



**1<sup>IN</sup>5**

**RAISING  
AWARENESS  
OF CHILD  
POVERTY**

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•EDINBURGH•  
THE CITY OF EDINBURGH COUNCIL

# Would we.....

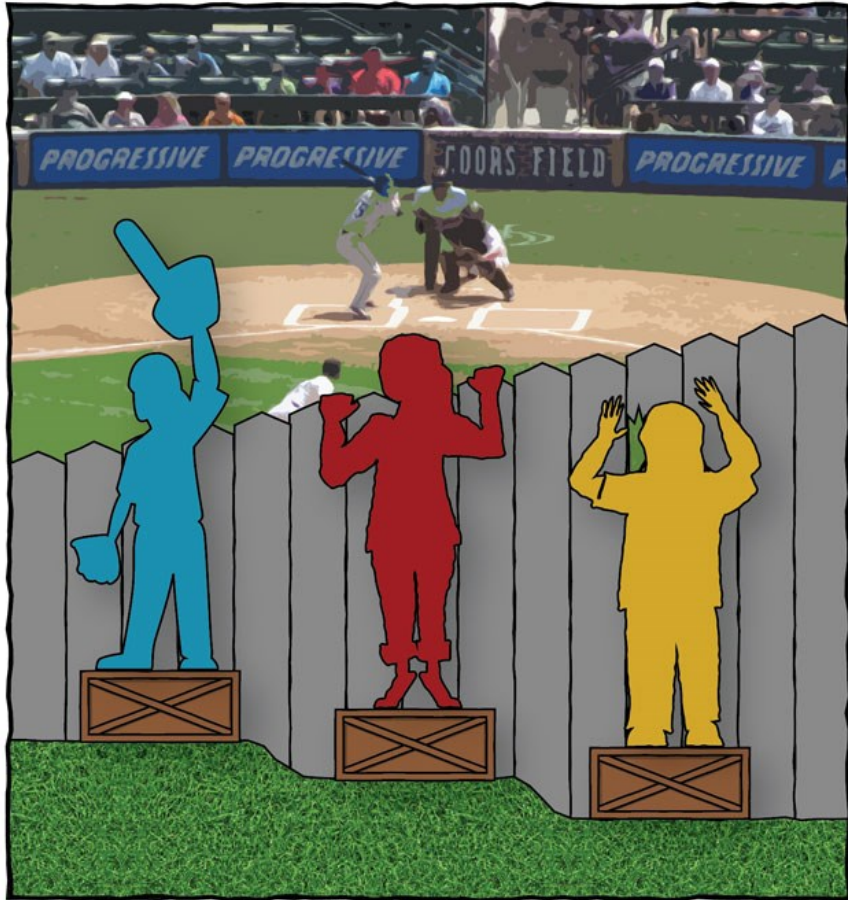
- give a dyslexic pupil detention if they couldn't read out loud in class?
- say a wheelchair using child couldn't do art because the art room is up stairs?
- not include an EAL pupil on a school trip to the theatre because the play is in English?
- discourage a female student from taking part in science because 'science is not for girls'?

# So why do we.....

- publicly reprimand pupils for not wearing the right uniform....
- have some pupils sit out of activities because they don't have the kit..
- accept that some children just won't go on school trips.....
- have some subjects or set homework that particular pupils cannot participate in.....

...because their families are living in poverty and can't afford the associated costs?

Is poverty the last barrier to learning that is not fully recognised and dealt with sensitively?



**EQUALITY**



**EQUITY**



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# Child Poverty in Edinburgh

- 1 in 5 children in Edinburgh live in poverty. That's 20,474 children (AHC)
- Child poverty rates in wards range from 35% to 11%.
- In 2014 6 pupils from the poorest 20% of families got 3 As at Higher compared to 280 affluent pupils.
- Boys born in less affluent areas of Edinburgh die 8.5yrs earlier than boys born in wealthy areas.



# Our Vision

## CEC policy priority

*‘Our children and young people’s outcomes are not undermined by poverty and inequality.’*

## Scottish Government National Improvement Plan for Education (2016)

*‘We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.’*

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# Rationale

**The 1 in 5 project aimed to tackle child poverty in the following ways:**

- Highlight and reduce stigma and inequality.
- Identify the impact of school policies and practices, including school related costs, on attainment and school experiences.
- Design and implement resources and disseminate research which could support schools to mitigate impact.

## Staff and parent sessions



*‘It was hard listening, thought provoking and challenging. It makes me want to make a difference – particularly in my role as a teacher.’*

- Staff ‘1 in 5’ awareness raising training sessions – scale, impact and causes of child poverty.
- Discussions, quiz, budgeting activity and videos.
- Research on what schools can do to mitigate some of the outcomes
- Staff ‘Cost of the School Day’ focus groups



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# Complementary Pupil and Parent and Carer Sessions

*At times it feels as though there were letters home every week asking for this or that. Yes then there's the pressure for trading cards and items like penny boards etc that affects them (children) and the finances.'* (Parent in '1 in 5' focus group)

*Alex [Case study] is smiling on the outside but inside his heart is sad'. (Primary Pupil)*

*I was very surprised at just how ignorant I was about the many causes of child poverty!' 'Addressing poverty will have a positive effect on all areas of a child's development.'*(Parents)

*'I find it shocking that only 6 people from the poorest families got 3 'As' at higher . That will affect like their whole future life and prospects'. (S4 pupil)*

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## Delivery Outcomes

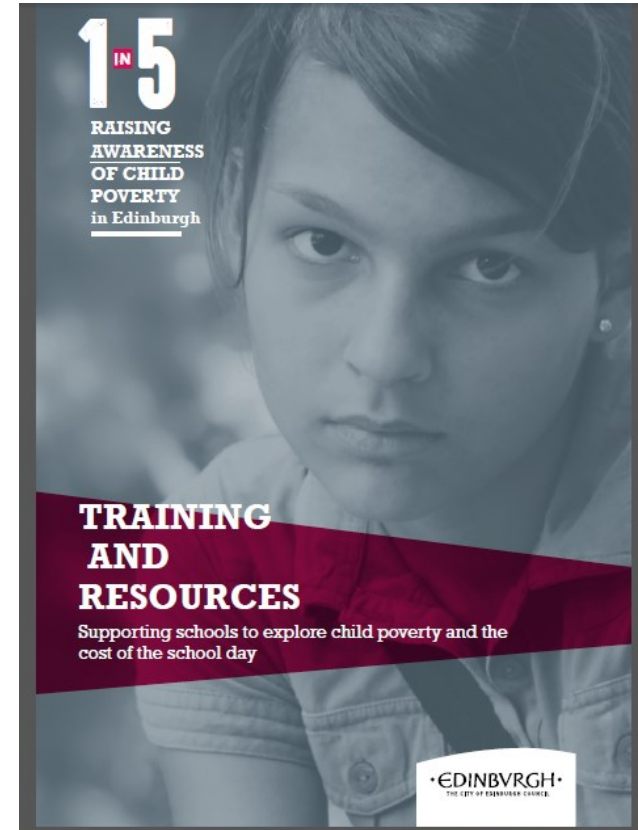
**71 schools have staff trained to be 1 in 5 leads in the school.**

•Staff report:

- 92.8% have increased understanding about the scale of child poverty
- 90% have increased understanding of the impact of child poverty
- 84% feel better able to identify children
- 78% feel better able to support children

•Schools report attitudinal and cultural change and increased empathy.

•Schools are developing a range of poverty proofing approaches.



# Edinburgh's Equity Framework

*'When families struggle or are unable to meet costs the experiences of children and young people in school are undermined by stigma and not being able to participate.....*

*Closing the attainment gap will only be achievable if children and young people (and their families) feel respected, valued, included and have a sense of belonging in school.'*

Making Education Equal for All

School Equity Framework

2017-2020



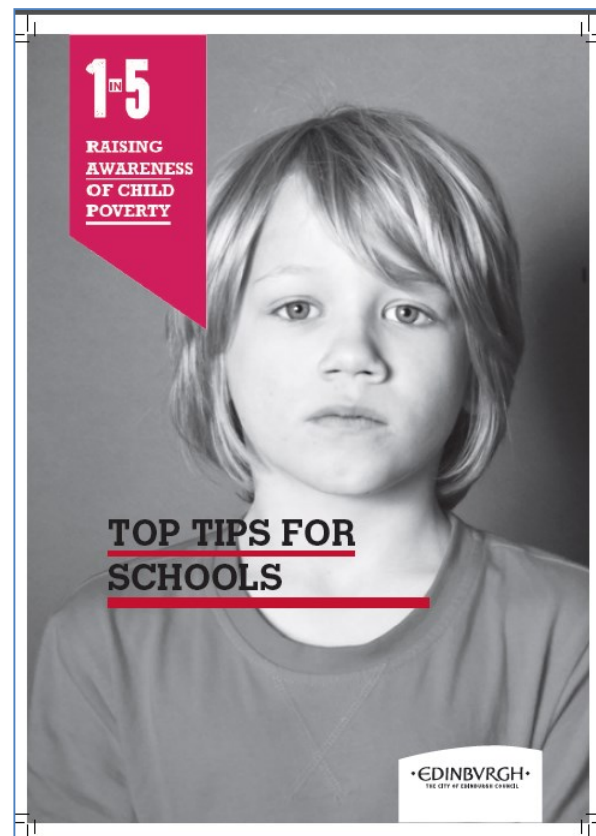
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## Creating Equity (PEF)

**‘Getting our house in order’ using low cost or funded approaches to:**

- **Reduce key costs and ensure equal access to opportunities:** uniform; curriculum and homework resources; trips and activities; social and charity events; food and snacks.
- **Reduce poverty related stigma:** leadership; staff training; ethos; tackling poverty related bullying.
- **Improve parental engagement and support:** partnerships with parent councils; building relationships; improving communication and supporting income maximisation.





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# Income Maximisation

***‘Schools and teachers can play a valuable role in making sure that parents and carers get the right information about financial supports available to them’.***

- **Guidance for schools** on making routine enquiries; maximising FSM and uniform voucher uptake; signposting to relevant advice services
- **Training for staff** on benefits and welfare changes ie universal credit
- **Partnership working with NHS and advice agencies** to provide one-to-one advice in school on housing, benefits, budgeting, home energy etc



## The last word

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

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## Key Messages

- Poverty is not inevitable
- Attitudes matter
- Actions change attitudes – we can all make a difference



(Poverty Alliance- Stick Your Labels Campaign)

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Any questions or comments please email:  
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