and families where parents are working long hours?
- How often does the school set craft homework? Can this be spaced out in the school term so families with more than one child do not have several craft projects at once?
- What is the policy for incomplete homework?

### Supporting homework

- Can children access equipment needed for homework through school? e.g. ICT is made available, children are able to use art equipment in classroom during lunchtimes or after school.
- Can parents come into school with their child after school hours, to work on homework with them?
- Does the school provide support with homework (homework clubs etc)?
- Can all children access homework clubs? (e.g. children who use the school bus)
- If the school uses Glow, does it promote the availability of free Office 365 programs?

There's just an assumption that children have everything. You might have a computer but not a printer...or a printer but not broadband.

PARENT

# THE COST OF THE SCHOOL DAY



## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- 'Schools are looking at running homework clubs within the local area, in partnership with housing associations. This means that children can get support with their learning, access to the right equipment and don't need to walk home from school late in the evening.'
- 'Our school knows that many of our households don't have broadband so they don't set online homework.'
- 'Our school always provides a paper back up to homework. Online submission is optional.'

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

BOY, S4



# THE COST OF THE SCHOOL DAY



## ATTITUDES TO POVERTY

Many teachers, children and parents are aware of poverty and try to be sensitive to the challenges that low income families face. However, in the media and wider society people are increasingly likely to think that poverty is the fault of the individual. In some more affluent areas poverty can be hidden. Parent Councils can help teachers develop a better understanding of poverty and its impact on families, helping to build awareness on the unaffordability of school for many parents. It is important that parents feel that they can speak to Parent Councils about issues around cost without being worried that they will be judged.

### Understanding the experiences of low income families

- Do members of your Parent Council help the school understand the experiences of low income families (e.g. the pressure families are under to get their children the “right” trainers)?
- How much do you know about parents’ experiences and opinions on these issues?
- Can your Parent Council do more to engage with low income families (consultations around changes to school uniform, build links with local community groups)?
- Does your Parent Council provide support so parents from low incomes can take part in meetings (e.g. provide child care/ travel costs)?
- Could your Parent Council do more to understand the experiences of low income families (e.g. invite Poverty Truth Commissioners to come and speak to the Parent Council)?

### Talking about poverty

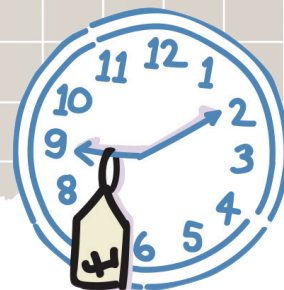
- Who can children and parents speak to about financial issues in the school? Can they speak to any member of staff?
- In general, how are parents told about financial supports available to them?
- Is there a stigma around asking for financial help? Can the Parent Council do anything to address this?
- Do children have the opportunity to talk about issues surrounding poverty and how it affects them in a safe place? Could the school do more to provide these opportunities?

Poverty is more hidden in our area...there should be some kind of way of letting people know that there are issues.

PARENT



# THE COST OF THE SCHOOL DAY



## GOOD PRACTICE EXAMPLES FROM AROUND SCOTLAND

- Poverty Truth Commission has created a series of short videos with children and parents talking about their experiences around school uniforms and school trips  
<https://vimeo.com/user29313671>

# THE COST OF THE SCHOOL DAY



## APPENDIX 1

### Template letter (with thanks to Merrylee Primary Parents Association)

[School address]  
[Date]

Dear local business owner,

## REQUEST FOR A RAFFLE PRIZE

I am writing to you on behalf of Merrylee Parents Association, the fundraising body at Merrylee Primary School. We are currently in the process of organising a Family Fun Night, which will take place on the evening of Friday 27th February in the Couper Institute. The night will consist of games with music entertainment for all families and friends of our school to join in. This is our 3rd year holding this event, with it being one of our main fundraising nights in the school calendar as previous years have been extremely successful and have sold out.

Our focus this year is to provide the school with a much-needed new piano. This will be of great benefit to the children during their music lessons, it will help them to learn new techniques and it will also enhance our school shows throughout the year.

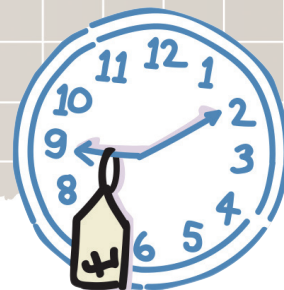
We are looking for the support of local businesses within our community. During our fundraising evening we will be holding a raffle draw and ask if you would like to donate a suitable prize. In previous years our raffle draw has been a highlight, which really boost our funds on the evening. We would be able to show our appreciation by displaying promotional leaflets for your business on the night and also using our school community Facebook page to highlight your business and support.

Donations can be given into our school at the above address or by contacting our secretary XXXXX, on (phone number) or (email address).

Many thanks in advance for taking the time to consider our request and best wishes from Merrylee Primary.

On behalf of Merrylee PA

# THE COST OF THE SCHOOL DAY



## APPENDIX 2

### Funding Sources

The **Asda foundation** funds significant local community projects and top-up funding grants. Apply by getting in touch with your local store.

**Aviva Community Fund** offers support and funding to causes that make a real difference where you live.

B&M are keen to engage with their local communities. Email [giving@bmstores.co.uk](mailto:giving@bmstores.co.uk) for more information.

**B&Q stores** donate unsellable materials and products to their local community.

#### **Creative Scotland**

Supporting organisations and individuals to develop artistic skills, create a piece of work and encourage people to get involved in creative activities.

#### **Crowdfunding**

This website enables you to fund a project or venture by raising monetary contributions from a large number of people. To see how Annette Street primary used this to raise money for outdoor learning equipment go to [www.crowdfunder.co.uk/help-the-students-of-annette-primary-school](http://www.crowdfunder.co.uk/help-the-students-of-annette-primary-school)

#### **Esme Fairbairn Foundation**

Support the social, emotional and learning needs of young people aged 0-25 at greater risk of being left behind educationally. The Foundation funds work that challenges the public policies and practices that reinforce educational inequality.

**Historic Scotland** offer free education visits to their sites around Scotland.

Both **Loch Lomond and Trossachs** and **Cairngorms National Parks** provide education travel grants for 75% of travel costs.

**National Lottery Awards for all Scotland** provides funding for a range of projects which involve bringing local people together, helping people learn, improving local spaces and getting people more active.

**NFU Mutual** are focusing on funding large projects that are particularly focused on the education of young people in rural areas.

All **Sainsbury's** stores have a local charity they support throughout the year. They also have a small budget for making donations of raffle prizes or vouchers and can sometimes help with events in store such as bag packing.

**SSE** set up local and regional funds for each new onshore wind farm they build.

Each **Tesco** UK store holds a community donation budget to help support with requests from their community for local fundraising events. If you would like to be considered for a donation please write to the Community Champion at your nearest store.

**Warburton's** bakery sites can provide support to local communities through the donation of products which can support local community activities.

#### **Youth Bank**

Youth Banks are run by and for young people, creating projects for the benefit of the local community.

The **Youthlink** funding directory has lots more ideas that could be helpful in your area.

#### **Young Scot**

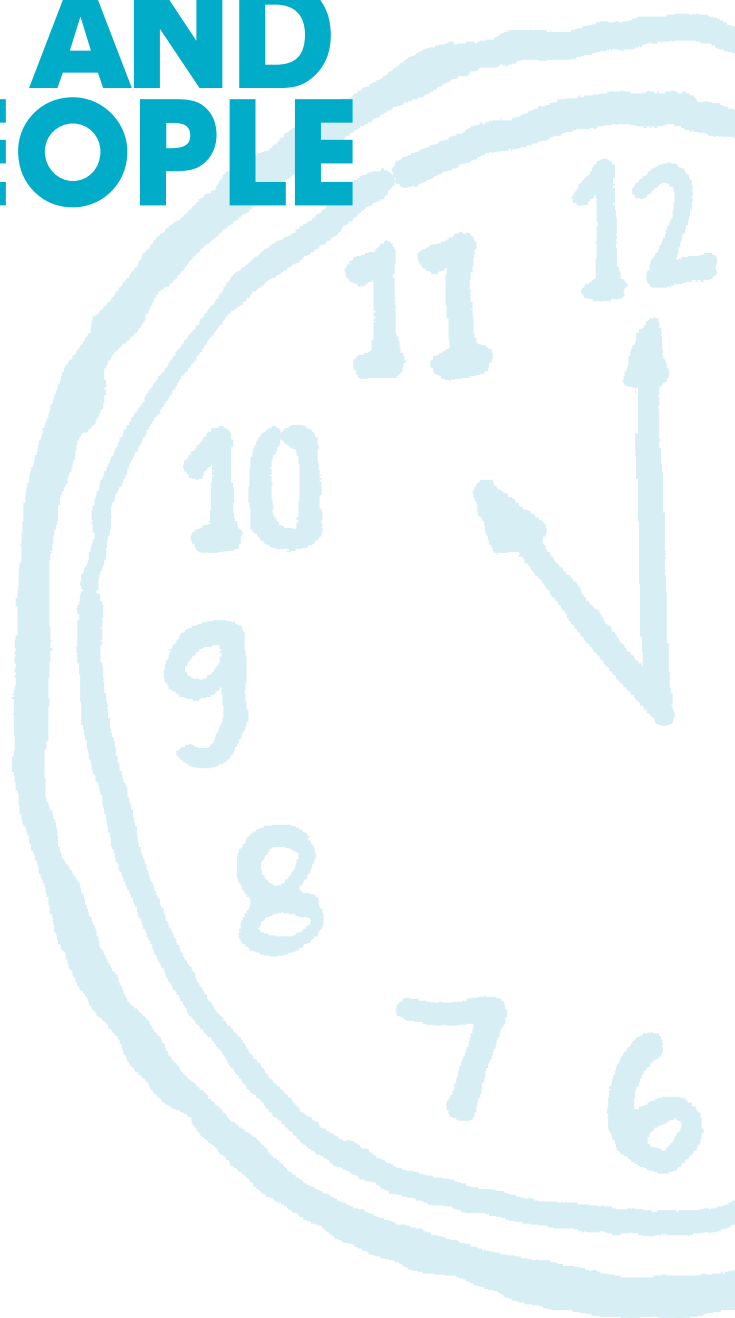
Their newsletter gives regular updates of funding opportunities, free events and activities.

# THE COST OF THE SCHOOL DAY

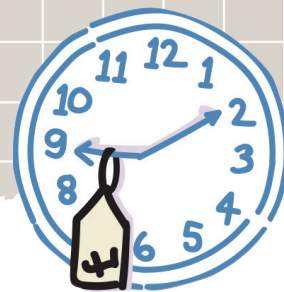


## RESOURCES FOR WORKING WITH CHILDREN AND YOUNG PEOPLE

The most insightful Cost of the School Day information and the most useful ideas and solutions will come directly from children and young people in your school. Listening to children and young people's views and experiences and involving them in Cost of the School Day decision making leads to accurate interventions and supports them to be active participants in their schools.



# THE COST OF THE SCHOOL DAY



## ROSS'S STORY – CASE STUDY AND KEY QUESTIONS

Finding out about the Cost of the School Day from children and young people's perspectives means talking about poverty and its impact. Many pupils in your school may be experiencing these issues in their own lives.

The story below, about a boy called Ross, can be used to broach these potentially sensitive topics in Cost of the School Day sessions with children and young people. Reflecting on a character and a fictional scenario means that no child need feel obliged to speak about their own experiences. Participants can have control of when they, if at all, mention anything about themselves or their own lives.

- Adapt tone of story and Ross's age and interests depending on the group
- Pictures can be used to illustrate the story as appropriate. Children can potentially draw pictures of Ross and his family, the scenarios they come up with and Ross's thoughts and feelings at school.

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

**Today when we talk about a typical day in your school, we're going to use our imaginations and try to think as if we're Ross – what would things be like for him? Let's find out some more information about him.**

"Ross gets on pretty well with his family – well, Amelie is a bit of a pain sometimes but he likes her really. His mum used to work part time in Tesco near where they used to stay but since they moved here she's finding it difficult to find another job which will fit in with Amelie's nursery hours.

"This means that there isn't a lot of money at home and sometimes Ross knows that his mum is a bit stressed about paying bills and things like that. She quite often tells Ross that they can't afford the things he wants like new computer games and a phone."



# THE COST OF THE SCHOOL DAY



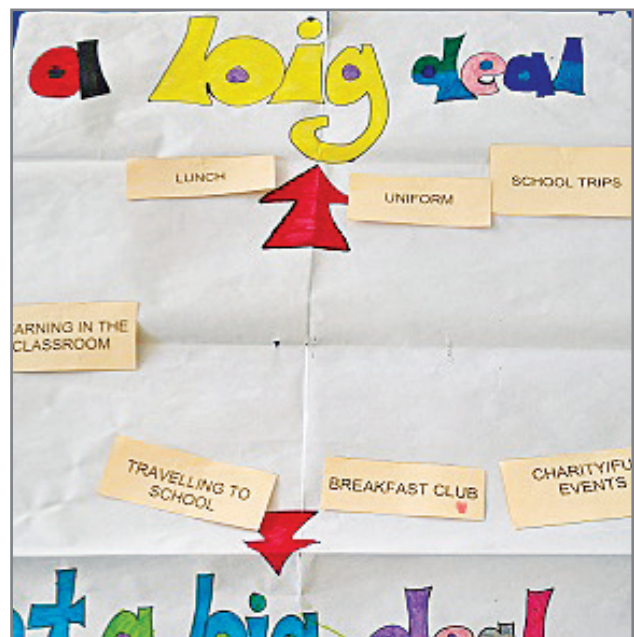
## Key questions to explore

It is useful to divide the school day into parts and discuss them in turn to ensure a full account of the issues and that pupils' priority issues are made clear. The Cost of the School Day Flashcard Resource depicting different parts of the school day can be used as visual prompts when discussing Ross and his school day.

- What would Ross need to pay for in your school?
- What sorts of things cost a lot? Is there anything you think Ross would find it difficult to afford?
- How would Ross fit in at your school?
- If Ross wasn't able to afford to pay for something, what would happen?
- Is there anything Ross would miss out on doing throughout the school day because of money? Which things would be a big deal for him? How would he feel and what would he do?
- Would Ross ever feel different or left out because of not having much money? What would be a big deal for him? How would he feel and what would he do?
- Would Ross be able to get any help from teachers if he wasn't able to afford all of the school costs? How easy or difficult would it be for him to talk to them? Would his mum be able to?
- What sorts of things does your school do right now to make sure that Ross could take part and feel happy at school? Do they work well? Why or why not?
- If you were in charge of how the school is run, what would you do to make sure that Ross could take part in everything and feel happy and included?



Children's ideas about how school could support Ross and his family



Scale showing which parts of the school day would be a 'big deal' or 'no big deal' for Ross

# THE COST OF THE SCHOOL DAY



## CHILDREN AND YOUNG PEOPLE'S SURVEY

A short survey, worded appropriately for children's age and stage, can offer an anonymous way of offering opinions on Cost of the School Day and may be suitable for some. Ideally it will be used as one of a range of ways to consult with children and young people.

For children and young people who would not be comfortable completing the survey on their own, questions and instructions can be read out to the group with responses completed individually. Alternatively, the questions in the survey can be used instead to prompt group discussion and activities.

**If you would like participants to complete the survey online you can create your own copy by going to <https://bit.ly/2fYGf0A> and clicking on 'duplicate this form and start using it as your own'. You will need your Glow login details.**

### SAMPLE INTRODUCTION

*"Lots of families in Scotland are living on low incomes – almost a quarter of children in Scotland come from families which sometimes struggle to make ends meet. We want to make sure that lack of money doesn't stand in the way of anyone taking part at school. We also want to make sure that nobody feels left out or bad at school because of lack of money.*

*This survey asks you questions about costs at school and what would happen if a pupil wasn't able to afford some costs. You don't need to be in that position yourself to take part in this survey – everybody's views are important in making sure that your school is welcoming for all pupils.*

*We will look at what everyone says and use the information to try to improve things. We promise to keep you updated about what's happening."*



# THE COST OF THE SCHOOL DAY



- 1** In your school, what costs you and your family money?  
Please tick boxes below.

Uniform	<input type="checkbox"/>	Spending time with friends	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	Trips	<input type="checkbox"/>
Breakfast club	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Learning (e.g. materials, subject costs)	<input type="checkbox"/>	Fun events (e.g. discos, fundraising)	<input type="checkbox"/>
Break time	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>		

- 2** What do you think are the biggest costs at school?  
Please write in the box below.

---



---



---

- 3** If somebody in your school didn't have a lot of money at home, what are the TOP THREE costs that might be difficult for them to afford?  
Please tick *THREE* of the boxes below.

Uniform	<input type="checkbox"/>	Spending time with friends	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	Trips	<input type="checkbox"/>
Breakfast club	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Learning (e.g. materials, subject costs)	<input type="checkbox"/>	Fun events (e.g. discos, fundraising)	<input type="checkbox"/>
Break time	<input type="checkbox"/>	Homework	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>		

# THE COST OF THE SCHOOL DAY



- 4** Thinking about all the things you pay for in school, how much do you agree or disagree with the statements?

*Tick one box for each statement.*

**‘Even if you can’t pay, you wouldn’t miss out on doing anything in our school.’**

Definitely agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Definitely disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

**“It doesn’t matter how much money people have at this school, they wouldn’t be left out or made to feel bad about it.”**

Definitely agree	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Definitely disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>		

- 5** How easy would it be to talk to teachers or other school staff if you were worried about money or couldn’t afford to pay for something?

*Please tick one of the boxes below.*

Really easy	<input type="checkbox"/>	Not sure	<input type="checkbox"/>	Really difficult	<input type="checkbox"/>
Easy	<input type="checkbox"/>	Difficult	<input type="checkbox"/>		

- 6** Do you ever worry about costs at school?

*Please tick one of the boxes below.*

A lot	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Not much	<input type="checkbox"/>	Never	<input type="checkbox"/>
-------	--------------------------	-----------	--------------------------	----------	--------------------------	-------	--------------------------

# THE COST OF THE SCHOOL DAY



- 7** If somebody in your school didn't have a lot of money at home, would they get help at school to pay for any of the things below?  
Please tick one box on each row.

	Yes	No	Don't know
Uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunches and eating at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for learning in class and at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fun events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clubs and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travelling to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 8** What else could the school do to help families with school costs?  
Please write in the box.

---



---



---

- 9** Is there anything else you would like to say about costs at your school?  
Please write in the box.

---



---



---

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY WITHIN THE CURRICULUM

Talking about poverty with children and young people can lead to discussion of a broad range of issues relevant to the curriculum as well as reflections on their own values and beliefs. Topical issues raised for discussion by children and young people of all ages have included:

- reasons behind inequalities in society
- changes to the social security system
- food insecurity
- in work poverty and low wages
- societal attitudes and media representations of poverty
- different beliefs regarding individual and structural explanations for poverty.

When discussion is focused on improving school policies and practices for children from low income households, there is scope to present the issues within a child rights framework with children's participation a way of bringing about positive changes in their school communities.

Listed below are selected experiences, outcomes and benchmarks in which poverty and associated issues might be addressed. This list is not comprehensive but is intended to provide a starting point to consider Cost of the School Day links with the curriculum.

"It's better to educate kids on poverty. I think they should do more, like, financial awareness of the areas we're in because these are some of the poorest areas in Dundee. And if you were to take that and teach kids more about that then I think they'd take people having less money less as a joke and take it more seriously. I think in the younger years they think 'oh you don't have that, you're not good enough' but that's because of a lack of knowledge."

S5 pupil, Dundee

"Pupils need to be more open minded. Maybe if we were taught lessons about people who have less money... You need to be brought up in an environment where you're open to people who are different. If you're brought up to be open to talking about these things then you'll be a better adult and then our generation will be better."

P7 pupil, Glasgow

# THE COST OF THE SCHOOL DAY



## Health and wellbeing across learning: experiences and outcomes

Social wellbeing (Early to Fourth level)	<ul style="list-style-type: none"> <li>■ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</li> <li>■ I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all</li> <li>■ Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</li> </ul>
--	--

## Social Studies Benchmarks (March 2017)

Second level	<ul style="list-style-type: none"> <li>■ Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.</li> <li>■ Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration</li> </ul>
Third level	<ul style="list-style-type: none"> <li>■ Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability.</li> <li>■ Makes two or more reasoned suggestions of ways in which this inequality might be addressed.</li> </ul>
Fourth level	<ul style="list-style-type: none"> <li>■ Suggests the impact of a social issue, for example, poverty, and demonstrates the attitudes of those affected.</li> </ul>

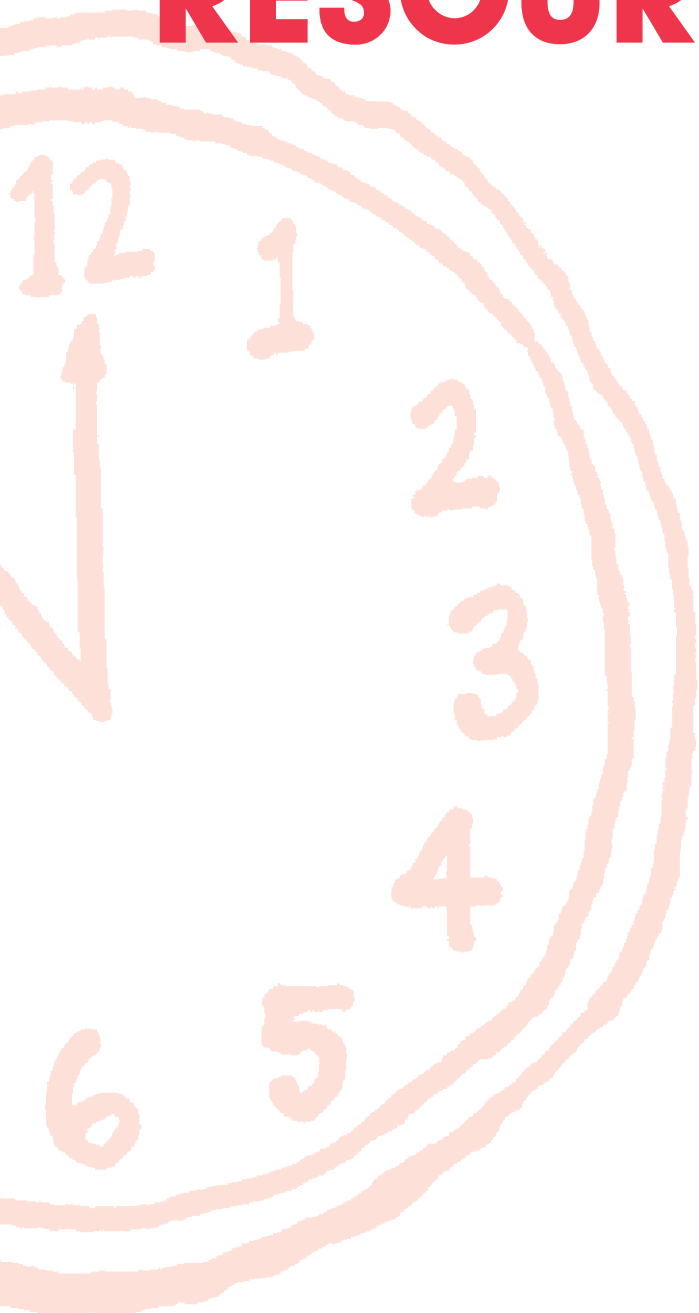
## Religious and Moral Education Benchmarks (March 2017)

Second level	<ul style="list-style-type: none"> <li>■ Discusses ways in which own values can affect actions</li> <li>■ Discusses and expresses views about the importance of values such as honesty, respect and compassion.</li> </ul>
Third level	<ul style="list-style-type: none"> <li>■ Analyses how values, for example, honesty, respect and compassion might be applied in relation to at least one moral issue, illustrating a possible impact on society</li> <li>■ Expresses an opinion with supporting reasons on the relationship between own values and actions</li> </ul>
Fourth level	<ul style="list-style-type: none"> <li>■ Evaluates how at least one moral viewpoint might be applied in relation to at least one moral issue.</li> <li>■ Expresses a developed opinion with supporting reasons on the relationship between own values and actions.</li> </ul>

# THE COST OF THE SCHOOL DAY



## OTHER USEFUL RESOURCES



# THE COST OF THE SCHOOL DAY



## SAMPLE LOCAL AUTHORITY GUIDANCE TO SCHOOLS

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

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

### Child poverty in Glasgow

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

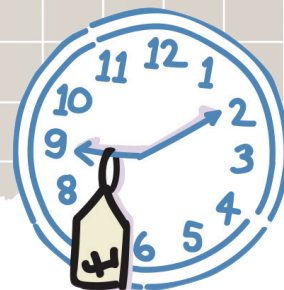
### School costs and financial barriers

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

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



# THE COST OF THE SCHOOL DAY



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

## NEXT STEPS

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

# THE COST OF THE SCHOOL DAY



## COST OF THE SCHOOL DAY REPORTS

### Cost of the School Day Dundee, 2018

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

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

Full report:

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

Summary report:

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

### Cost of the School Day Glasgow, 2015

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

Full report:

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



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

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

Watch and share the film:

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

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

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

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

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

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

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

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

The film can be found at

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



## CHILDREN'S PARLIAMENT - “THE WEIGHT ON OUR SHOULDERS”

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

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

## YOUNG SCOT – USING TECHNOLOGY TO BOOST ATTAINMENT

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

Find out more at the Young Scot Attainment page:

<https://www.youngscot.net/what-we-do/attainment>

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







**CHILD POVERTY ACTION GROUP IN SCOTLAND**

Unit 9 Ladywell Business Centre  
94 Duke Street  
Glasgow  
G4 0UW

**tel** 0141 552 3303

**fax** 0141 552 4404

**email** [staff@cpagscotland.org.uk](mailto:staff@cpagscotland.org.uk)

**web** [www.cpag.org.uk/scotland](http://www.cpag.org.uk/scotland)