Tackling Child Poverty in Wales

A Good Practice Guide for Schools

(Second Edition)

END CHILD POVERTY NETWORK CYMRU
RHWYDWAITH DILEU TLODI PLANT CYMRU

The **End Child Poverty Network Cymru** (ECPN) is a coalition of concern focused on the eradication of child poverty in Wales, co-ordinated and managed on a day-to-day basis by Children in Wales. Its steering group include representation from across the voluntary and statutory sectors and the Network has an increasing supporting membership from a broad cross-section of agencies. www.endchildpovertycymru.org.uk

Steering Group members include Barnardo's Cymru, Children in Wales, Save the Children Wales, NEA Wales, Action for Children, NSPCC Cymru, WLGA (observers), Citizens Advice, Oxfam Cymru, Public Health Wales, Shelter Cymru, the Frank Buttle Trust, Fairbridge Cymru, TUC Wales (observers), Consumer Focus Wales, Child Poverty Solutions and the Office of the Children's Commissioner for Wales (observers).

SWAMWAC
The six Local Authorities of Carmarthenshire, Ceredigion, Neath and Port Talbot, Pembrokeshire, Powys, and Swansea, are working collaboratively as swamwac, the South West and Mid Wales Consortium, to develop new systems and ways of working, in order to deliver improved services and outcomes for children and young people.

CHILD POVERTY SOLUTIONS - WALES
REDUCING LOCAL CHILD POVERTY THROUGH PUBLIC SERVICE DELIVERY

Child Poverty Solutions Child Poverty Solutions Wales is a joint initiative between Save The Children and the Welsh Government. The project provides face to face and on line training resources to support public bodies in Wales to improve outcomes for children and young people from low income households. For more information go to www.childpovertysolutions.org.uk

Mid and West Wales Families First Consortium: The four Children and Young People's Partnerships (CYPP) of Ceredigion, Carmarthenshire, Pembrokeshire and Powys (including Hywel Dda Health Board and Powys teaching Health Board) are working as a consortium to support the development of their *Families First* programmes. The *Families First* approach is identified within the Welsh Government's Child Poverty Strategy as critical to the achievement of its objectives. *Families First* is intended to ensure that there is a network of provision for children, young people and families that is responsive to their needs and that provides a largely preventative approach whereby issues are identified and intervention is provided early and before problems escalate.

Children in Wales is the national umbrella children's organisation in Wales. Children in Wales aims to promote the interests of and take action to identify and meet the needs of children, young people and their families in Wales. www.childreninwales.org.uk.

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Forward

Although levels of child poverty in Wales had fallen over the last decade[i], the number of children living in poverty is now on the rise again, with independent analysis predicting this upward trend is likely to continue at least in the short to medium term[ii]. 33 per cent of children in Wales are living in households in relative income poverty[iii] which is higher than the other nations of the UK. This is around 200,000 children, half of who live in working families[iv]. The Welsh Government has reaffirmed their commitment to eradicate child poverty by 2020[v] and this target has been enshrined in law by the UK Government[vi].

The Children and Families (Wales) Measure 2010[vii] makes statutory provision to take forward the Welsh Government's commitment to tackle child poverty and places a duty on Welsh Ministers to develop a new child poverty strategy. Part 1 of the Measure provides the framework within which public bodies will be expected to demonstrate their commitment through the publication of child poverty strategies. The Measure is underpinned by 13 Broad Aims which, include

- To reduce inequalities in educational attainment between children

The Child Poverty Strategy for Wales 2011 identifies three Strategic Objectives which cut across all of the Broad Aims. These are to

1. To reduce the number of families in workless households
2. Improve the skill level of parents and young people in low income families so that they can secure well paid employment
3. Reduce the inequalities that exist in the health, education and economic outcomes for children living in poverty, by improving the outcomes of the poorest.

The School Effectiveness Framework 2008[viii] positions schools as drivers for change in reducing inequality and recognizes social disadvantage as the single biggest obstacle to achievement in education. As well as improving literacy and numeracy, the implementation of the third priority of this Framework – *to reduce the impact of poverty on educational achievement* – alongside delivering on the core components of the Learning and Skills (Wales) Measure [ix] will have the potential to improve the educational experience and outcomes for many of our poorest children. The Welsh Governments are also working across every aspect of education to refocus on higher standards, by requiring a new approach to accountability, strong leadership, clearer expectations and monitoring progress at every level[x]. The Families First programme also promotes effective multi agency systems and support with an emphasis on prevention and early intervention, particularly those living in poverty

This Guide aims to:

- Raise awareness about child poverty among staff in school
- Further the understanding of the contribution that schools can make to the challenging task of improving the educational outcomes of children in poverty
- Provide a Checklist that can be used as part of a school's self-assessment process
- Provide references and useful resources
- Help schools to evaluate their own practice and plan for the future

Using this Booklet

- This guide is written within current government policy and funding frameworks. ECPN will continue to lobby for changes to both policy, practice and funding in relation to both child poverty and education[xi]
- The main text summarizes what we know about the links between child poverty and education
- The document contains quotes from young people in Wales giving their perspective
- Further information is available in text boxes throughout the document as well as on page x and includes contact information for relevant organizations
- We have not made separate recommendations for different settings (early years, primary, secondary). There are many common issues, but the actions which are possible will vary from one educational setting to another
- We hope the self assessment checklist on page 33 will be a helpful tool for schools to evaluate their own practice and decide on a realistic way forward

Section 1: Introduction

What is poverty?

There is no single, universally accepted standard definition of poverty however in their Child Poverty Strategy for Wales, the Welsh Government defines poverty as:

'a long term state of not having sufficient resources to afford food, reasonable living conditions or amenities to participate in activities (such as access to attractive neighborhoods and open spaces) that are taken for granted by others in society'

It recognises that poverty is not just about income but about the effective exclusion of people living in poverty from ordinary living patterns, customs and activities. References to child poverty throughout the document will refer to young people as well as to children.

Which children are at greatest risk of living in poverty?

UK Government figures show that the following children are at greatest risk of being poor:

- Children of lone-parent families
- Children in large families (more than three children)
- Children growing up in households where there is no-one in full-time employment
- Children from families of some minority ethnic groups
- Children in households with a disabled child or adult

Although not recorded in the Government's income poverty statistics, children of asylum seekers and migrant workers are extremely vulnerable and live on an income far below subsistence levels, often for many years.[xii]

The Welsh Government in their Child Poverty Strategy for Wales also highlight the following children as being at greatest risk of poverty:

- Looked After Children and Care Leavers
- Children and young people in the Youth Justice System
- Victims of Domestic Abuse

How are children affected by their experience of poverty?

Growing up in poverty is associated with poor outcomes. Poorer children are:

- Less likely to stay on at school[xiii] [xxv]
- More likely to have fewer or no qualifications especially children looked after by local authorities[xiv]
- More likely to be born early and have a lower birth weight[xv, xvi xvii]
- Fifteen times more likely to die in a fire at home[xviii]

- Five times more likely to die in an accident[xix]
- Three times more likely to be hit by a car[xx]
- Ten times more likely to become a teenage mother[xxi]
- More likely to have higher levels of obesity[xxii]

Research carried out in Wales suggests that poor children sometimes miss out because they are needed as carers at home or to work to increase family income.[xxiii] They may also be stigmatised because they cannot afford proper school uniform, have free school meals, and are unable to buy essential items like pens and calculators that are needed for school.

"People don't claim free school meals out of embarrassment. I would let people with money go ahead of me in the queue so they wouldn't see" 12 year-old boy[xxiv]

Why are schools important in tackling child poverty?

Evidence shows a clear association between income poverty and poorer educational attainment[xxv]. This affect starts early - by the age of three, children from low-income families can lag behind their more affluent peers as much as nine months.[xxvi] and by the age of 14 years, poorer children may have lagged two years behind[xxvii] At all key stages in Wales, learners who are eligible for free school meals tend to perform significantly less well than those not eligible for free school meals against a range of performance indicators[xxviii]

Schools are universal and there is evidence that schools can lessen the impact of deprivation on children's progress[xxix]. Disadvantaged children gain significant benefits from good quality pre-school experiences, especially where there is a mixture of children from different social backgrounds[xxx] It has also been calculated that high quality secondary schools can add up to 14 per cent value in terms of outcomes compared with those of poor quality.[xxxi]

The Welsh Government have highlighted the essential role schools play in tackling child poverty. Its School Effectiveness Framework[xxxii] emphasises the importance of schools working with parents, the local community, local authorities, services and Third Sector organisations to improve the learning outcomes of disadvantaged pupils. Research suggests that good quality community schooling targeted specifically at disadvantaged young people can have a significant impact on their attitude to education and achievement[xxxiii]. With the support of voluntary and community groups, schools could for example, develop children and youth services in partnership with a cluster of schools in their area. Communities First could be engaged in this activity[xxxiv].

"You're stressed, you kick off, you're kicked out of school. You get no education so you can't get a decent job and you're stuck in poverty" Young Person[xxiv]

Many schools in Wales have developed practices which support poorer children without stigmatising them. A joint task group from the Welsh Government, the Welsh Local Government Association and key education organisations examined the factors which contribute to the gap in performance between schools, particularly those in prosperous and deprived areas. Their 'Narrowing the Gap' report [xxxv& xxxvi] found that successful outcomes could be achieved even where school circumstances are challenging and demonstrated that deprivation does not necessarily lead to poor performance.

Children from relatively poorer backgrounds can and do achieve at the highest level and schools serving poor neighbourhoods can outperform schools with more affluent catchment areas[xxviii].

Estyn found that schools that do well in disadvantaged areas have:

- Very effective leadership and consistently good teaching
- Give substantial attention to developing pupils' social and emotional skills, and improving their confidence and self-esteem
- Place an emphasis on extra-curricular and out-of-school-hours provision, as well as extra educational support such as homework clubs,;
- Have high expectations of standards and behaviour and do not accept excuses for poor provision or underachievement;
- Work closely with parents and the wider community to reinforce expectations

.*"Everything you do when you're young affects you when you're older – like school-if you don't do well you'll end up with a crap job and no money"*

Young Person[xxiv]

In addition, primary schools that do well in challenging circumstances also have a vibrant curriculum that includes enrichment activities, a well-structured and delivered personal and social education programme, and a genuine place for pupils' voice that ensures all pupils have a chance to have their say about what and how they learn. They also emphasise a quick start on entry to school through early assessment and intervention.

In successful secondary schools, the additional features include:

- a strong emphasis on social inclusion,
- a focus on meeting the needs of all pupils without compromising high academic standards
- a willingness to develop the curriculum to meet needs, especially in key stage 4 where the ambitions of Learning Pathways 14-19[xxxvii] have been embraced.

These schools have a positive view of the value of vocational education and readily work with other schools, further education colleges and work-based learning providers to develop collaborative provision at key stage 4 and in post 16.

Schools that implement policies to improve the school's ethos also improve academic outcomes and children's health and well-being[xxxviii]

Section 2: Family Income

A study carried out for the Department for Education and Skills[xxxix] found the total amount spent by parents/carers was, on average, £683.79 for a child at primary school and £1,195.47 for a child at secondary school. (This includes the cost of lunches, school transport, materials for coursework, trips, photos and contributions to school funds). For low-income families, especially larger families this is a considerable sum.

How can schools help maximise family income?

While schools have no direct influence on family income, they can:

- Develop **partnerships with advice agencies** such as Citizens Advice Cymru who can provide free, confidential advice to help families claim their entitlements and help them resolve legal and financial problems

- Provide information for children and families about **school uniform grants**. The Welsh Government has introduced a grant scheme for the purchase of school uniform which is available to pupils in Wales who are eligible for free school meals and aged 11 at the start of the school year. Parents/carers of pupils should apply to the authority that maintains their child's school. Some local authorities also provide grants but eligibility and availability vary

- Consider **the financial impact of choosing a particular school uniform** as some parents face real hardship when purchasing school uniform for their children. Welsh Government Guidance[xl] on school uniform policy highlights the importance of:

    - Having a simple colour school uniform that can be bought from a variety of local stores so that parents can shop around and avoiding high cost items like blazers and caps
    - Indicating in the school kit list when items are required so that parents will not have to buy all the items at once
    - Avoiding using logos on all items of the uniform as this can be costly – limit logos to just one item or do not have them
    - Avoiding variation in colours for different year groups and frequent uniform changes as this can be expensive for parents

" ...at our old school we used to just have black trousers, a black jumper and a white shirt because that was easy. We've talked to the teachers about it and like I say it's easy because you can buy a pair of black trousers just about anywhere, from like maybe the cheaper shops, even charity shops like .... but I know like at Rebecca's school you have to go to a special shop to get yours and then it's hard" 16 year-old girl[xli]

- Provide information about the Welsh Government's **Education Maintenance Allowances** for students who decide to stay on at school or college and **Assembly Learning Grants** for students undertaking further education or higher education undergraduate courses[xlii]

"Another thing, when you go to secondary school and you are staying on you can buy this revision guide for £3.50 and it tells you everything you know about your GCSEs and what you need to know. Some people can't afford to keep buying all these like guides when you have got say ten different subjects and you have to buy a couple of books for each one. It doesn't come cheap." Young Person[xli]

- Increase the uptake of free school meals by providing information about entitlement and availability and by introducing non-stigmatising provision, e.g. swipe card systems. (Many children entitled to free school meals do not claim them due to fear of stigma and bullying)[xliii] The School Food Trust has developed a Free School Meals Matter Toolkit which contains practical tips and resources (including posters, parent letters and leaflets) to help schools encourage children that qualify for free school meals to claim one[xliv]

"I don't because I realised when I was in Year 7 that the people who got free school meals were teased .....I couldn't handle that as I was already getting teased enough so I don't get free school meals" 17 year-old girl [xlv]

- **Find non-stigmatising ways to subsidise the cost of trips, activities and essential equipment.** Generally, activities that take place mainly or wholly in school hours must be free. Schools may invite voluntary contributions but all requests must make it clear that they would be voluntary. If no contribution is made the child should not be treated any differently. The Welsh Government has issued guidance to help head teachers and governing bodies to set out their policies on charging and remission for school activities and school visits[xlvi].

- Hold activities in classes that make the links between energy efficiency and saving money on fuel bills, and provide information for parents highlighting the help available for people in fuel poverty.

How can schools help their pupils make informed financial decisions?

Financial Literacy provides the foundation for enabling young people to make informed financial decisions that can help protect them from the experience of poverty when they are adults. This is particularly important for young people who are pushed into financial 'independence' at an early age because of the experience of being in care or because of family circumstances.

Personal finance education may be delivered within the Framework for Personal and Social Education (PSE) and in other areas of the curriculum. Further information can be found in Welsh Government Guidance: Financial education for 7 to 19-year-olds in Wales Guidance for schools and colleges
http://wales.gov.uk/docs/dcells/publications/111028financial7-19en.pdf

The **Welsh Financial Education Unit (WFEU)** has been established by the Welsh Government in partnership with the Money Advice Service to support the delivery of financial education. Their website has a directory of the resources available to support the development of financial capability in children and young people. http://financial-education.ngfl-cymru.org.uk/eng/f-ed-home.htm

The **Personal Finance Education Group**, otherwise known as pfeg (http://www.pfeg.org/) an education charity has a range of mostly free resources for teaching financial education as well as case studies of successful teaching and learning activities.

The **Welsh Government** have a website which provides information and advice for professionals who support the delivery of PSE in Wales
http://wales.gov.uk/psesub/home/?lang=en

Section 3: Health and Wellbeing

Health has substantially improved in recent decades yet inequalities have widened and improvements in health have been relatively small in the more disadvantaged groups[xlvii]. Statistics reveal that determinants of health that are related to lifestyle vary with deprivation[xlviii]. Smoking, the leading cause of death and avoidable illness in the UK, is two-thirds higher among adult residents in more deprived areas. Family affluence is correlated with health behaviours with children from the most affluent families eating more healthily and exercise more regularly than children from less affluent backgrounds[xlix].

Poorer families often struggle to give their children a healthy diet due to low income, lack of access to reasonably priced shops, or inadequate knowledge and information about healthy eating.[l] Research has also shown that parents may be under particular pressure during the school holidays because of the absence of free school meals.[li] The food budget is often the only flexible part of the family budget and suffers if there is an unexpected expense.

How can schools help to support better health and well-being?

- **Developing a whole school approach to health** possibly through the Welsh Network of Healthy School Schemes, a Welsh Government initiative, which aims to encourage schools to develop a whole school approach to health. Co-ordinators help schools to identify what they need to do to become healthier and help them implement the action. Schools involved in the scheme will look at a whole range of issues including obesity prevention and the promotion of positive mental health . http://wales.gov.uk/topics/health/improvement/schools/schemes/?lang=en&ts=4. The Welsh Government has made a commitment to extend the Welsh Network of Healthy School Schemes (WNHSS) into pre school settings. Each local authority area in Wales will recruit at least 10 pre-school settings in the first year of the scheme (2011-12) and 5 to 10 settings in subsequent years (2012-14).

- **Providing breakfast free** may have a positive impact on punctuality and attendance in school as well as on health and concentration. All primary schools have the opportunity to participate in the Welsh Government's free school breakfast scheme. However, schools need to ensure that schemes are run in a way which makes them easily accessible for poorer children, for example, there is a need to consider whether school transport is sufficiently flexible to get the children to school in time. The breakfast time should be an enjoyable experience in order to attract the children to attend. If schools participate in the school milk scheme primary school age children can have free milk at Key Stage 1 and subsidised milk at Key Stage 2 http://rpa.defra.gov.uk/rpa/index.nsf/UIMenu/673FF09985FF29FF80256F72003D5B0C?Opendocument

"Apples keep you healthy but it's expensive to have apples" Young Child [xxiv]

- **Making school dinners healthy and appealing** and encouraging more children and young people to stay for dinners could have a major impact on children's health and wellbeing. For many children from low-income families the free school meal is their main meal of the day. The Healthy Eating in Schools (Wales) Measure 2009 makes it statutory for governing body of a maintained school to take action to promote healthy eating and drinking by registered pupils of the school. The governing body of a maintained school in Wales must include in a governors' report information about the action taken to promote healthy eating and drinking by pupils of the school. Appetite for Life[lii] sets out nutritional standards for food in schools. Please see Section 2 for further information on increasing the uptake of free school meals.

- Provide information on the Welsh Government's **free swimming in the school holidays** for children and young people aged 16 and under.

Further information on the Welsh Government's **Primary School Free Breakfast Initiative** is available from Breakfastinfo@wales.gsi.gov.uk or on the Welsh Government's website at http://wales.gov.uk/topics/educationandskills/schoolshome/foodanddrink/breakfast/?lang=en

Think Healthy Vending – Assembly Guidance on Vending Machines in Schools provides advice for healthy schools officers, dieticians, school caterers, Headteachers, teachers and governors on vending machines in schools.
http://wales.gov.uk/dphhp/publication/improvement/children/publications/healthy-vending/vending-e.pdf?lang=en

The Welsh Government has a Circular **'Nutritional Standards for School Lunches'**, which provides advice for schools on the statutory nutritional standards required for school lunches http://new.wales.gov.uk/dcells/publications/publications/circularsindex/03/schoollunches/nafwc0303-e.pdf?lang=en

The **Welsh Network of Healthy School Schemes** (WNHSS) have produced a report 'In Perspective' which provides case studies of food and fitness actions in schools. It provides information on nutrition and physical activity undertaken by one school from each of the twenty two local Healthy School Schemes.
http://www.physicalactivityandnutritionwales.org.uk/page.cfm?orgid=740&pid=29530

More information on the **free swimming initiative** and where children can swim for free is on the Assembly's website at http://www.sportwales.org.uk/our-programmes/public-programmes/free-swimming/about-free-swimming.aspx

How can schools help improve children's emotional wellbeing and mental health?

Living in poverty can increase the stress levels on family members which can in turn result in less support and preparation for academic work and higher levels of adolescent mental health problems. Schools have a vital role in promoting children's mental health, making sure that mental health problems are recognised early and those children can access help and support.

Many schools are now beginning to take a whole-school approach to emotional literacy as well as the other core skills in the curriculum. Improving a school's emotional environment can have an impact on learning, well-being and behaviour. Emotional literacy is about how people interact with each other in a way that builds understanding of their own and others' emotions, then using this understanding to affect their actions. Young people need support to understand what they are feeling, there needs to be an emphasis on developing good relationships between teachers and their

pupils and between pupils. Children can be encouraged to express thoughts and emotions, to respond to each other, work together cooperatively and be supported to resolve conflicts amicably.

Schools should ensure that the Welsh Government's School Counselling service and related initiatives are effectively promoted and utilised by children from disadvantaged backgrounds.

Thinking Positively: Emotional Health and Well-being in Schools and Early Years settings is a Welsh Government good practice document, which aims to support schools and Early Years settings in promoting emotional health and well-being. Examples of good practice in Wales are provided throughout the document which also provides signposting to resources and sources of support. Schools should ensure that the Welsh Government's School Counseling service and related initiatives are effectively promoted and utilised by children from disadvantaged backgrounds. There is information about tackling bullying on page 19.

"If my dad wants money and my mum hasn't got any, they argue" Young Person[xxiv]

PATHS (Promoting Alternative THinking Strategies) is a school based programme for the 7 – 11 age group which focuses on self-control, emotional understanding and problem solving. Although an American programme it is being used in the UK including in Flintshire. http://www.channing-bete.com/prevention-programs/paths/paths.html

The **Incredible Years Dina Dinosaur Classroom Curriculum** is also helpful in building emotional literacy in the early years. There is a classroom version for the whole class which runs through the three years of key stage one. www.incredibleyearswales.co.uk

Social and Emotional Aspects of Learning (SEAL) for primary schools is a whole-school approach to promoting social and emotional skills. The Welsh Government has adapted and translated the materials, which include a guidance booklet to assist schools in adopting SEAL and assemblies and teaching ideas. http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/pseseal/primaryresources/;jsessionid=pXbtN3vdlhlGhTYfQTvn820nqh9Z9Gpb9vWbCjP0GvJJsCLK2lmp!395851124?lang=en

Samaritans DEAL programme (Developing Emotional Awareness and Learning) is a resource for schools, designed to improve the emotional health of 14-16 year olds and develop the skills that young people need to cope with life's challenges. Lesson plans, videos and audio recordings are available free of charge from the Samaritans website. Some Samaritans branches work in schools offering talks to students, staff or parents. http://www.samaritans.org/your_emotional_health/work_in_schools.aspx

The Welsh Government has a strategy for developing **school-based counseling services** for children and young people. Initial implementation of the strategy will be provision for secondary school-age pupils. Please visit the Welsh Government's website for more information http://wales.gov.uk/topics/educationandskills/publications/guidance/counsellingservicesstrategy/?lang=en

Meic is a new helpline for children and young people up to the age of 25 in Wales which gives information, useful advice and support. Phone: 080880 23456 SMS txt: 84001 IM/webchat: www.meiccymru.org. The contact details should be listed in relevant Pupil materials such as homework diaries or school planners

"I worry about my mum and if she's like unhappy and stuff like that. Sometimes I worry about if we haven't got enough money, I worry about that." 15 year-old girl[xlv]

How can schools recognise and support children and young people who have experienced domestic abuse?

In every school in Wales there are children experiencing or who have experienced domestic abuse, which can affect their ability to concentrate and have long-term consequences. Domestic abuse can ultimately result in families becoming homeless and living in temporary housing or shelters. Recent statistics on homelessness reveal that 18 per cent occurred because of violence against members of the household.[liii] Schools can tackle the issue of domestic abuse in PSE work to help change attitudes and provide support for those suffering domestic abuse.

"It (domestic abuse) just takes over ....I couldn't concentrate, I was always worried about my mum...." Young Person[liv]

The Welsh Government **'Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales** contains indicators and other practical information to help identify and support children that may be experiencing domestic abuse at home. The domestic abuse helpline number (All Wales Domestic Abuse 24-hour Free-phone Helpline 0808 80 10 800) should be listed in relevant Pupil materials such as homework diaries or school planners

The Welsh Government have a website which provides information and advice for professionals who support the delivery of PSE in Wales
http://wales.gov.uk/psesub/home/?lang=en

Section 4: Helping poorer children to succeed at school

Although many children from low-income families do very well at school, in general there are clear links between poverty and lack of attainment.[xvii] This leads to reduced employment prospects and a cycle of disadvantage. In the main, poor children tend to become poor adults.

- Attainment at the ages of 14 and 16 had improved but the rate of progress has slowed and is generally behind that of other countries and regions in the UK. Fourteen per cent of 16-year-olds fail to get five GCSEs at any level[xxxiii].

- Irrespective of gender differences, 11-year-old pupils entitled to free school meals were twice as likely to not reach the basic standards in English and maths as others[xvii] Recent research[lv] has shown that social mobility has flattened out. Researchers concluded that the link between educational attainment and social mobility was central to this low social mobility

"You need encouragement – someone behind you .....the love of your family, advice and help .....so you can believe you can do it" Young Person[xxiv]

There are a number of reasons why poorer children do not do as well as they should:

- Lack of material resources (see section 1), space and support to complete their homework and limited income can restrict access to activities and services and the everyday activities and opportunities of their peers
- Living in overcrowded and inadequate housing [xii]
- Poor families are more likely to suffer fuel poverty, being unable to afford to adequately heat their homes. Education is negatively affected where children do not have a warm and quiet room to study in or have increased absence from school due to cold or damp related illnesses.
- The low aspirations of parents and a belief by them that their actions will have no impact on their child's success at school[lvi] .
- Having a mother with few educational qualifications[lvii]
- Expectations and influence of the child's peer group
- The impact of stigma, bullying and not feeling respected
- Strains on family life caused by living in poverty. For some children, stresses at home lead to emotional or behavioural difficulties and an increased risk of non-attendance or exclusion
- Higher levels of special educational needs[xii]
- Living in a deprived area is associated with poor educational attainment[xxviii] and becoming a parent at an early age[lviii]
- At secondary age, many children become disengaged and view education and school as boring and irrelevant
- In the introduction to this document we identified the children most likely to be poor. These children are also vulnerable to underachievement and poor educational experiences and specific action may need to be targeted at them.

What helps poorer children to succeed?

Estyn[lix xxviii] found that some schools succeed despite facing challenging circumstances. The report made the following recommendations:

- Develop a more systematic approach to improving the standards of disadvantaged learners that includes identifying these learners, supporting them, and tracking and monitoring their progress;
- Evaluate the impact of strategies to tackle disadvantage on learners' achievement
- Make sure that the whole curriculum, including out-of hours provision, supports the needs of disadvantaged learners;
- Work with partners to develop solutions to the problems of disadvantage, including working with other schools more effectively

Early Years provision has a crucial role in improving outcomes for children and it is well documented that children's earliest experiences have a real influence on their achievements as they grow up[lx]. Initiatives such as Flying Start have been designed to give disadvantaged children better opportunities from an early age, but these are not available in every area. Many children and parents need ongoing support to help them maintain early gains.

Educational Programmes have been designed to help disadvantaged children to catch up with their peers. Catch Up/Dyfal Donc (www.catchup.org.uk), for example is available in Welsh and English and is effective in training teachers and learning assistants to deliver literacy programmes effectively. ContinYou Cymru support and promote out-of-hours activities through programmes, such as breakfast clubs and citizenship awards.

High but realistic expectations from teachers can influence the ambitions of children, eg, seeing further or higher education as a realistic goal. Learning Coaches can also support this[lxvii].

Admissions policies which produce a good social mix can raise standards. In a study of 24 OECD countries UNICEF[lxi] found that pupils from lower socio-economic backgrounds benefit from attending schools in which a wide range of home backgrounds are represented.

Starting a Homework Club gives children who do not have space, facilities or assistance at home the support they need to do their homework. Contin You Cymru have a web-based resource with information and practical advice about setting up out of hours learning, and includes mini-guides for parents and children.
http://www.continyou.org.uk/wales_cymru/out_of_school_hours_learning/

Whole-School approaches to Participation and Inclusion
We know from disadvantaged children and young people that it is not just the material aspects of poverty which cause damage but also the feelings of isolation, and of not being respected and valued. Approaches which model respect for children from diverse backgrounds and which involve pupils in decisions about matters which affect them, can help to foster motivation and enjoyment of learning. Young people also want teachers who understand their situations and try to help them resolve problems.

> "Teachers being more understanding and more willing to talk to you to sort out problems" Young Person responding to Action for Children consultation on pupil support and inclusion

School Councils are one element of pupil participation but they can be seen as being tokenistic if they are not part of a general ethos of involving pupils in the life of the school. In order for all pupils to have access to the School Council elected representatives should meet only after proper discussion

in classes. Examples of participation include: involving pupils in the development of school policies around equality, behaviour, bullying; involving pupils in staff recruitment; peer support, mediation projects and peer mentoring. The most disadvantaged children may need the most encouragement to participate.

The Welsh Government's Self-evaluation Tool for Pupil Voice can help staff and pupils to evaluate pupil's participation, to gather evidence of activity, and to link this to improved outcomes for pupils and the school as a whole. The tool helps schools do this in the context of the School Effectiveness Framework (SEF) and using the National Children and Young People's Participation Standards for Wales (see box below).

The Welsh Government has issued guidance "**Unity and Diversity**" on opportunities to promote race equality, and ethnic, cultural, linguistic and religious diversity in the school curriculum in Wales. http://wales.gov.uk/docs/dcells/publications/100914unityanddiversityen.pdf

The **Commission for Equality and Human Rights** also has guidance for schools "What equality law means for you as an education provider: schools" www.equalityhumanrights.com

The **Centre for Studies on Inclusive Education** (CSIE) is an independent centre which actively supporting inclusive education. Index for Inclusion: developing learning and participation in schools (Revised 2011) contains a set of materials to help schools identify and remove barriers to learning and participation. http://www.csie.org.uk/publications/inclusion-index-explained.shtml

The School Council: A children's guide - is a comprehensive step-by-step guide, produced by Save the Children to develop and maintain a school council. It provides case study material; ideas for elections; meetings; and information on roles and responsibilities.
http://www.savethechildren.org.uk/resources/online-library/the-school-council-a-childrens-guide

The **Pupil Voice Wales** web-site contains information, training materials and good practice examples to help schools ensure that all pupils have opportunities to take part in making decisions about their learning and their school community. The Welsh Government's **Pupil Participation –**
Good Practice Guide and **Self-evaluation Tool for Pupil Voice** can be downloaded from the site. http://www.pupilvoicewales.org.uk/.

The **Children's Commissioner for Wales'** ambassadors scheme sees primary schools from across Wales elect two ambassadors a year. Their role is to raise awareness among their peers of the Children's role and the UN Convention on the Rights of the Child. It links with many aspects of the key stage 2 curriculum in Wales, specifically the Personal and Social Education Framework.
For further information, visit: www.childcomwales.org.uk/en/school-ambassadors

The NSPCC has produced a guide for schools **'Peer Mediation in the UK: A Guide for Schools'**
http://www.nspcc.org.uk/Inform/publications/downloads/peermediationintheUK_wdf48055.pdf.

The Welsh Assembly Government has developed Guidance to schools and LEAs on Inclusion and Pupil Support
http://wales.gov.uk/topics/educationandskills/publications/circulars/2463797/?lang=en

Effective measures to deal with bullying
Children with characteristics, which mark them out as "different" from the majority, can be subject to bullying, prejudice and discrimination, either on a personal or institutional level. Large numbers of children highlighted to the Children's Commissioner for Wales that bullying was their most pressing

concern.[lxii] Handled insensitively, free school meals and not having the proper school uniform can be flash points for bullying.

> "Let's say what happens in our school if you haven't got the right sort of shoes, you get bullied or called names and that. That's why we don't wear trainers any more. [But] even with shoes they will say the same. If you don't wear like [brand name] they are like snide" Young Person [xli]

Studies done by Save the Children[xxiv] and the Welsh Child Poverty Task Group[xxiii], looking at poverty from a child's perspective, found that children reported feeling bullied, isolated and left out. Staff need to be aware of the stigma children and young people feel in respect of poverty and the impact this has on their experience at school. Other groups, such as disabled children, Looked after Children, Gypsy/Travellers and children form minority ethnic groups are also vulnerable to bullying. This can lead to school refusal or underachievement. Children and young people feel strongly that schools should do more to tackle bullying.

> "The big boys annoy me and tease me because I'm special needs. They are a pain" Young Person[lxiii]

The Welsh Government are supporting schools to develop policies in relation to their anti-bullying guidance **Respecting others: anti-bullying guidance 2011**.A series of anti-bullying materials that provide guidance and practical solutions on preventing and responding to incidents of bullying in schools are available to download from their website http://wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en

CHIPS (ChildLine in Partnership with Schools) offers training & information for staff and pupils to set up peer support schemes as well as information on all issues, including bullying awareness, that affect pupils' wellbeing in Wales. For further information visit http://www.childline.org.uk/Play/GetInvolved/Pages/School.aspx

Beatbullying provide professionals with anti-bullying tool kits and produce paper and electronic publications, resources and educational materials, e-mentoring and e-learning schemes co designed by and for young people. http://www.beatbullying.org/

Effective measures to deal with school disaffection and truancy

Children who are excluded from school are vulnerable to social exclusion,[xxiii] offending [lxiv] and educational underachievement[lxxvi] which may increase the risk of poverty in adult life. Vulnerable groups, such as children in the care system, some minority ethnic groups, and children with special educational needs, are overrepresented in school exclusions.[lxxvi] Effective solutions for school disaffection are therefore important in combating poverty. Despite the correlation between absenteeism and deprivation, there is considerable variation between local authorities,[lxv] so school

policies can have an impact. Truancy rates also correlate with social class and with unemployment among parents.[xxiii] Truancy is linked with poor academic achievement[lvii] which may lead to further disengagement, isolation and homelessness.

The most widely used strategies in the UK to foster motivation in pupils at risk of disengagement are individual education/behaviour plans, home-school dialogue, emotional literacy activities, counseling and mentoring and reward systems. Youth workers and social work trained support workers based in secondary schools have been shown to make a difference.[lxiv] Learning Coaches have also been successfully used in Wales[lxvi] and the Welsh Government 'Learner Support Services and Learning Pathway Document Guidance' provides guidance for secondary schools on providing, securing or participating in the provision of learner support services[lxvii] Transition projects, which support children moving into secondary school, have had promising feedback from school staff. [lxviii]

> "..... cos sometimes people do wag school cos their parents don't get a job, it makes them feel depressed and angry and it's not only the parents." 15 year-old boy[xli]

Teachers cannot always be aware of children's home circumstances, but they can talk to pupils and parents and signpost them to appropriate agencies if they need support services. Schools need to be part of a closely linked network of statutory agencies, voluntary and community groups, which can intervene at an early stage to support troubled pupils and their families. Please see section on supporting children's emotional wellbeing.

INCLUDE is a charity dedicated to tackling social exclusion among young people through a combination of multi-agency working, individual support for the young person and engagement with the family and wider community. http://www.include.org.uk/ Other voluntary organizations also provide this type of support.

The **Pupil Attitudes to Self and School (P.A.S.S.) Rating Scale** could be used to help understand pupil motivation and learner attitudes. The effectiveness of this approach depends on the quality of the data gathered by schools and the skill of teachers in using it to inform their interventions. http://w3insights.pass-survey.com/index.htm

The Welsh Assembly Government commissioned a **National Review of Behaviour and Attendance (NBAR)** which considered good practice in tackling attendance and behaviour issues and made recommendations to the Welsh Assembly Government
http://wales.gov.uk/topics/educationandskills/publications/reports/nbarreview/?lang=en

The Welsh Government has developed an **Attendance Framework for Wales** in partnership with the Education Welfare Service (EWS). Section 3 contains a good practice guide for schools with strategies and case studies to help improve attendance and manage lateness
http://wales.gov.uk/docs/dcells/publications/110308section3en.pdf

The Welsh Assembly Government has developed Guidance to schools and LEAs on **Inclusion and Pupil Support**, which includes advice on truancy and exclusion
http://wales.gov.uk/topics/educationandskills/publications/circulars/2463797/?lang=en

Additional support for vulnerable groups

- **Minority ethnic children** - A report by English as an Additional Language Association in Wales[lxix] showed that minority ethnic pupils in Wales had lower attainment than the national average, but that there was great variation between communities. Family income was a significant factor, along with parental level of education, level of proficiency in English, racism and discrimination, cultural factors, prolonged absences and the knowledge and confidence of teachers.

- **Asylum seeking children** not only face living on an income far below subsistence levels[xii] they also have the additional pressures of past trauma and uncertainty about their futures[lxx]

- **Disabled children** – are more likely to be living in poverty and may also face problems with access, inclusion and lack of appropriate equipment [lxviii] Many disabled children leave school without qualifications, which impacts on their future employment prospects.

- **Gypsy/Traveller children** have the lowest attainment of any group and high rates of exclusion.[lxxi] Frequent moves, parental attitudes to formal education and lack of understanding of their culture by schools are some of the obstacles they face[lxxii] In a few local authorities, traveller education staff work closely with education welfare officers to improve the attendance of Gypsy Traveller pupils.

- **Young carers** have responsibilities at home which can make them late for school, unable to complete homework, or anxious about home when they are in school

- **Children in the care system** may have had frequent moves, and may be lacking in confidence and motivation because of their circumstances. They are at high risk of underachievement and exclusion[lxxiii]

- **Teenage pregnancy** is associated with an increased risk of poor social, economic and health outcomes for both mother and child[xxi]. Teenage parents may find it much easier to drop out of education than to juggle parenting and academic work, unless they have the right kind of support, including appropriate childcare

- **Children in temporary accommodation** may have had frequent moves. Research by Shelter showed that children in temporary accommodation had missed an average of 55 days of school over a year[lxxiv]. Children described the problems they faced moving homes and making new friends and being bullied. Shelter Cymru[lxxv] estimates that 20,000 children in Wales are living in poor housing which can lead to bad health and poor social and educational development.[xii] Due to the lack of space, poor conditions and overcrowding these children often do not have a quiet place to do homework, can experience emotional stress, insecurity and isolation, and may, for example, have their sleep disrupted by other family members

"...for four months we didn't go to school, we went to six houses, no seven houses and six new schools; ....I don't like moving because every time I make new friends and then I have to move again and again and again." 10 year-old girl[lxxiv]

- **Gender**
  Around four times more boys than girls are permanently excluded from Welsh schools. Additionally boys' attainment levels are significantly less than those of girls[lxxvi]. This suggests that the way the curriculum is delivered is not optimal for boys. However, women are at greater risk of poverty than men.[xii] Schools can increase girls' aspirations and challenge girls and boys perceptions of gender differences by addressing both the taught and hidden curriculum. The hidden curriculum is about the values and ethos within a school that are learnt and encouraged, although not necessarily consciously. Schools may need to consider what children are asked to do based on their gender, for example classroom duties, sports, grounds cleaning, helping prepare meals etc. In order to ensure that the diverse needs of both boys and girls are met schools may need to consider curriculum content, teaching style, classroom management and assessment

Guidance and further information relating to the groups listed above is available in Welsh Assembly Government Guidance to schools and LEAs on **Inclusion and Pupil Support** which includes advice on the education of young parents
http://wales.gov.uk/topics/educationandskills/publications/circulars/2463797/?lang=en

'Many Voices, One Wales' is a Welsh Government commissioned DVD providing best practice guidance in meeting the needs of pupils from minority ethnic backgrounds. A copy of the DVD was sent to every school in Wales in 2010. The Minority Ethnic Language and Achievement Project (ESF funded until 2013) aims to raise the levels of attainment of minority ethnic children and young people in Blaenau Gwent, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire and Swansea.

Estyn[lxxi] and the Welsh Government have produced guidance on improving the education of Gypsy Traveller pupils

Shelter Cymru has produced the **"Housemate"** pack which is available free to all secondary schools in Wales. It contains materials to photocopy aimed at the PSE Curriculum. It includes information on raising awareness of homelessness and information that could help them have a successful leaving home experience. **www.sheltercymru.org.uk**, www.housemate.org.uk

Please see Further Information section for a list of organisations that support children and young people who are vulnerable in the education system

Section 5: Parental Involvement in School

Estyn[lix] emphasises the importance of working more systematically with parents to support disadvantaged pupils. There is a huge body of evidence[lxxvii] showing that parents' involvement has on a positive impact on a child's learning and outcomes at school mediating the negative consequences of low income. Feinstein et al[lxxviii] reviewed data from research over nearly 40 years and concluded, *"a parent supporting a child's learning is consistently significant in improving the child's outcomes, regardless of the parents' social class, education or wealth".*

Parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy.[lxxix] Estyn[lix] found, however that most schools identified the engagement of parents as the biggest challenge in tackling under-achievement in disadvantaged learners.

Many poorer parents have had unrewarding experiences of education, may have left school without qualifications and may be uncomfortable in school settings. Some may lack confidence in dealing with professionals. Parents with poor literacy skills will struggle to help a child with schoolwork.

Studies show[lxxx] that articulate and middle class parents have clear advantages in making their views known and accepted. Poorer parents are more likely to be in contact with schools when they feel their child has been treated unfairly e.g. in relation to their child's behaviour.

"My mum helps me to do the spellings, coz she's got a dictionary and she's Arabic but she doesn't know much English so we got an English dictionary from school and she borrowed it" Seven-year old boy[xxiv]

What do parents need in order to get involved?

- **Encouragement and being made to feel welcome in the school**. Estyn[lxxxi] found that schools that have the most success in encouraging 'hard-to-reach' parents to become involved often provide refreshments as an incentive

- **Build positive relationships with parents** by being visible and approachable in the school and the playground, particularly at the start and end of the school day

- Some schools **offer home visits** when children first start school at nursery or reception level. Meeting each child in his or her own home environment can be invaluable in gathering information that will enable the children to settle into their new school and help staff assess their level of need in the classroom. It also means that the parent has focused time with the teacher or learning support assistant which helps to build a good relationship

- **Providing parents with information and ideas on how they can help their children learn** as research shows that giving parents clear structures for helping their children makes a difference[lxxxii] The Welsh Government produces two booklets annually for parents which gives them a clearer idea of what their child is taught, how progress is measured, and to help them prepare for discussions with teachers about their child. http://wales.gov.uk/topics/childrenyoungpeople/publications/howisyourchilddoingatschool09/?skip=1&lang=en

- **Understanding of parent's circumstances** and sensitive handling of issues such as: the cost of uniform, equipment and trips (see Section 1); culture and language issues for minority groups and poor literacy. Some parents who have had a poor experience of school themselves are more likely to feel that their opinions are discounted so extra work may need to be done to reach out to them and develop a positive relationship

- **Involving parents at an early stage with attendance or discipline problems**, offering help and support where parents are unable to tackle the problem themselves. It can be useful to telephone parents and give them positive feedback when their child has a good week rather then just when the child is having a bad one. This can also help develop a positive relationship with the parents. Parents may be struggling to manage behaviour at home as well and may feel completely helpless to influence behaviour at school. They may need referral to agencies which can offer advice and support. The need for early intervention and support from effective services cannot be overstated, as the fining or imprisonment of parents may have a negative impact on children as well

- **Home-school agreements** can clarify what schools expect of parents but will only be effective if they are the result of a genuine discussion and negotiation between teachers, parents and learners. Poorer parents who are already under stress could see them as an added pressure and another opportunity to be blamed.[lxxxiii] Parents who have poor literacy or are not fluent in the language of the school may sign agreements without even understanding what is in them

- **Support workers**[lxiv] can make a considerable difference to the school experience for children, reduce the numbers of fixed-term exclusions and have a positive impact on home-school communication.

- **Opportunities for parents to learn alongside their children or separately**. Schools can develop partnerships with adult education bodies and voluntary and community groups to provide these opportunities. This could include basic skills, computing or skills related to parenting

- **Parenting contracts and parenting orders** – Parents that were consulted by Action for Children said they would welcome parenting support on a voluntary basis but that it is not always readily available. If parents are only offered a parenting course as part of a parenting order they are less likely to start the course in a positive frame of mind and course facilitators will be left to deal with feelings of hostility before constructive work can begin

How can schools engage with the Community?

Estyn recognize that schools alone cannot break the link between disadvantage and achievement. Although all schools have an important role to play in improving the achievements of disadvantaged pupils, research stresses the need for holistic and broad-based approaches that involve a number of agencies working together to address community-based issues. In addition to the school, these include other educational, social, health and Third Sector services.

The Welsh Government defines a community-focused school as *'one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community'* [lxxxiv]

Schools can -

- Develop and extend the **'families of schools'** concept by locating and integrating universal children and adult services and those providing additional support; adult education and Third

sector activities on and around 'families of schools' and where necessary (e.g. in rural areas), exploring how services can be organised around two or more 'families of schools'.

- Develop a **community focused schools** approach as part of the School Effectiveness Framework. This would include extending and developing the concept of community focused schools, to go beyond the provision of extra-curricular activities for pupils and community members, to enable community focused schools to become hubs or a focus for a range of services that can support children and adults. It would also include strengthening the engagement of **Communities First** hubs where this programme operates locally**.**

- Encourage and develop the role and contribution of community members and professionals from outside the education sector in schools through, for example, their involvement in school governance, in order to enhance schools' knowledge of the communities they serve and empower local agents of change[lxxxv].

- Sustain and continue to develop pupil support services, such as youth workers, school counsellors, Looked after Children Nurses and educational welfare officers/pupil support officers, based in and around schools

- Develop partnership arrangements with financial support agencies, such as membership of local Credit Unions[lxxxvi] in line with the Welsh Governments commitment to ensure access to a credit union for every secondary school in Wales.

Estyn (2008) **Good practice in parental involvement in primary schools - April 2009** provides information about good practice in how primary schools involve parents effectively to promote pupils' wellbeing and to improve the standards they achieve. http://www.estyn.gov.uk/uploads/publications/6523.pdf

Welsh Assembly Circular 27/99: Home-School Agreements, Guidance for Schools http://www.wales.gov.uk/subieducationtraining/content/schoolperformance/governance/27_99_e.htm

Families and Schools Together FAST is a project aimed at three to five year olds, whose goal is to increase parent's engagement in their children's education by encouraging parents and children to perform everyday tasks and develop their skills together. The FAST scheme currently operates in 11 countries and 2,000 schools worldwide, including in Wales. In two pilots in Caerphilly children were found to be better behaved, performed better academically, and had better relationships at home. http://www.savethechildren.org.uk/where-we-work/united-kingdom/fast

The **Family Links Nurturing Programme** is a well evaluated programme for use with 3-13 year olds pupils which aims, amongst other things, to foster links between school, home and the wider community. It includes training in positive discipline for both school staff and parents ensuring that attitudes, techniques and language used at home and school are consistent. For details contact info@familylinks.org.uk

Further Information

Action for Children Wales (Gweithredu dros Blant) works with schools around disaffection, schools exclusions, transition to secondary school, young people's groups and the 'Parents as First Teachers' programme. Action for Children Wales, 68a Cowbridge Road East, Cardiff, CF11 9DN, Tel: 02920 222127, http://www.actionforchildren.org.uk/

Barnardo's Cymru has 39 services, offering support to the most vulnerable and disadvantaged children, young people, families and communities in Wales. Barnardo's Cymru Trident Court, East Moors Road, Cardiff CF24 5DT, Telephone: 029 2049 3387, Fax: 029 2048 9802, www.barnardos.org.uk

Centre for Evidence Based Early Intervention (CEBEI) (formerly the Incredible Years (IY) Wales): Incredible Years Wales Centre, Nantlle Building, Normal Site, Bangor University, Gwynedd. LL57 2PZ. Tel: 01248 383 758, Fax: 01248 382 652 E-mail : d.williams@bangor.ac.uk, www.incredibleyearswales.co.uk/

ChildLine has a free 24 hour helpline for children & young people tel: 0800 1111.
There is downloadable information for teachers, parents & young people on many issues from the website www.childline.org.uk

Children in Wales' is the national umbrella organisation in Wales, bringing organisations and individuals from all disciplines and sectors together. Its website has information about Children's Information Services Local Authority Services for Children & Families and details of other voluntary organizations that support children and families. Visit www.childreninwales.org.uk

The **Children's Commissioner for Wales** and his office work for every child and young person in Wales who is under 18 or 25 years old if they have been in care. We support children and young people to find out about children's rights, listen to children and young people to find out what's important to them, advise children, young people and those who care for them if they feel they've got nowhere else to go with their problems, influence government and other organizations who say they're going to make a difference to children's lives, making sure they keep their promises to children and young people and speak up for children and young people nationally on important issues-being the children's champion for Wales. www.childcomwales.org.uk

Citizens Advice Bureau - Advice Guide is the online Citizens Advice Bureau service that provides independent advice on rights - including benefits, housing, employment and debt, consumer and legal issues. Information is in English, Welsh, Bengali, Gujarati, Punjabi, Urdu and Chinese. There are useful fact sheets to print off. www.adviceguide.org.uk/

Child Poverty Solutions Wales is designed to help people working across the public sector in Wales to develop local responses to reducing child poverty**.** Child Poverty Solutions Wales, is a web-based tool produced by Save the Children and the Welsh Local Government Association (WLGA), with support from the Welsh Government.
http://www.childpovertysolutions.org.uk/

Contact a Family is a UK-wide charity providing support, advice and information for families with disabled children. They offer information on specific conditions and rare disorders and enable parents to get in contact with other families, both on a local and national basis. Contact a Family Cymru, 33-35 Cathedral Road, Cardiff CF11 9HB, Tel: 029 2039 6624 e-mail: wales.office@cafamily.org.uk, Web: www.cafamily.org.uk/inyourarea/wales/index.html

ContinYou Cymru, is a community learning charity provide services and programmes in partnership with schools and other organisations for children and young people, particularly those from the most disadvantaged communities. ContinYou Cymru, First Floor, Keen Road, Cardiff CF24 5JW,

Telephone: 029 2047 8929, Fax: 029 2047 8930, info.cardiff@continyou.org.uk, www.continyou.org.uk/index.php Pyramid clubs help primary school children to build their skills, confidence and self-esteem. Pyramid schemes are run as after school clubs, usually for a ten-week programme.

Crossroads Care Wales is part of the Crossroads Care Association which provides support for carers and the people they care for. A number of Crossroads Care offices run specific Young Carer Projects www.crossroads.org.uk/index.php?mid=2&sid=11&pgid=23

Domestic Abuse helpline numbers
Domestic Abuse helpline: 0808 8010 800; Black Association of Women Step Out (BAWSO): 0800-731 8147; www.welshwomensaid.org

End Child Poverty Network Cymru is a coalition of concern focused on the eradication of child poverty in Wales, co-ordinated and managed on a day-to-day basis by Children in Wales. Its steering group includes representation from across the voluntary and statutory sectors and the Network has an increasing supporting membership from a broad cross-section of agencies. www.endchildpovertycymru.org.uk

English as an Additional Language Association in Wales, is a not-for-profit national organisation committed to the advancement of language and curriculum development for pupils learning English as an Additional Language. www.ealaw.org.uk/

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales which aims to raise standards and quality of education and training in Wales through inspection and advice. www.estyn.gov.uk/

Equality and Human Rights Commission works to reduce discrimination and promote equality and to influence policy and practice. www.equalityhumanrights.com

INCLUDE is a national charity dedicated to tackling social exclusion among young people through a combination of multi-agency working, individual support for the young person and engagement with the family and wider community. www.include.org.uk

Meic is the national information, advice and advocacy helpline for Children and Young people in Wales aged 0 to 25, www.**meic**cymru.org/ and 080880 23456

National Association of Teachers of Travellers works to promote and improve the education of Travellers. The website has information and links on resources available for use in schools with Traveller children www.natt.org.uk/index.php

National Energy Action Cymru is the national charity campaigning for warm homes and to put an end to fuel poverty. NEA has run several school based projects to tackle fuel poverty in families. More information is on the website www.nea.org.uk

NSPCC Cymru/Wales If you're worried about a child please contact the NSPCC Helpline and talk to one of their Tel: 0808 800 5000, text 88858 E mail: help@nspcc.org.uk The helpline is bi-lingual and can be contacted by anyone who has a concern about a child. Help for children & young people is available from ChildLine Tel: 0800 1111

Public Health Wales provides professionally independent public health advice and services to protect and improve the health and wellbeing of the population of Wales. www.publichealthwales.wales.nhs.uk/

Samaritans in Wales Samaritan volunteers can be contacted on 08457 90 90 90 or Email jo@samaritans.org. www.samaritans.org

Save the Children work in the areas of Child Poverty and Education in Wales. They offer a range of free and priced materials and services to teachers and youth workers and there is further information on the website at www.savethechildren.org.uk, Email: walesinfo@savethechildren.org.uk

Shelter Cymru is the housing and homelessness charity. Shelter Cymru believes that bad housing wrecks lives and that everyone should have a decent, suitable home. The organisation helps people find and keep a home and campaigns for decent housing for all. For further information on the Education Service contact Shelter Cymru, 25 Walter Road, Swansea SA1 5NN, Tel: 0845 075 5005 , www.sheltercymru.org.uk.

SNAP Cymru offers information and support to families of children and young people who have special educational needs. SNAP, 10 Coopers Yard, Curran Road, Cardiff CF10 5NB, Telephone: 0845 1203730, Email: enquiries@snapcymru.org, www.snapcymru.org/

Voices from Care offers one to one support, information, advice and advocacy to children and young who are looked after. Conact Voices from Care, 39 The Parade, Roath, Cardiff CF24 3AD Tel: 029 20451431 Fax: 029 20489136 www.voicesfromcarecymru.org.uk

Welsh Government, Schools Education and Skills, Tel: 0300 0603300 or 0845 010 3300
http://wales.gov.uk/topics/educationandskills/?lang=en

Welsh Refugee Council offers advice, support, casework and advocacy for asylum seekers and refugees. Offices in Newport, Swansea and Wrexham. Welsh Refugee Council, Phoenix House, 389 Newport Road, Cardiff CF24 1TP, Tel: 029 2048 9800, Fax: 029 2043 2980, Email: info@welshrefugeecouncil.org, Website: www.welshrefugeecouncil.org

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Self Assessment Tool (To Be added here)