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FACE UP TO **CHILD** POVERTY

**Respondents'
Comments**

Survey

Session 2016/17

Appendix

Are you aware of any other possible indicators of poverty in your school?

Reluctance to participate in extra-curricular clubs – lack of equipment – football boots.

Lack of internet access/access to a computer. These have been made more apparent due to teachers being forced to give digital electronic resources instead of photocopied materials.

Pupils commenting that they like the school as it is warmer than their home.

Trauma-related behaviour.

Children staying off to provide childcare to younger siblings.

A number of families facing eviction from homes. Unemployment or income cuts in shrinking North East economy.

Avoidance of charity days/dress up

Children sometimes talk of how there are repairs which need carried out at their home, yet their parent/s cannot afford to do so... or similar with regard to children's toys (e.g. bikes) or PC's...

A lot of our parents have lost jobs due to the oil downturn and are having trouble finding another.

Impact of oil-related job losses.

Less uptake of school yearbooks & leavers' hoodies. Fewer young people eating off campus at break times. Parents/caters less flexible with work patterns so less able to come into school when needed. Households more stressed - lots in our area due to job threats as oil industry continues to struggle.

Many families who live in private lets being made homeless and being given very short notice. Pupils taking days off school to "look after" their younger siblings as Mum was ill.

Parents/children saying they don't have enough money for gifts/food at Christmas. Children not coming to school because they have grown out of uniform and parents don't have money to buy new shoes etc.

There have been so many cut backs within the school that the simple needs cannot be met with stationery, printing. Pupils not getting enough support due to legislation stating they don't require it. Lots of information is reported back to the school through our attendance officer who is now losing her job due to cut backs. This vital information such as children's houses having no carpets only floor boards will not be reported back. Children in S1 and S2 who are having to take their younger siblings to primary school therefore being late for school themselves.

Parents being unable to come into school to discuss pupils' progress due to working extra hours or taking on a second/third job.

Downturn in the oil industry has led to some children facing changed circumstances at home. They aren't the ones with the latest gear anymore and while this is relative, it still has a bearing on the child's self-esteem and attitude in school.

Ill-fitting shoes. Pupils talking of broken boiler at home so no heating. Pupils unable to attend out of school clubs.

Low attendance at events such as Parents' Information Evenings and Parents' Night which could be due to lack of childcare or the associated costs of both childcare and travel.

The payment of £1.00 for non-uniform days; the number of children embarrassed by not having a pound.

Many children losing a parent during time in secondary education.

Children being hungry and needing fed before learning. Families struggling with Christmas. Universal Credit impacting on families so they have less money.

Many of our children are unable to access hot water in the home due to lack of money and are consequently visibly dirty - this makes them prime targets for bullying by others. We also find children pretending they don't want to buy anything at school fairs, so have had to find ways of making some activities and amusements "free".

Not taking part in dress up days, non-uniform days and Christmas parties due to lack of fashionable clothing. Children not having basics such as a gym bag (plastic carrier bag) or lack of water bottles for desk.

Needing to borrow sports equipment e.g., PE kit. Worn out gym shoes not being replaced.

Am aware of young people living in hotels as whole family is homeless. Young carers struggling due to poverty and difficult living conditions.

Moray Firth cash for kids list.

Parental mental health and addictions.

Child carers. Moving schools frequently.

Family break ups and house moves.

Pupils unable to access homework, assignments, revision materials, letters home, reports that are now put online to save paper and money (thank Scottish Government for the cutbacks). The response is that pupils access the information in the libraries at schools - again cutting these poor pupils off from their peers and the stigma of not being able to do the work at home. So, possible indicators of poverty - pupils sitting in the library or spare classrooms to access homework etc when other young people are socialising at lunchtime. Some of these children do not take any lunch so that they can get the work done. Again, saving their money if the parent(s) haven't applied for school meals.

Social exclusion by wider peer group. Non-participation in extra-curricular activities: might have to help with siblings/ embarrassed by not having appropriate equipment for activity and not wanting to be seen to 'borrow' from donated or lost property. Not attending celebrations: e.g., Christmas dance- not having 'smart' clothes. Medical issues: e.g. Bed bugs.

An increasing number of pupils taking part time jobs while still at school and then missing school to accept more working hours and / or too tired to attend and not completing homework or revising/preparing adequately for assessments and their exams.

Children arriving at school dirty; poor dental hygiene; ill-fitting shoes; unkempt hair.

Children unable to cope with the demands of a whole class situation.

Lack of basic life experiences eg. family days out/lack of books at home.

Unawareness of the facilities in the surrounding area that are free and accessible due to being limited to the local geographic area, lack of uptake on blocks of club as many booking systems

are online and use online payments. Lack of uptake on free city events due to the transport and future planning implications.

Snacks that are bought are often the more expensive single packets rather than something from a multipack as parents live day to day and do not have transport to the larger supermarkets so rely on local corner shops.

Homework completed in random ball point pens. I am unable to send a homework task that requires any form of art work or construction due to lack of materials. A child asked me what they could draw a poster on as they had no paper. Notes from parents written on scraps of envelopes. Inconsistency in communication methods due to phones being swapped and cancelled, often there are none of the numbers on an emergency contact form that will accept/recognise calls. Lack of exposure to other media such as newspapers as they are no longer bought.

Children wearing expensive items (e.g. Lelli Kelly shoes and Hunter wellies) to keep up appearances, yet they lack basic home support and don't have PE kit, don't do homework, don't go on holiday.

There are a number of single parent families where the parent earns just over the threshold and struggles financially to support extra-curricular activities and opportunities.

Behaviour has gone downhill and I firmly believe this is related to a poor diet.

Children not having opportunities outwith school for wider achievement (sports, youth club etc).

General mental health issues, children not getting enough sleep, parents too weary to do bedtimes. Hungry children (not eating substantial food) lunch boxes full of sugary non-food, processed stuff. Biscuits or crisps for breakfast. Parents, teachers need safe spaces to dialogue through some of the big changes happening culturally. There needs to be space for self-directed solutioning inside learning communities. To really listen to the children that means what their bodies are saying. The mental instability of young children has definitely risen.

More uptake in EMA.

Parents opting out of school photos. Not contributing to the snack fund in the nursery. An increase in parents handing on clothes to other families.

Keeping children off when fundraising events/trips have been organised.

Lack of understanding of the English language and cultural barriers.

Young people forced to remain at school for benefit and EMA.

SIMD update 2016, very useful for getting an idea of the catchment area.

Poor uptake at parent's nights, especially from families in the bottom deciles.

Poor dental health.

Children never go anywhere (apart from their own home or perhaps the shops) during the holidays or at weekends.

Children disclosing that they have witnessed their parents distressed by household bills. Children not receiving as many or as expensive birthday/ Christmas gifts.

Children taking the day off on non-uniform days/ fundraising days

Increased hardship in working parents- (e.g. parent told me she relies on foodbank from time to time).

Children speak about not having smartphones like their friends.

Requests for referrals to Saint Vincent de Paul.

Poor dental health, poor medical care, increase in head lice and skin conditions.

I think there's a marked increase in the differences between the poorer families and the families which are better off in terms of clothing, homework done, increased use of lost property boxes to acquire clothing for pen etc.

Unable to afford school blazers and hardship fund set up by Parent Council to assist.

Many of my children have no snack on a regular basis. Almost all of my class (20/26) take free school meals daily.

Families are very stressed and struggling to manage children with disabilities. Siblings are suffering from lack of one to one time with parents.

Children don't get the same opportunities to take part in clubs etc outside of school because they cannot afford to pay for them.

Children coming to school without materials and on occasions, without having had breakfast or with their lunch.

Tighter budgets, more pressure to keep up with more affluent families and no access to after school activities that cost money like swimming, dancing, drama, etc.

Clothes not fitting, no food for break time.

Ashamed of the situation, isolating themselves.

We have seen a marked decrease in youngsters taking opportunities to take part in trips to theatre and other cultural activities. Due to location and costs a contribution is asked for but parents and carers are struggling to contribute. We are looking at having to cancel a trip to the panto in Glasgow at Christmas as not enough youngsters have brought in £15 – a heavily subsidised cost. Letters were distributed at the beginning of October with options to pay by instalments. Only ¼ of the number required to be viable have returned payment.

Increase in children with anxiety, behaviour, stress concerns and lack of access to ICT at home.

Many pupils from struggling families cannot concentrate in class, thus never reach their potential. This lack of concentration also distracts other children, lowering their performance.

Our pupils 'look' poorer than they used to. Quality of clothes worn, lack of coats for colder weather, only one pair of shoes, children having poor skin/hair quality appearing very thin. Reports of Christmas presents having to go to the pawn before New Year's arrival.

Uniforms being made to last longer – no white shirts in August.

What were the reported signs that parents are struggling financially?

Making it harder for people who are on low wages to access financial support – so hiding the real extent of poverty – especially among communities/families who want to work and will take any work regardless of the low nature of pay/poor long-term security and see it as shameful to apply for assistance – the government are playing on this and children are the victims.

Sanctions regime has badly affected some families.

Some of our very vulnerable families have suffered sanctions for being late/too ill or disorganised to make their appointment on time.

Some families who previously received benefits/ more benefits now don't/have had them reduced. 'Luxuries' such as having internet at home have been stopped, temporarily or for ever.

Sanctions regime has badly affected some families and pupils. There are a lot of very damaged young people in our school.

I feel parents are under so much pressure to provide basics let alone luxuries like school trips. Children are aware of their situation which impacts by making them feel 'guilty' and sad.

Sanctions are very harsh and have an immediate effect on family morale and availability of funds for food and bills.

What are schools doing in response to rising levels of child poverty?

Has your school recently introduced or adapted practices to support children and families experiencing poverty?

School has closer links with foodbank – they know certain families and deal with older children. This arises from difficulties accessing social security.

We had a CPD session which outlined strategies for any families that would benefit from them.

We have completed the first part of the 1 in 5 poverty training (Edinburgh Council).

Annual foodbank drive for local community.

Foodbank initiative.

Reduced number of fund-raising activities asking for contributions.

Unsure if its recent, but do help by referring on to helpful organisations or for subsidising trips etc.

Guidance are busier dealing with poverty related issues.

We have applied to the Parent Council to give a higher donation towards school trips; although not ideal, we have recycled Lost Property clothing for spares in class or for outings for some families. In contrast, there's a big difference in the fruit/ veg intake you see in children's packed lunches - and yet free fruit for infants has been stopped, due to lack of council funding! (It should be noted that the uptake of school meals P1-3, because they are free, has greatly risen.)

Uniform store. Free breakfast can be offered at Headteacher's discretion. Supplies of stationery with SFL. Fund to support some youngsters at Christmas - headteacher sends Christmas hampers to pupils nominated by Guidance staff.

Bought gifts for children who were unable to participate in class 'Secret Santa' plans (which was introduced to reduce pressure on children buying lots of gifts for each other). Approached known families with offers of gifts/food from local organisations.

Breakfast club funded by 3rd sector.

Parent Council now funding starter school bags for those without, regular appeals for uniform to be recycled through school.

Family learning sessions targeted at the most deprived families.

Lots of food groups; breakfast clubs, after school study sessions with food on offer.

We give them uniform, collect them and bring them into school and provide families with food and gifts at Christmas.

We have a social fund to help our children/families in need.

A school welfare fund. Increased awareness of this. Raising funds for Christmas presents for children and families who are in poverty. A drop in are for children to access clothes and other essentials.

Trying to support families on low income with costs associated with practical subjects such as HE.

Increased charity work by staff to raise money for school welfare account which helps us buy pupils school uniforms etc.

Raised awareness of the cost of the school day.

Copies of homework made available to those who cannot access internet at home. Homework clubs.

Left-over food from lunches given to some children to take home. Teachers providing biscuits for children at break time. Teachers supplying pencils and/or paper for children to use at home.

Welfare fund, coffee morning to raise funds to buy Christmas presents for young people most in need.

I raised the report on Child Poverty at a Teachers' Meeting and we have tried to ensure that we are not repeatedly asking for money on Charity Days. We are also mindful of the impact that we may be having on selling things at whole school events (such as the Christmas Church Service) as this may be putting people off attending events in school.

Many bought washing machine, tumble drier for families to use, uniform deep, summer lunch club for children in families that are hard up, Christmas gifts, reduced cost of school day, no cost for dress down days, reduced fundraising, free fun family events, tutoring for P1-3 pupils in poverty, foodbank referrals, sourcing reconditioned bikes for Christmas pressies etc.

We are encouraging parents to come in to take part in a Friday afternoon informal setting where they can discuss their needs and where we can try to make the links necessary to help them with specific problems.

Local authority has produced guidelines to ensure pupils experiencing poverty are not excluded from activities.

Providing second hand jumpers, providing stationery.

Enrolment /induction process now in place to ensure families have necessary information/access to support when/if required. We ensure children are registered with GPs and dentists on enrolment. I am the link person.

Same processes as before: free school meals, money for clothing, EMAs, additional support in classes for pupils with learning needs or behavioural issues.

We have to continually adapt as we have so many families experiencing poverty.

Changes to out of school class visits/trips. These tend not to take place if it is felt that the cost would be prohibitive for some families.

Limiting the amount of fundraising, spacing it out over the school year.

School uniform (blazers/ties) have been available for new S1 pupils who cannot afford to buy them. Breakfast club every morning in dining hall offering toast and fruit for all pupils has seen a huge increase in attendance (5 pupils to over 100).

Equipment, clothing, food.

Nurture sessions.

Staff providing breakfast/ snacks to children who come to school hungry. Staff paying for school trips for children who cannot afford to pay. Referrals to food banks. Referrals to clothing charities. Referral of families to Salvation Army for Christmas presents. Breakfast Club.

Spare uniform box, snacks available, homework club, breakfast club, pencil for all, extra time for paying for trips/extra awareness of cost of trips.

Reduced the number of fundraising events over the course of the year. Use school budgets/fundraising to pay for educational visits and reduce or eliminate cost to parents, apply for transport subsidies from Historic Scotland and science centres where available.

Applications for grants to reduce the cost of annual P7 residential experience alongside an authority grant and school budget funds allocated for this purpose, also support financially from social work to fund this for certain pupils. Have also reduced the number of days this lasts for to make it more affordable. Application to Christmas charities for gift donations to distribute to children. We are a registered foodbank distributor of vouchers. We have a stock of uniform items that we collect and have for parents who wish these. We have a supply of waterproofs and wellies for outdoor learning - these were purchased with a grant that school applied for to support outdoor learning/PE. We have a range of after school activities that are delivered by teachers and active schools staff/ coaches. These are free for children to access. We have links with the local library and were part of a pilot project - every child a reader - all children have library cards and have the opportunity to visit the library to borrow books, we also have a school library that children visit weekly and borrow books to take home. Homework diaries and jotters are provided for all children by the school.

Free Breakfast club.

Uniform items grown out off are donated to school. Contacting parish church and highlighting people within our school community who really need help.

Healthy cooking club for parents.

Senior community liaison person has been appointed to our school for a year and is making super links with hard to reach parents and offering valuable support for them and their children. Unfortunately we only have her for a limited period, which is a terrible shame as most of the work she has started will be almost impossible to continue with one less member of staff. Just as our need for extra staff to support the growing numbers of children and families in need.

We have also set up a nurture group and we are beginning to see an impact on the individuals with whom we work with - all within SIMD 1,2 or 3. Again, this will not be continued once the CLP leaves due to shortage of staff.

We have set up a trust fund and subsidise trips as much as possible. We have nurture groups running and have clothing which we give to youngsters in need. These are usually donations from members of staff which I collect and store until needed.

Limited days where children can come in non-uniform for payment of small fee. Reduced fundraising days. No charge for tickets to school show.

Cost of the school day pupil focus group.

No longer do dress down days, try to pay/fund trips etc.

Have breakfast cereal and snacks available in office for those who come to school without.

Trying to alter expensive school trips for more affordable ones in order to be inclusive.

Edinburgh Council 1 in 5 poverty training plus working group focusing on this. Now only P7 go on residential camps, previously it was P6 and P7. We are all trying to choose less expensive trips (or fewer of these).

Introduction of foodbank.

Wonderful ISW (Inclusion Support Worker) working with families, 'walking bus' to school, parents' drop-in cafe etc but we desperately need more ISWs and more staff in general and more resources to tackle the issues of poverty even better.

We are using the cost of the school day materials to limit expenditure.

Introduction of nurture room and family room in school.

Raised money for local foodbanks.

Nurture groups offering a wider range of opportunities for parents to be involved and get support in this way.

Free breakfast club

Breakfast club attainment challenge.

Yes, we have looked at our fundraising traditions and are adapting all to optional (still have Xmas Fayre but including free activities) and looking more outwith the school community for fundraising e.g. grants and businesses.

Support given to parents who can't afford to pay for school trips, recycling uniforms.

Introduced a breakfast club and school fund to help with trip/residential costs for families that can't afford cost.

Cost of the school day.

Shirts/ties etc provided for some pupils. Free calculator / ruler / maths kit issued to all first year pupils. Support with completion of free school meals paperwork. Greater provision of counselling services and partner groups to work with families.

What are teachers doing personally in response to rising child poverty?

Have you or teachers at your school, personally introduced practices to support children and families experiencing poverty?

Stationery freely available. Homework can be completed without parental help.

Have a box of clothes that are borrowed.

Stationery/uniforms. Access to staff water coolers rather than vending machines. Providing print outs instead of online homework.

My class held an important assembly – "Impact of Poverty in Education in Scotland". Raising awareness. Set up foodbank collection in our school.

Pupil support are constantly adapting practices to support families.

Various campaigns- Christmas Toy Appeal, PE clothes, blazer buy ins for those without / pay up schemes.

Foodbank project.

I have a snack tin for those children who have no snack. Have also given clothes to one family very much in need.

Hardship fund to help pupils pay technical/ home economics fee. We are also raising more money/ bringing in goods for the foodbank rather than money for the school.

Some of us provide fruit for breakfast when some children are late or have obviously not eaten. It clearly affects their mood, concentration and readiness for learning.

Teachers regularly ensure no-one in the class is left out in terms of having loose change for events. Provision of all materials required for any homework tasks where it is known that they aren't readily available at home (children are very honest about that).

Giving food in class.

One example is my own faculty. As a CL, I always arrange for people who want to be teachers and who are seeking classroom experience to volunteer as learning assistants for considerable chunks of time. They are nearly always deployed during class time to support young people who are struggling to complete homework and important coursework because of lack of support at home.

I have personally funded uniform, PE kit, shoes, gloves, stationery & bags for young people who have none - particularly our recent arrivals from Syria. I regularly buy lunch for pupils who don't have funds. Our canteen also provide food to those who don't have money.

Strategies are implemented within the classroom, also offering pupils supported study during my own lunch time and interval time resulting in teachers being over worked. This is done at these times because a large majority of pupils get the bus to school and have no other means of getting home. Also, because teachers' working days have been changed resulting in it being stressful to get home to families and cannot stay after school. Plus, the periods within the day have changed resulting in pupils becoming very tired as they have 3 periods after lunch which does not benefit their education at all. What is offered extra to pupils in the school overall comes from teachers doing over and above. The school is fundraising all the time to benefit the pupils and this comes from teachers' pockets.

A school welfare fund. Increased awareness of this. Raising funds for Christmas presents for children and families who are in poverty.

A drop in area for children to access clothes and other essentials

I have been supporting families with paperwork to do with the new benefits system. There are a number of families who feel ill equipped to fill out the lengthy forms.

Some teachers are providing fruit or snacks for pupils who regularly attend school without snack.

I often send children to the Nursery in the morning if they haven't had any breakfast, so they can at least have a slice of toast and a drink of juice or milk. A weekly occurrence

Using additional funding to offer trips, etc.

Each child in poverty is discussed and given targeted support.

Many of the teachers are using their own money to help out. Warm clothes, gym kits, Christmas presents.

Increased breakfast club. I do homework club, to provide resources and an area for children to do work.

Lots more fundraising for school trips and events happen than in the past.

Helping out with snacks.

Ensuring children are given school sweatshirts when they cannot afford to buy. All pupils involved in Childsmile tooth brushing programme.

I am working with young people trying to make them aware of their own appearances and what they can do to improve their hygiene using the school facilities to support this. Using showers, providing toiletries, clothes, food, etc.

Kept a stock of snacks for playtime for children without any. Kept spare warm gloves/ hat for children to wear at playtime (coming to school without warm outer wear in winter.)

Bought items.

Break and lunchtime safe spaces.

All my pupils are offered resources and a place to work irrespective of backgrounds and snacks are provided.

Providing snacks and breakfasts to children who come to school hungry. Providing clothing to children. Paying for school trips.

I never set homework that requires ICT access; I don't assume everyone has the internet at home. I am also careful about suggesting photographing notes/sheets for revision on mobiles and I make it known that the "everyone bring a £1" isn't fair; for families on benefit every pound is already spoken for (and the problem with this assumption is made even worse when there are several children in the family).

I'm sure there are many others in my school but the one thing I have experienced is that teachers take anonymous tags at Xmas (e.g. Boy, 14) and provide Xmas presents.

Buying fruit, socks and underwear.

About to re-introduce breakfast clubs; donations of gift vouchers, clothing, toiletries etc. For Christmas; donations of key items for school uniform, PE kit, school bags etc.

Providing a nurture style group which also includes time to eat a snack/breakfast together. We also support children who cannot cope with the playground environment by having a rota of staff who provide alternative activities within the school over lunchtimes.

As a department, we have amended homework to try to avoid the use of ICT and also offer opportunities for pupils to complete homework in class at lunch times etc.

Using donations only for trips.

Our school office is very supportive and is aware of those children whose families need support. Our school still allows children to pay for lunches on a daily basis rather than ordering/paying a week or month in advance. We have support through the local community and larger corporations and businesses to ensure that all are children receive school camps at a largely subsidised cost.

I have always had a tin that sits in my room and children can go and take two different biscuits IF they have no snack. Years ago a few here and there, now it is a daily occurrence with several regularly needing snack.

Trying to provide snacks; management providing school uniform.

We all keep biscuits and snacks in the drawer for those who are hungry, ISW working with families, 'walking bus' to get kids to school, etc.

Yes, each time we plan an event we sit down as a staff team to minimise cost to parents. We ask parents to give their time instead of money.

Individual teachers are providing fruit and healthy snacks to needy children. We have regular collections for the local foodbank from our staff members. We supply some of our pupils with school uniform so that they do not feel different from everyone else.

More referrals to foodbank which also offers support in regard to available benefits and more opportunities to learn about child development and behaviour management

Personally, I am conscious that homework should not be link to classroom learning in terms of being needed to support classroom tasks directly.

Individual teachers provide fruit that they personally purchase. Second portions of lunch if available.

Providing PE kit for those who don't have it, washing kit for pupils to ensure it is clean for the next week.

Yes, we have invented "competitions" that pupils have "won" to give them free places in trips.

When fundraising all children participate in activities even if they have not paid. Upper school have toast at break for children who have not had breakfast or are hungry. Children are not asked to contribute directly to trips or visits, the school covers the cost from funds or fundraising. Parent council organise a number of events to fundraise for the school.

The school provides all stationery and teachers also sometimes provide snacks.

Homework hubs to support children who don't have ICT at home.

Always think about trip costs.

Ongoing support: Referral to homelink to help with budgeting. Referrals to Saint Vincent de Paul for gas/electricity cards, furniture, Christmas presents. Applications for cash for kids vouchers at Christmas. Applications to provide PE kits.