

# An overview of child poverty in Sheffield and people's role in tackling it

Part one of the Sheffield child poverty training module for managers and strategic staff

# Drivers behind the training

## **Imperative to develop the training module:**

The Child Poverty Act 2010

Sheffield Child Poverty Needs Assessment

Consultation in advance of preparing the Strategy

Children and Young People's Plan

## **What is the issue?**

Poverty is invisible – people often don't recognise the impact it has or their potential to do something about it

# Aims of the training module

## **What do we need to do?**

Achieve a change of culture to ensure that tackling poverty and inequality is at the heart of all we do.

Improve awareness and understanding of child poverty in order to mobilise staff across our partnership to take action to tackle it.

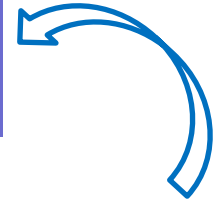
## **How are we going to achieve this?**

The training will support us in achieving our aims.

Raising awareness and understanding through the training modules is just the beginning.

# About the training module

An overview of child poverty in Sheffield  
and how to tackle it



You are  
here

Identifying and approaching child  
poverty

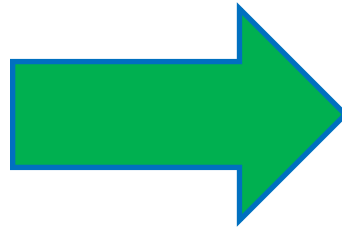
Financial  
support

Employment  
and skills

Communities,  
housing  
and health

# About this session

**What child poverty  
is and why it poses a  
challenge in  
Sheffield**



**Some of the ways in  
which you can make  
a difference**

# What is child poverty?

Relative low income  
poverty

=

A child's household  
income is less than  
60% of the national  
average

## FOR EXAMPLE:



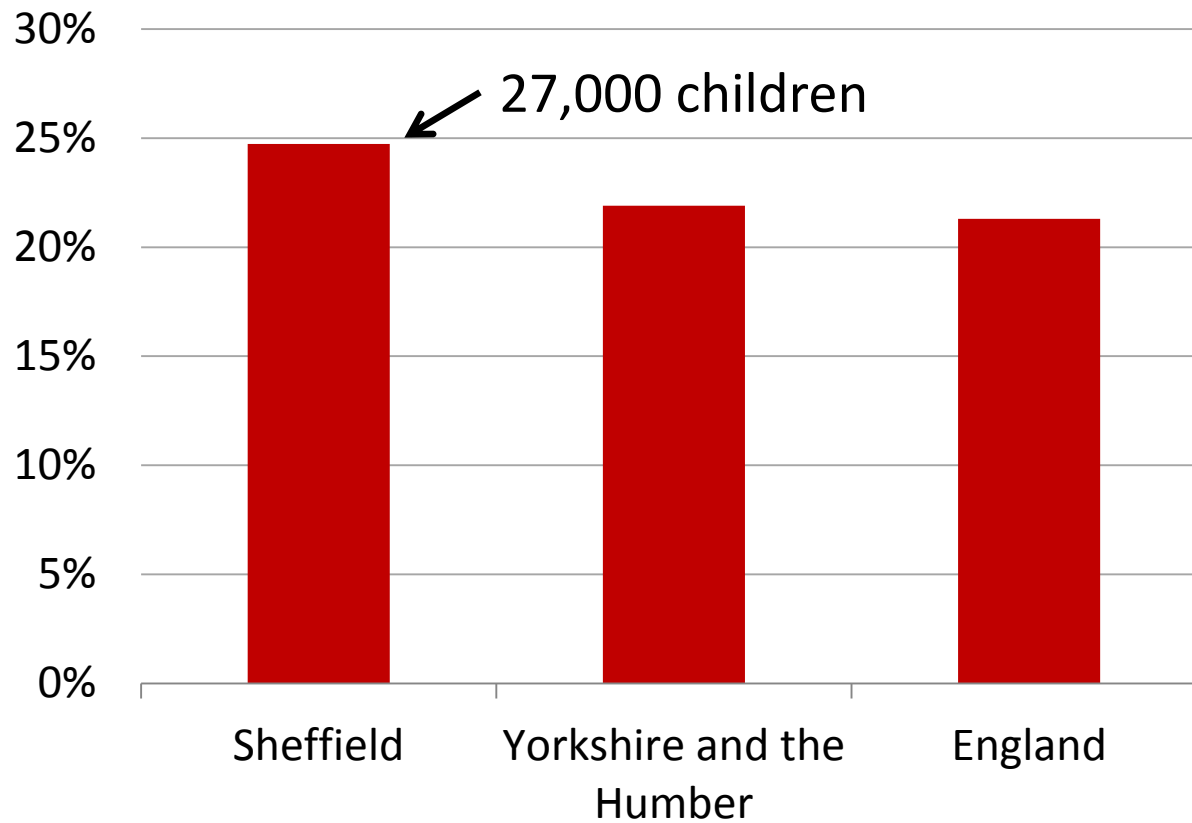
A lone parent with a young child is in relative poverty if he or she has less than **£215 per week** to cover all living costs including housing



A couple with two children needs more than **£379 per week** to cover all living costs in order to escape relative poverty

# What is child poverty?

## Proportion of children in poverty (2010)



# What is child poverty?

“Living in cold, damp, poor quality housing”

“Having poor health”

“Feeling neglected”

“Being homeless”

“Not having the chance to get a good education”

“Having clothes that are old or hand-me-downs”

“Not having enough food”

“Not having a car”



# What is child poverty?

*“Children living in poverty are those who experience deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society.”*

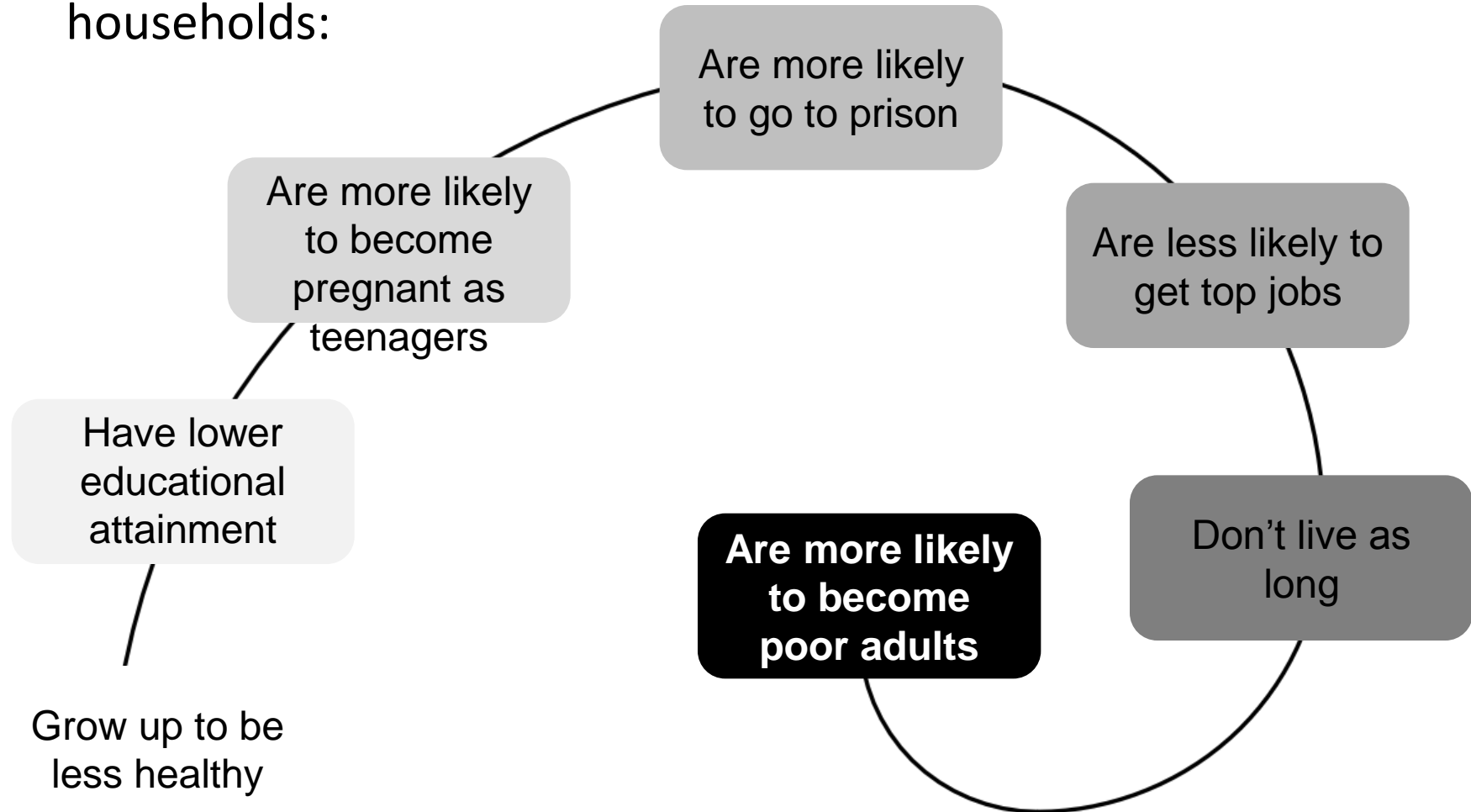
UNICEF

*“You don’t live...you survive.”*

Parent in Sheffield

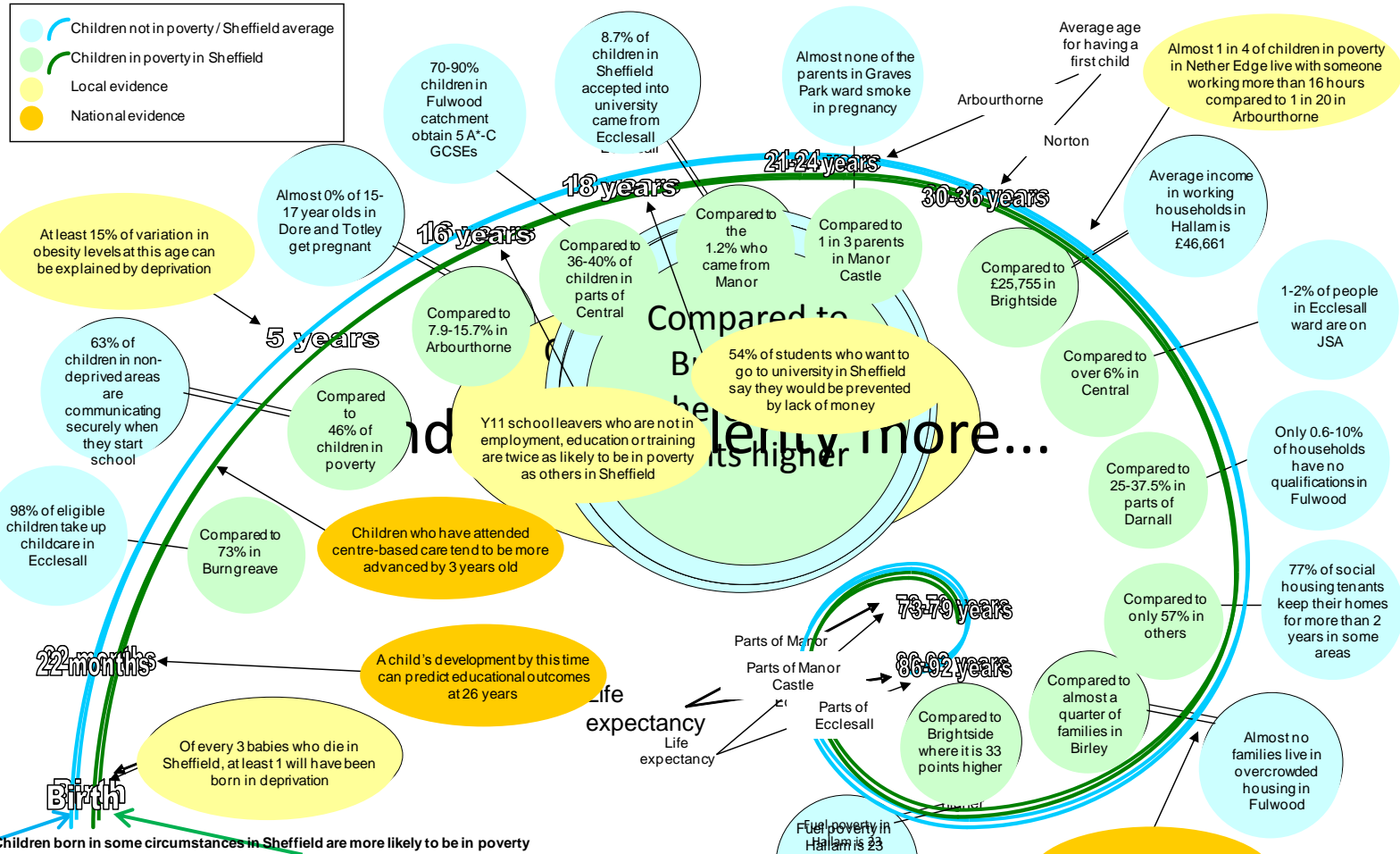
# Why is child poverty a problem?

Children from poor households:



# Why is child poverty a problem?

**Key** A diagram comparing the lives of children living in poverty with those of other children in Sheffield



**Area with low child poverty** 77% of Black Somali children and 61% of Yemeni children live in poverty compared to 18.5% of children from all backgrounds

**Area with high child poverty** 45% of children in poverty live in households with 3+ children compared to 16% of all children

# Why is child poverty a problem?

*“We had to move around staying with friends, but we had no routine, very often no food. Although you want to keep the same standards you can’t because you can’t wash your clothes or plan meals. You are living out of a suitcase. Very often I was sharing a single bed with my granddaughter”*

*“I couldn’t afford the school uniform, but the schools kept sending my granddaughter home saying she was breaking the rules, there was no flexibility for personal circumstances”*

Parent in Sheffield

# Who experiences child poverty in Sheffield?

Large families – particularly those with more than three children

Children of lone parents

Children in families with more than three children make up 45% of all

for lone parents and 15% for other Nationality, and 10% for other

Nationality, and 10% for other

Nationality, and 10% for other

have a 60% risk of being

Families in which someone has a disability or learning

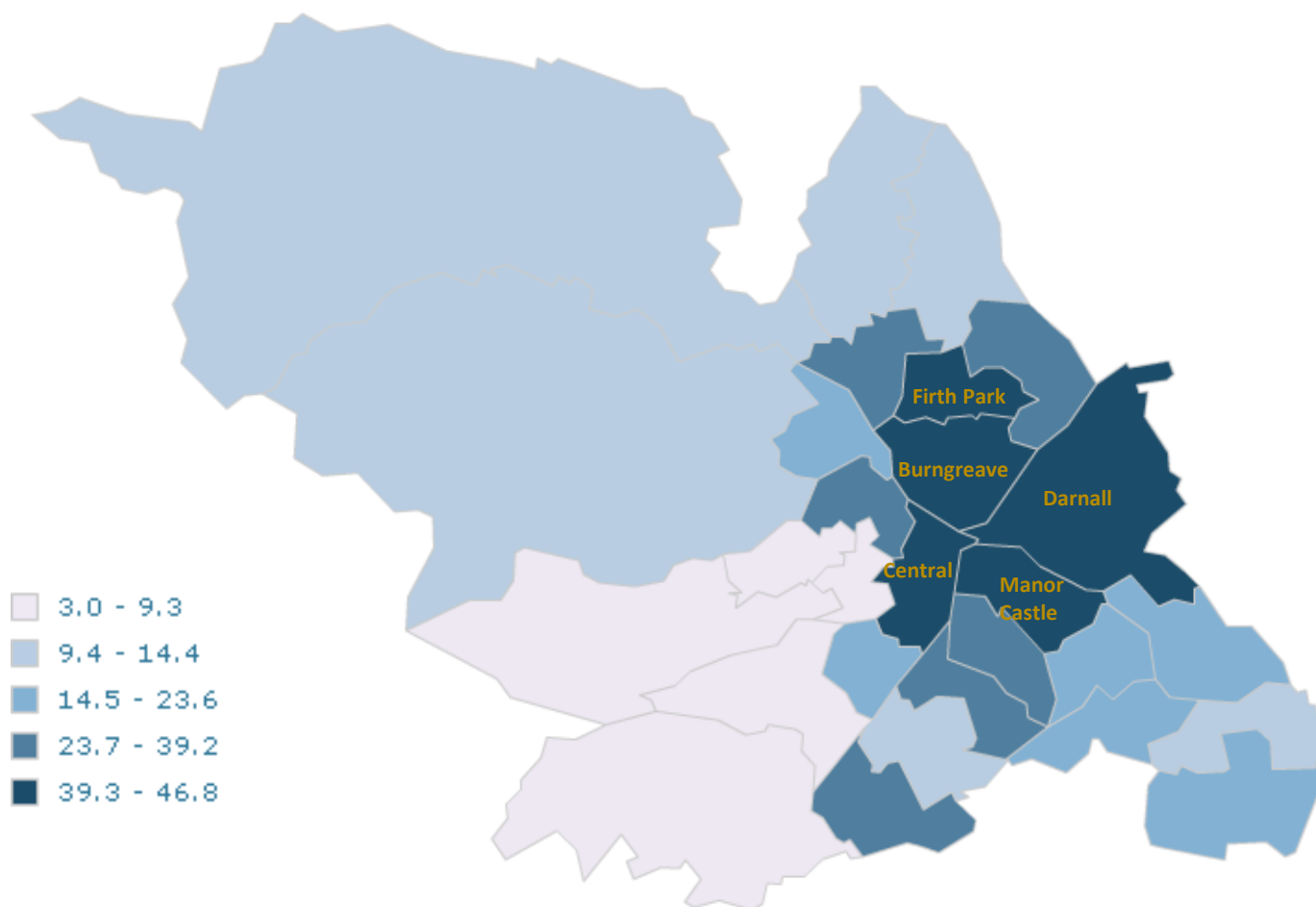
children in Sheffield are eligible for

Free School Meals compared to 18.5%

Families in which adults work part-time

# Where do children in poverty live?

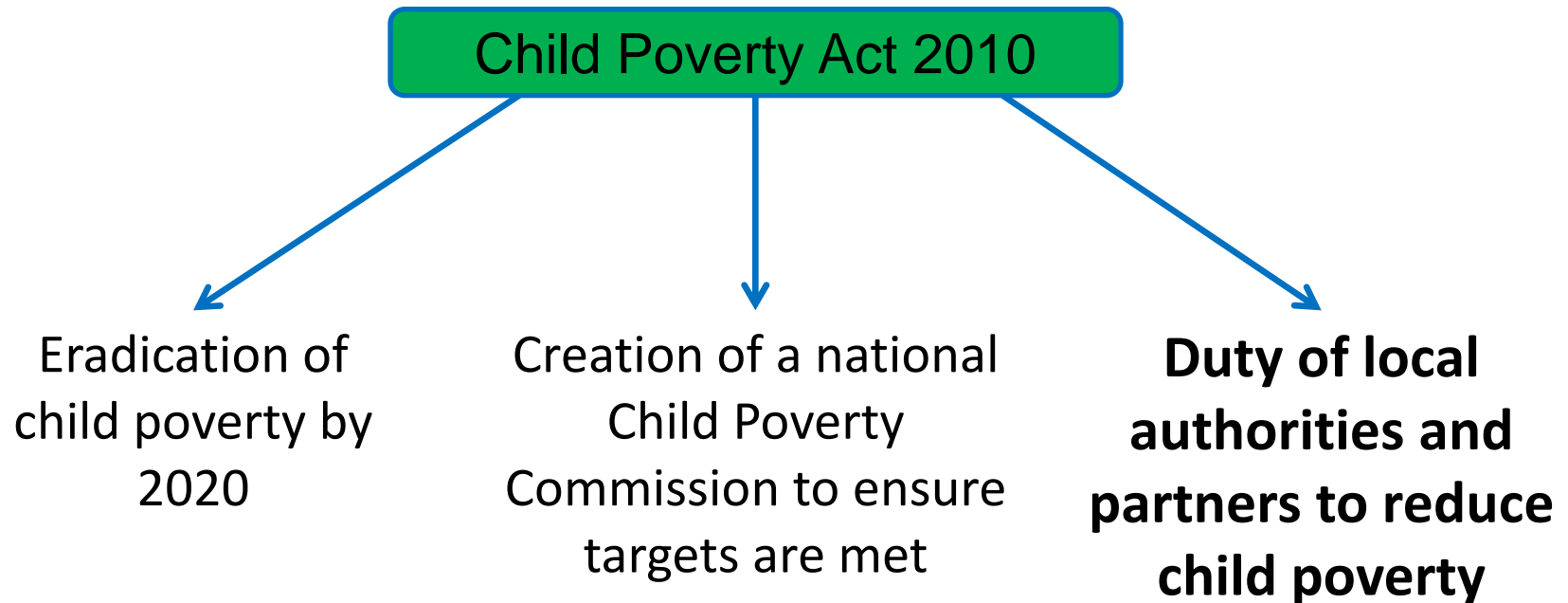
## Proportion of children in poverty in Sheffield wards (2010, %)



# Is child poverty a priority for the government?

**YES**

The UK government is legally committed to eradicating child poverty:



# Is child poverty a priority for the government?

The government has also outlined its approach to tackling child poverty:

The **Child Poverty Strategy**: A New Approach to Child Poverty

Importance of **work** as a route out of poverty, principles of **responsibility**, and the **whole family** approach

The **Social Mobility Strategy**: Opening Doors, Breaking Barriers

*“No one should be prevented from fulfilling their **potential** by the **circumstances of their birth**”*

Frank Field MP's Review: **The Foundation Years**

The **first five years on development** have the strongest impact on children's life chances



# Is this a priority in Sheffield?

**YES!**

A group of partners in Sheffield have completed a **Needs Assessment** and written their own **Child and Household Poverty Strategy**

The Strategy will focus both on tackling some of the **issues faced by families currently experiencing poverty** as well as some of the **root causes of poverty**

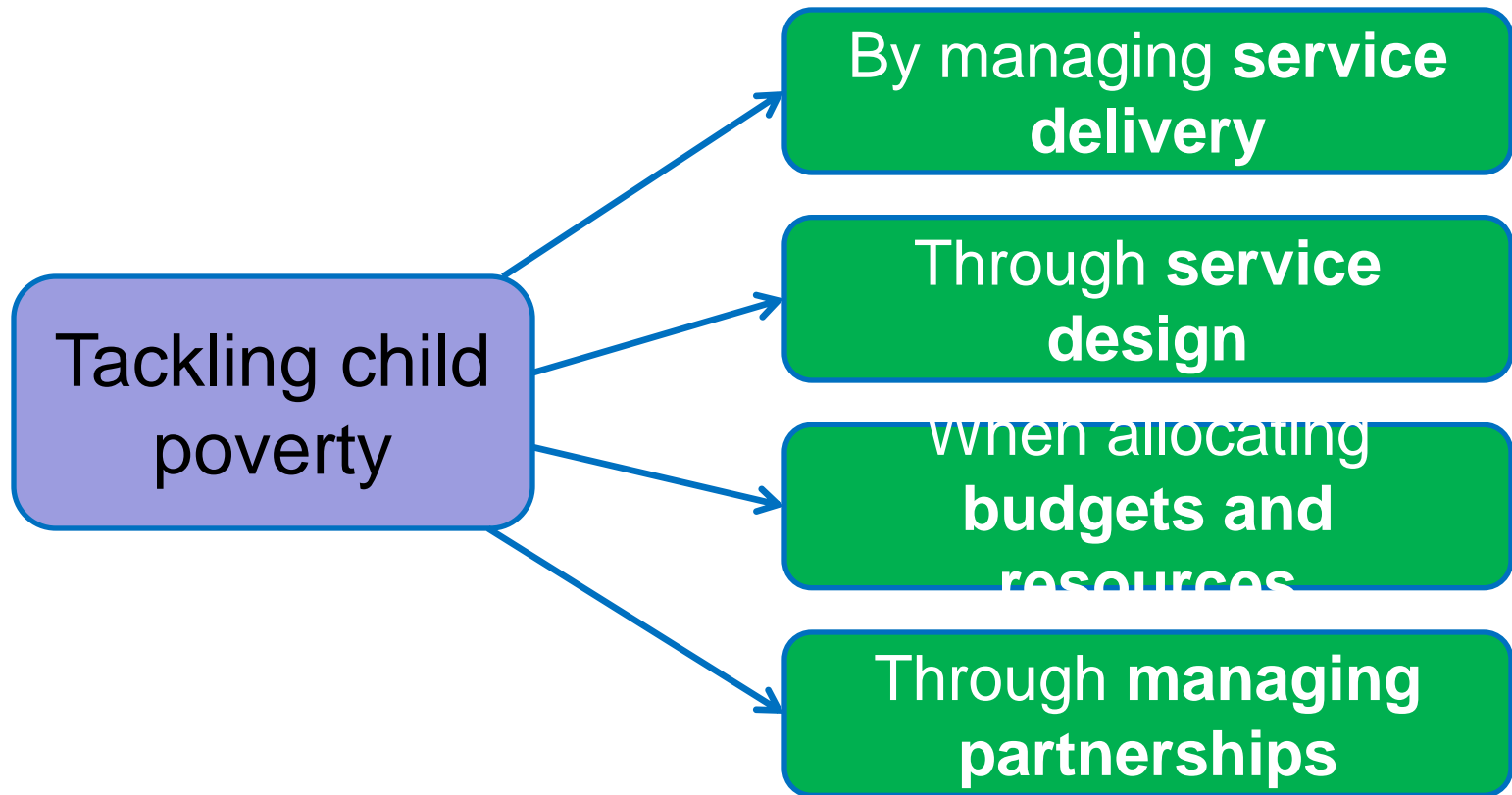
# What can I do?

Poverty is not one single problem,  
SO...

...while there may not be one  
solution,  
lots of things can make a big  
difference.

# What can I do?

You're not the people facing families with children on a daily basis, but that doesn't mean you can't have an impact:



# What can I do when managing service delivery?

Managing service delivery and the work that agencies do with families who may be experiencing poverty can include:

Ensuring that **front-line staff** have the appropriate knowledge, skills and attitude to help tackle child poverty

**Communicating** how services could better serve families who may be experiencing poverty to colleagues

Encouraging a **culture** where all front-line staff take ownership of child poverty within their job

# What can I do when managing service delivery?



Double-click on the image to hear about how frustrating it can be when front-line staff don't take ownership



# What can I do when managing service design?

Families who may be experiencing poverty should be considered whenever services are being design or altered.

Key questions include:

How much does it cost?

Is it publicised in the right places?

Where is it?

How does it fit in with other available services?

How flexible is it?

How many forms to fill in are there?

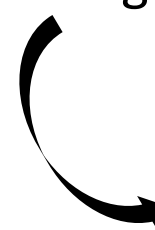
What are the targets?

Can you get to it over the phone? Or online?

# What can I do when managing service design?

## For example:

The Sheffield **Safeguarding Children Training Team** wanted to ensure that the Common Assessment Framework (CAF) that is used for assessing families had enough questions on poverty and housing

A screenshot of a draft exemplar of the Sheffield Common Assessment Framework (CAF) form. The form is titled "Draft Exemplar Sheffield Common Assessment Framework (CAF)" and includes sections for "A. Details of family, child or young person being assessed" and "B. Details of all persons with Parental Responsibility". The form contains various fields for personal information, contact details, and assessment data, with some fields highlighted in yellow.

Although the CAF is broadly based on set forms used nationwide, they were able to add a space for recording information about a family's landlord

# What can I do when allocating budgets and resources?

Target funding and resources towards children who may be experiencing poverty

- Who are they?
- Where are they?
- How is poverty affecting them?
- What support do they need?



# What can I do when allocating budgets and resources?

## For example:

The Sheffield **Family Learning Team** has included child poverty levels as one of the criteria when deciding how to allocate resources across areas



# What can I do when managing partnerships?

## Think about:

How you communicate what you do to other agencies and services

Your contribution to Sheffield-wide efforts to tackle child poverty (e.g. the Strategy)

How you work outside your organisation to join up services and delivery

The barriers to working in partnership and how to overcome them

# What can I do when managing partnerships?

## For example:

Citizens Advice Bureau, Law Centres and Independent Advice Centres in Sheffield are joined up as **Advice Sheffield**, which allows co-location and co-delivery of services

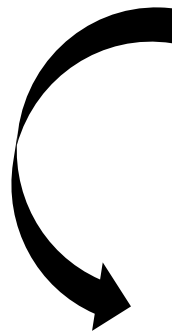


# What can I do?

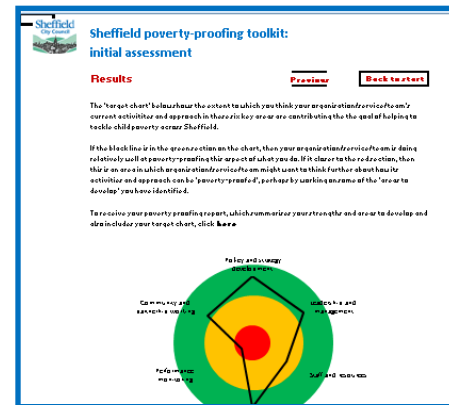
In summary:

## Poverty-proof

Ensure that what your agency, service, team or organisation does contributes to reducing child poverty, or at the very least does not increase it

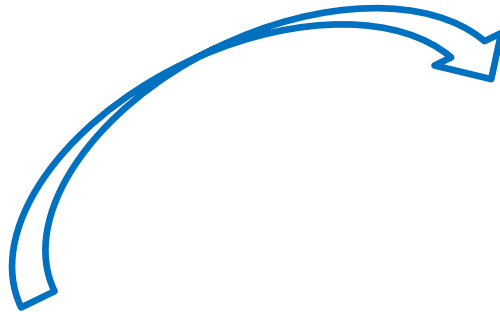


The Sheffield Poverty Proofing Toolkit in the post-course resources can help with this



# And finally...

**Don't underestimate the difference staff working in Sheffield can make**



Double-click on the image to hear about how a member of staff working with families in Sheffield made a difference



# Summary

In this part of the training module we've looked at:

What child poverty in Sheffield is



Why children growing up in poverty is a problem



Some of the ways we can help to limit the effects of child poverty and ensure that poor children don't become poor adults

# What next?

Can you think of anything you could do differently as a result of this training?

e.g.:

1. Complete another section of the Sheffield child poverty training module (either online or face to face)?
2. Use the course toolkit?
3. ?

