

Theme 1: Whole School Approach

This theme includes questions for the senior leadership to consider if they are being inclusive in all elements of school policy and practice with a 'no-shame' approach for low-income families. This includes the reward and sanctions system for issues such as attendance, behaviour, uniform and homework and whether this approach disadvantages pupils from poorer backgrounds, impacting on their experiences of the school day.

Self-Assessment Tool

School Approach - place a mark in the box that represents to what extent you agree or disagree with the statement.	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Staff are aware of the potential impacts of child poverty on pupils and families e.g. national and local statistics, health and social consequences					
Staff are aware of school and local support for families and pupils experiencing financial hardship					
There are families in school who struggle to afford essential items					
There are families in school who struggle to afford school resources					
The school has an effective policy and approach to help address child poverty in school					
Systems for attendance, behaviour and reward do not unfairly disadvantage pupils on a low income					
Pupils have the opportunity to discuss issues around poverty and how it affects them					
Parents/Carers have the opportunity to give opinions and share their experiences around poverty/financial pressures					
Families on low incomes are represented within the Parent Teachers Association					
All children in school, regardless of financial background are able to attend and engage with all aspects of the school day					
Priority Area(s) for Action:					

Top tips



- Identify a lead and form a working group. Involve staff, pupils and families. By including everyone, it is more likely you will identify the right areas for action and find solutions that work for all. This group can help to raise awareness throughout the school community and get people involved.
- Ensure pupil and family voice underpins the work; they have invaluable insight.
- Ensure to communicate across the whole school team and to families that this work is being undertaken. A useful framing for this work is 'No child left behind'. Be clear that you want input from staff, pupils and families; by including everyone, it gives confidence that the school really is committed to the work. It will also mean families are more likely to come forward with problems and ask for help.
- Start by identifying all the current positive practice that is already within the school and thinking about how this can be built on, agree some quick-win targets to gain some momentum, set reasonable timescales for changes and set regular review points for your plan.
- When making changes that will have financial implications, ensure to find out how this will impact on families e.g. consultations around changes to school uniform.



Practical actions and resources

- [Child poverty | CPAG](#) - provides facts and figures about poverty and who is affected in the UK.
- [The CPAG Cost of the School Day Toolkit](#) contains details of activities and surveys to gather the input of children and young people (pg.49), school staff (pg.61), parents and carers (pg.62).
- [The CPAG Cost of the School Day Toolkit](#) contains tools to map out estimated costings of key aspects of school life including uniform, travel, learning, school trips, eating at school, school clubs/activities, fun events, home learning etc. See pages 53 to 60.
- The Cost of the School Day Lesson Plan – [a case study from St John Ogilvie High School](#), South Lanarkshire provides resources to facilitate a classroom session around costs associated with a day at school (pg. 25).
- Complete a costings audit, mapping out all the points across the year in which families will face costs. A diary tool to support this work can be found here: [Cost of the School Day Calendar 2024/25](#).
- Review systems for collection of payments e.g. school dinner money and trips. Consider how late payments are dealt with. Does this identify children? Does it prompt a discussion about support?
- Review the current reward and sanctions system for items such as attendance, behaviour, uniform and homework. Does it provide flexibility for pupils who may be facing additional challenges? E.g. attendance can be affected by lack of travel money or embarrassment about not having the right uniform/kit; challenging behaviour may be due to inability to complete homework due to lack of internet access.
- Review how families are travelling to school. Is the cost a challenge for some pupils? Consider the free [Modeshift Starts School Scheme](#) which supports schools to develop active and sustainable travel plans.
- Fighting against poverty – [case studies of school actions](#)
- There is only so much we can do – [a report on child poverty in schools in England](#)

Theme 2: In-School and Home Learning Resources

This theme focusses on aspects relating to learning equipment and resources, thinking about what pupils may need, both within the school day and at home, ranging from basic items such as pencils and pens to subject-specific items. Most learning tasks have little or no cost, but digital access or costs for homework projects may prove challenging for some families.

Self-Assessment Tool

In-School and Home Learning Resources - place a mark in the box that represents to what extent you agree or disagree with the statement.	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
All pupils have access to the resources they need for in-school learning e.g. pencils, pens, calculators					
All pupils have access to the resources they need for at home learning e.g. computer and internet (schools could ask parents to confidentially inform them if they will struggle to provide these at home or if they would prefer their child to access the internet at school)					
Cost and resources are considered when setting homework tasks e.g. cost of an art project					
School has a system in place to identify and support pupils who may need help in sourcing learning resources					
School policy/approach/ sanctions/reward around not having equipment or homework does not disadvantage some pupils					
Information about support with resources is shared with pupils and families, e.g. if schools can loan resources/equipment					
Costs associated with studying specific subjects are affordable for all pupils e.g. cost of cooking ingredients may deter signing up to home economics					
Priority Area(s) for Action:					

Top tips



- Develop a school resources and loaning policy, and ensure that all staff are aware of the policy and what can be provided. This should cover resources needed for all aspects of school learning in and out of school.
- Ensure all pupils and families are aware of what the school can provide or loan and promote it regularly.
- Find out about local support available for digital access such as free computer clubs or recycled IT equipment.
- Ensure that pupils can access loaned equipment or resources in a confidential and discrete manner.

Practical actions and resources

- Map out home-based learning activities to think about spreading them out more evenly across the school term. Are there specific home tasks or activities that could put additional financial pressure on families such as craft projects, and how often are these set? Have you considered the cost implications? Could there be an alternative task?
- Offer lunch and afterschool homework sessions in which resources for homework can be accessed for free e.g. computer and internet access, and arts and crafts materials.
- Develop a resources station or pick-up point that pupils can access first thing before class to avoid the embarrassment of not having items. This will also enable identification of pupils who may be struggling and provide opportunity to offer support.
- Consider bulk buying equipment such as pens and pencil cases which can be sold at low price or given out at the start of each term.
- GCSE subject choice: are there additional costs of studying specific subjects, and does this affect pupils' subject choices? E.g. cookery ingredients, textile materials and sporting equipment. Ensure that conversations around costs for specific subjects, and support with these, take place when pupils are selecting their GCSE choices. Where possible, remove charges for Food Technology, Design and Technology, Art, PE and Geography field trips.



Theme 3: Food

In this theme we explore how pupils access food over the course of the school day including breakfast, break time, lunchtime and out of school trips and how the Free School Meals offer is managed.



Self-Assessment Tool

Food - place a mark in the box that represents to what extent you agree or disagree with the statement.	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
All pupils can access nutritious food throughout the school day i.e. breakfast, lunch, snack time					
Families do not face any additional food costs when accessing extra-curricular activities					
Eligible families are supported to apply for Free School Meals (FSM) or automatically enrolled					
Pupils who are on FSM can not be identified by other pupils e.g. a note on visible register/class lists, or packaging of free packed lunch on trips					
Families who are struggling to pay school meals costs are supported or signposted to help					
School food costs are clear to parents/ carers and are reasonable (primary)					
School food costs are clear to pupils (secondary) e.g. meal deal costs are clear					
Families are provided with information about local food support and low-cost meal ideas					

Priority Area(s) for Action:

Top tips



- Ensure that practice around pupils on free school meals is non-stigmatising i.e. are they identifiable in any way? Is there a check box against their name in the register shared on a class screen? Or paper bags for free packed lunches on trips?
- Make sure that pupils who are in arrears for school meal payments are still able to eat and know how to ask for help with this. Use the position of being in arrears to open a discussion with families, offer support and signpost.
- Make sure information about free school meals and support on how to apply is promoted clearly and in easy-to-read format. Provide a drop-in for questions and help with application. Or participate in an annual automatic enrolment process (this is provided for North Yorkshire schools using NYC's FSM enrolment portal).
- Share information with parents and carers about FEAST North Yorkshire's Holiday Activities and Food programme, designed by the Department for Education as a food poverty initiative to ensure those who rely on free school meals during term-time have access to food during the Easter, Summer and Christmas holidays. <https://www.northyorkshiretogether.co.uk/feast>

Practical actions and resources

- Breakfast provision – see the [NYC Guide to providing Breakfast Clubs](#) which includes information about the importance of breakfast, finding funding and potential models.
- Connect with your local food bank to see if they can help with providing free breakfast or snack time items and explore options to access food parcels for families when needed.
- Ensure that details of any local food insecurity support are communicated regularly to families.
- Source some cheap lunch boxes to use for pupils receiving FSM on school trips.
- Provide information to families about ideas for healthy, low-cost nutritional family meals either via newsletters or weekly recipe ideas. Healthy, low-cost ideas for breakfast, lunch, packed lunches and dinner can be found on the [Healthier Families website](#). [Healthy-Lunchboxes-leaflet-primary-2024.pdf](#)
- Make sure that the costings of food items are made clear and simple to all pupils and they can see them before entering the food hall to enable those with limited funds to budget comfortably e.g. food prices are shared in the form time/room.



Theme 4: Uniform

In this theme we seek to understand the way in which school uniform and PE kits is supplied, how much they cost, and the expectations that the school has in regard to uniform and PE kits. It also considers how the school supports families with uniform costs.

Self-Assessment Tool

Uniform - place a mark in the box that represents to what extent you agree or disagree with the statement.	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
The school uniform is affordable and accessible for all families					
The school has consulted with pupils and families about the cost of uniform					
The non-uniform compliance, rewards and sanctions systems in place considers potential financial causes					
Spare shoes and uniform are usable and appealing/well maintained and can be accessed in a discrete manner					
Families know where they can get help to purchase uniform					
There is a second hand/preloved uniform scheme or details of the local provision is shared with families					

Priority Area(s) for Action:

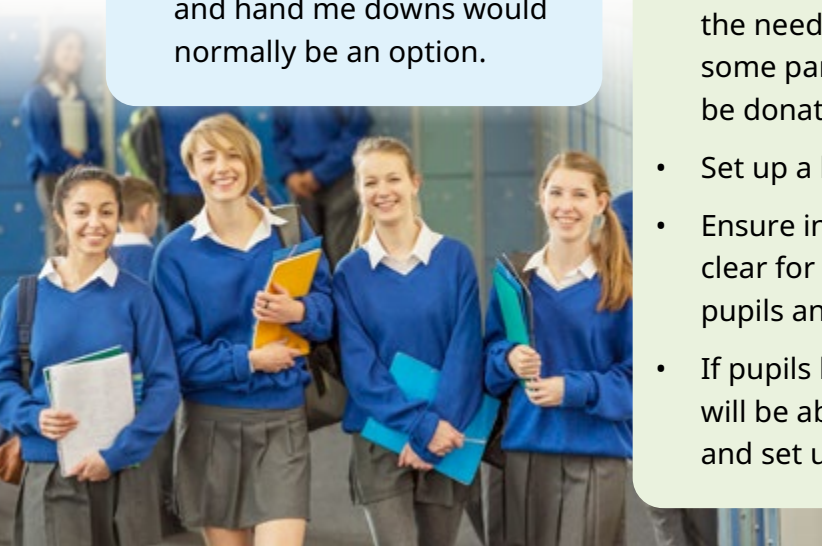
Top tips



- The School Uniform Bill brought into place in 2022 means affordability must be the top priority for schools when setting uniform policies. Guidance can be found here: [Affordable School Uniforms – a guide](#)
- Ensure that any spare clothing items or kits are clean and in good condition, so pupils do not feel uncomfortable using it.
- Ensure that all staff are mindful about the causes behind missing uniform items; these could be due to the cost of purchase or challenges with regular washing etc. and ensure that consequences are appropriate and trigger supportive conversations.
- If uniform changes are made, allow a period of grace, taking into consideration families with multiple children where costs may be significant and hand me downs would normally be an option.

Practical actions and resources

- Complete an exercise to review your uniform considering:
- Branding, how many uniform items require a logo/badge, and is this really needed? Could iron/sew-on badges be cheaper?
- Could you source a more affordable supplier or allow families to shop around for some items e.g. supermarket back-to-school ranges?
- Is the uniform policy regularly reviewed and does it include pupil and parent/carers engagement?
- Are all items really necessary e.g. a rugby top that is used a small number of times? Do you need a separate PE uniform or could pupils wear any shorts and tops?
- Consider guidance about PE kits here [“I forgot my Kit” Poverty Proofing@ School Sports](#)
- Set up a preloved uniform shop and encourage families to donate to this (some families report they would prefer to pay a small donation for uniform items rather than this be free). Include school shoes/trainers etc.
- Set up a ‘help yourself’ box of uniform in the school e.g. in the reception area or near the lost property.
- Set up a uniform savings scheme to help families budget for the cost of next year’s uniform.
- Explore the possibility of setting up a second-hand uniform section at a local charity shop, this removes the need for families to access it via school which some parents prefer. Lost property items can also be donated to the shop at the end of each term.
- Set up a blazer hire scheme.
- Ensure information on second-hand uniforms is clear for parents/carers of current and prospective pupils and published on the school’s website.
- If pupils have missing kit, consider how soon families will be able to pay to replace it due to the cost, and set up a loaning system to bridge the gap.



Theme 5: Additional Opportunities

This theme considers the curriculum beyond the academic, vocational and technical such as opportunities for artistic, musical, sporting and cultural activities. It explores hidden costs such as extra equipment and clothing to understand if there are any barriers for disadvantaged pupils. It seeks to understand how the school ensures that there is equality of opportunity for all pupils to take part in a wide, rich set of experiences which provides them with the cultural capital they need to succeed in and enjoy life.

Self-Assessment Tool

Additional Opportunities - place a mark in the box that represents to what extent you agree or disagree with the statement.	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
The school endeavours to ensure that, wherever possible, cost is not a barrier for pupils to access additional opportunities and activities					
When planning activities, we consider hidden costs i.e. clothing/equipment					
We provide a good range of free or affordable trips, clubs and events for families					
We have a process in place to monitor participation in our trips, clubs and events to identify participation patterns due to income					
We consider the timing of activities to spread costs for families e.g. Christmas is a hotspot					
We have a mechanism in place through which families can discretely access support to help pay for trips, clubs and activities, which is advertised well (this may involve using pupil premium funding to subsidise costs)					
We consult with parents/carers about the cost of trips to understand affordability					
We have processes in place to help families spread the costs of school trips					
We provide affordable access to special equipment needed for trips or residentials					
Fundraising activities are completed in a non-stigmatising and inclusive way					

Priority Area(s) for Action:

Top tips



- Provide a school year calendar containing details of clubs, trips, fun events and fundraising with approximate costings and details of support available. Schedule timely reminders of items so that families have time to budget and can work around paydays.
- Widely promote support available to fund activities and plan discreet ways for families and pupils to access it.
- Provide a range of free school clubs such as archery, cooking, dance, basketball, football, arts and crafts, and choir.
- Where possible, hold clubs at lunchtime to avoid travel costs for families having to do different school pick-up times, or pupils being unable to access free school transport.
- Identify and promote local free or low-cost activities to families.
- Make sure that families are aware of the North Yorkshire FEAST (Food, Entertainment, Arts, Sport, Together) programme. It offers a range of different things to do in the school holidays. All children and young people across North Yorkshire can get involved in a range of holiday activities, with free places and a free meal for eligible children and young people. FEAST partners with leading holiday playschemes, clubs and activity providers from across North Yorkshire offer a wide range of sessions for children of all ages from Reception to Year 11. <https://www.northyorkshiretogether.co.uk/feast>



Practical actions and resources

General

- Upskill staff and the PTA in bid-writing.
- Connect with local businesses to see if they can provide any sponsorship or funding.
- Set up a 'pay it forward' scheme for families who are able to pay for other families. This can be for school club places, school trips and entrance to events such as school fairs.

School Clubs

- Have a policy of school uniform or PE kit only for school clubs to avoid some pupils wearing the latest football kit or designer clothes.
- Approach local businesses to fund the purchase of school team kits to avoid costs to families e.g. football kits, netball kits etc.
- Explore joining national schemes that can offer cheaper or reduced cost products such as sportswear e.g. [InKind Direct](#)

Practical actions and resources

School Trips

- Ensure to run some trips that are totally free. This can be underpinned by a system of voluntary contributions for some trips, but inclusive of all children no matter the contribution. Make sure each child experiences one residential.
- Complete a mapping exercise to identify venues or activities that are walkable or accessible via local transport to keep travel costs down for some trips.
- Explore different models for transporting pupils to events and trips to reduce costs e.g. depending on the location and number of pupils attending, it may be cheaper to hire a set of taxis than a minibus. Is it possible for a group of schools to co-own a minibus? Or can you rent a minibus from another local school? It is important to ensure that models adhere to the necessary insurance and health and safety measures required.
- Make sure that letters about trips include details about financial support.
- Spending money – is this necessary on the trip? Can you put a limit on the amount pupils can take?
- Additional equipment – develop a shared equipment store with other local schools e.g. sleeping bags, walking boots etc.
- When suitable, wear school uniform on trips to avoid clothing pressures on families.
- Allow minimal downpayments for trips to reserve a place and then break total cost into more regular small payments spread across the year. Having a minimal reservation amount limits unfairness in any first come first served process.
- Avoid first come first served or large down payments for trips. This may be an instant barrier for some families as it would take a big chunk of monthly income.
- Avoid asking for deposits or significant payments at financial hotspots for families such as Christmas or the start of term, when they have just paid for new uniforms etc.



Practical actions and resources

Fun Events and Fundraising

- End-of-term teachers' gifts – put out a communication about end-of-term gifts asking that handmade or written notes are given instead. Run some sessions over lunchtime for children to come and make their cards.
- School fairs – is there a set entrance fee? Could you do a reduced cost family ticket which includes a drink and something to eat? Is there a mix of free and cost-based stalls/activities? Consider the timing of the fair; does it mean extra trips for families which could add additional travel costs to weekly budget pressures?
- Fundraising – is it possible for the PTA to apply for grants or approach local businesses to replace some fundraising activity? Can the school take part in community-based fundraising such as bag packing or carol singing to raise funds?
- If collecting monetary donations in class, have a drop box at the door so amounts can be given discretely.
- If collecting for local charities or food banks, have a central drop-off area rather than within individual classrooms as this takes the pressure off families with more than one child and avoids identification of those that can't donate.
- Book Fairs – include a book swap stall.
- Have a box of pre-loved outfits that children can use for things like Christmas jumper day, Non-Uniform Day, and world book day, and encourage families to donate to this.
- Non-Uniform Day – consider replacing this with odd-socks day or 'wear something green day'.
- World Book Day – consider replacing costumes with a 'wear a hat' or banner day in which pupils decorate a paper hat or banner that represents their favourite book (some schools have had a 'decorate a potato' day). This also ensures that the focus is on reading and not the best costume.
- Prom – set up a pre-loved prom dress/suit bank. This could be in partnership with other local schools or the local uniform bank. Connect with a local hair and beauty college to see if their pupils would be willing to provide some free services.
- School photographs – packages available via external photographers can be very expensive. In addition to this, if photos are handed out in form-time, it highlights those unable to purchase them. Arrange for collection from a central point at the end of the school day.
- Birthday celebrations – instead of allowing pupils to bring in cake or sweets to share, why not have a birthday badge within each classroom or a cardboard cake with candles?
- Are fun events and fundraising spread out across the year? How much notice is given to families to allow them to budget?



Theme 6: Support for Pupils and Families

In this theme we consider how school-related costs can affect families and pupils including having a negative impact on mental health. It seeks to understand how a school can effectively support families and pupils, making sure they know who and where they can ask for help, and what local support is available alongside mental health support.

Support for Pupils and Families - place a mark in the box that represents to what extent you agree or disagree with the statement.	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Pupils and families know who they can talk to about financial issues at school. This has been considered to ensure it is non-stigmatising and can be accessed in a private way					
Information on how to access financial support at school is well promoted					
There are a number of ways for pupils to talk about poverty or financial issues and how it may be impacting them					
Mental health is talked about in school, and information is shared with children and families					
There are multiple ways for children and families to ask for help e.g. in person, email, worry monster etc.					
Families are provided with all the information they need about school in one easy to access place with digital and physical copies available					
Families are provided with information about how to access local support (e.g. debt management and benefit applications) including NYC cost-of-living support. https://www.northyorks.gov.uk/community-and-volunteering/cost-living-support					
School provides support for period poverty					
School provides information on bed poverty e.g. zarach.org					

Priority Area(s) for Action:

Top tips



- Develop a package of information about support for families:
- Details are added to the school website in a prominent position.
- Send out regular information via social media on relevant topics e.g. in winter highlight local warm spaces, or in summer tell families about free local activities. Plus top tips on maximising income.
- Make physical copies of information and give them out at key times e.g. start of the new school year and school induction days; this could be a Parent Handbook.
- Have a school notice board with details of support which can be easily viewed by parents/carers such as at the school gates.
- Ensure that all parents/carers know who they can speak to within school confidentially if they are facing any challenges and to get signposting support. If possible, have a weekly or monthly drop in.



Practical actions and resources

General

- Complete an asset mapping exercise to identify local community groups and initiatives that can support/enhance your work e.g. uniform and food banks and money advice.
- Details of local cost-of-living support can be found here: [NYC Cost of Living Support](#). This includes the North Yorkshire Local Assistance Fund which provides financial support to those unable to meet essential living costs, such as energy bills or food.
- The North Yorkshire Local Assistance Fund (NYLAF) can also make awards in kind, such as supplying basic necessities or household goods such as a fridge. [Find out about the Local Assistance Fund](#).
- Signpost or support families to access income and debt management support; this can be provided free and confidentially by [North Yorkshire Citizens Advice and Law Centre](#).
- Ensure that the offer of mental health support for both pupils and families is communicated to families, e.g. <https://thegoto.org.uk>
- Create methods through which pupils can let someone know if they are struggling with mental health including worries and anxiety. For secondary school this could be a specific email address or text service if they don't want to connect face to face. For primary school this could be in a format such as a worry box. The best ideas will come from the pupils themselves, so ask what would work for them.
- Ensure that pupils know who they can go to in school, making it obvious. Encourage children to pick a key person they trust, and consider safeguarding, relationships and checking-in. If the staff members that pupils should approach for help are the same people who issue detentions or deal with behaviour, consider the implications of this arrangement (secondary). Having posters about who pupils can go to for help with pictures of the individuals is helpful.
- Take an approach that minimises stigma around asking for financial support using phrases such as "We know that school costs add up really quickly..." "We know that a lot of people are struggling because of the cost-of-living crisis..." "Starting school is expensive for us all..." "There's lots of extra help out there for families, even if they're working..." "We want to make sure all our families are getting the support they're entitled to..." "It's an expensive time of year..."
- Period Poverty – free products can be accessed via [Department of Education scheme](#).
- Provide self-care packs containing personal hygiene items and positive mental health tips which can be requested for free by pupils.



Involving School Councils

Below we have provided some starting points for the designated member of staff to take to a school council meeting to discuss. These conversations with children may encourage further conversation and feedback for the school to consider. If there isn't a school council in place, the educational setting could consider creating one. A school council that includes pupils can act as a sounding board to offer insights and gather information to help the school make meaningful change in a range of areas. Often the answers to some of the trickiest challenges sit with those who are facing the challenge. Children will, with the right encouragement and support, be able to help develop solutions and suggest ways to remove financial barriers in your school.

Information about running an effective school council can be found here: <https://home.smartschoolcouncils.org.uk/>

Question	Response	Children/young people's ideas	Actions
Are there any items that pupils need for school that families may struggle to afford?			
How affordable is the school uniform?			
Do you know who to talk to if you are struggling with; mental health, paying for trips, food etc.?			
What would you change to make school more affordable for families?			



Action Planning Tool

After completing the self-assessment tools for each of the themes that you want to work on, you may wish to make a plan of action to help implement change. The action plan template below provides space to consider the elements you need to identify to make action happen. It is likely that each theme will have several rows of action. The action plan should be reviewed periodically across the year to ensure momentum and be updated to reflect changes in school. NB. A separate version of the action plan is available – this is a digital document that can be completed easily and shared with colleagues.

Theme	Issue identified	Desired outcome	Action steps	Lead(s)	Time frame	Resources	Potential blockers	Evidence of impact
Whole school approach								
In-school and home learning resources								
Food								
Uniform								
Additional opportunities								
Support for pupils and families								



Change Management

It is important when making any changes in school, to consider how they will land with the people affected by them. Below, we have included top tips for making changes relating to financial barriers in school, as well as some advice/tips from North Yorkshire schools that have engaged with Poverty Proofing©.

Change Management - advice from North Yorkshire schools

- **Parent/Carer Handbook** – create a parent/carers handbook containing all the information they could possibly need in one place: financial support, food, general worries, student support and a calendar of events for the academic year (including costs where possible). This will help to provide the details about any changes they need to know about going forward. When a change has been made that will impact them or their child, make sure that they are made aware via your most popular communication method, as they may not read the full handbook straight away!
- **Start with the quick wins** – look for the small things to remove costs for families, do them and communicate them well.
- **Be there and listen to the children** – ask questions and listen quietly to what the children in your school are saying. The knowledge about the barriers and solutions sits with them; we need to hear and action them.
- **Do not assume** – ask students what they think about key areas (utilising pupil voice).
- **Be mindful of when changes are being made** – e.g. don't change the policy around birthday celebrations mid-way through the year.



Change management theme	Considerations	What to avoid
Clearly defined action plan that includes processes/ policies/ behaviours	Who should be involved? See the Action Plan templates for more information.	Lack of clarity regarding changing priorities.
Timeline of change	Regard changes as short/medium/long term to plan accordingly. The rewriting of an advertisement, for example, is a straightforward change. Other changes will take more planning and may require staff being briefed/ consulted with/provided with training over time before going ahead with a change. A few changes may require more reflection before broaching with the community.	Change without consulting with your team/community involved in your place.
Bringing people along with you: training/ conversations/ beliefs	Leading change from the front - being visible with actions and words. What follow-up/refresher training may be needed for all staff? How is Poverty Proofing© presented to new staff? What do staff say they need? Are all staff (especially senior management) speaking about change in the same way? Day-to-day conversations shape culture – regular reminders of why things are done the way they are. Empathy is arguably at the core of inclusion; how is that demonstrated with all stakeholders in the community?	Lack of consistency when actioning decisions that have been made. If making changes, consider what will happen if the issue rises/occurs again. Some users may find the transition confusing. This can be tricky for staff to deal with - what support do they have?
Pace/timing	Some changes will benefit from being made at the beginning of obvious cycles e.g. new academic year or a new calendar year. For example, if making changes to pricing, give a generous amount of time after informing public/ stakeholders/staff before making the change so that those who have paid the old price have time to learn and ask questions if they want to.	Making changes at a random time or without notice can be seen as bad practice. Consider the pace of change too - how many changes are being made at the same time? Which changes need staff to be on board with, in order to be successfully rolled out?
Communication: highlighting what is happening rather than what is no longer happening	When making changes, regularly highlight how events will now be run/ celebrated. Share feedback, photos, quotes on the new events/ routines so the community is aware.	Not acknowledging the changes that are being made or not explaining them.

