



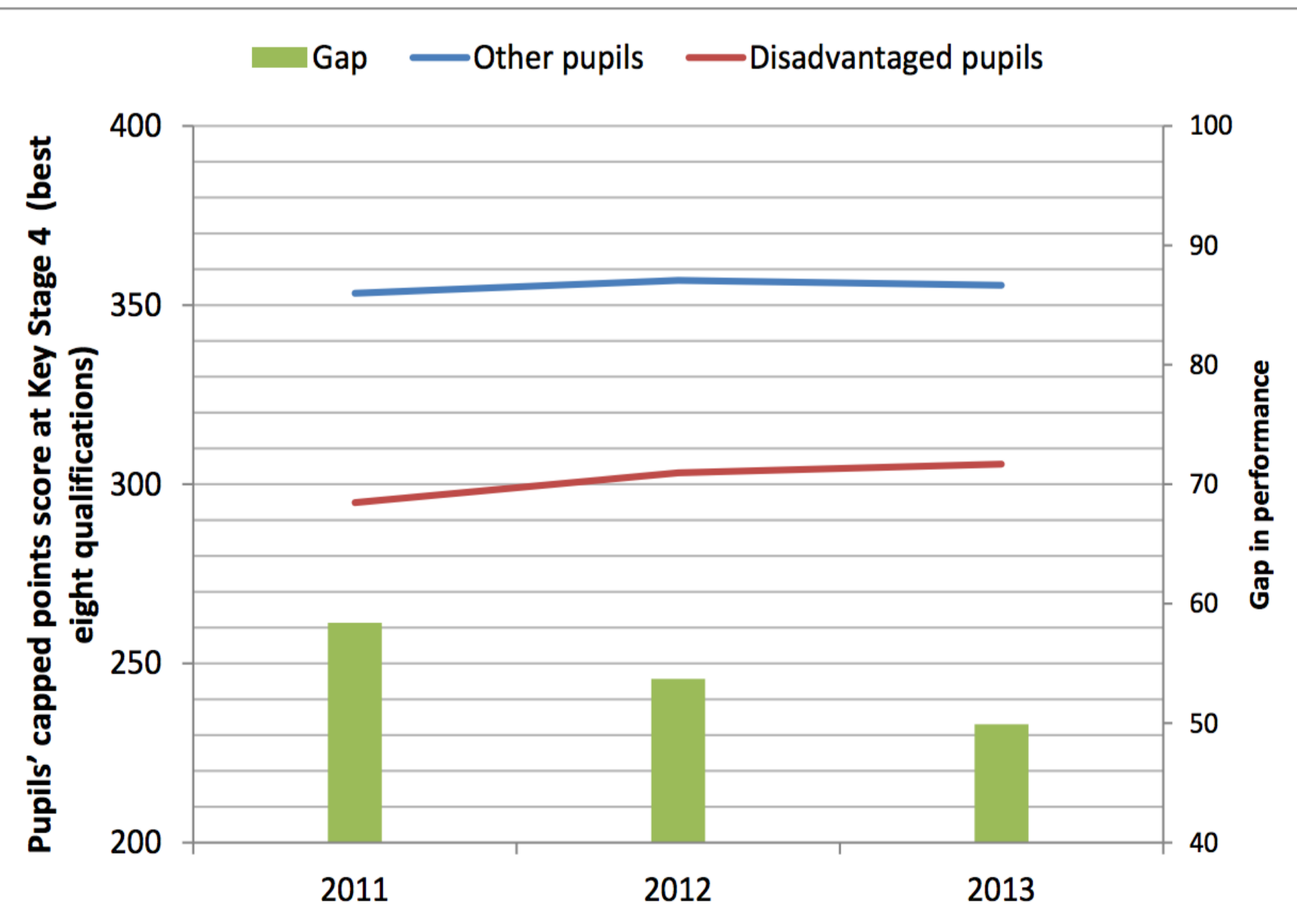
‘We don't need policies that *shift resources* we need transformational relationships that *shift power*’

Knight, B. (2017). Rethinking Poverty. Bristol: Policy Press, p.159.

This research project is concerned with looking into the ways people talk about poverty in schools and how negative discourses of poverty impact young people, ultimately impacting their futures.

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Figure 3 Pupils' mean capped points score at Key Stage 4



Methodology: Cyber-ethnography concerning free school meals and interviews with secondary school pupils about their experiences of free school meals.

Research aims: To produce a report outlining the experiences of disadvantaged young people regarding their school's policies. Then, from their experiences, create a toolkit that they would want in their schools and communities.

Conclusion: Discourse around free school meals produces **shame, stigma and a culture of justification** for being in poverty. The next stage will be incorporating young people's experiences into my resource.

Department of Education (2015). Supporting the attainment of disadvantaged pupils: articulating success and good practice. [online] p.19.



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