Everyone in schools wants to see all their pupils succeed.

Raising the achievement of Traveller pupils is the responsibility of everyone within the education system.

Ofsted has shown that Gypsy Travellers and Irish Travellers are the groups most at risk in the education system.
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Travellers in Gloucestershire

The number and location of Traveller pupils varies from year to year but on average there are approximately:

- 350 children in 35 Primary schools
- 40 students in 11 Secondary schools,
- 20 children in pre-school settings.

These children are from Gypsy Romany, Irish Traveller, Showman or New Traveller families.

Most live on private or county council sites, some are housed and a few live in unauthorised encampments.

The Traveller Education Team consists of 4.6 fte support staff and 1 fte team leader.

As well as supporting pupils, schools and families from Gloucestershire, the Team works with Circus and Showman children for the short time they are in the county.
The Traveller Education Team

The Gloucestershire Traveller Education Team is targeted towards supporting the most vulnerable children:

- Highly mobile children
- Children transferring to Secondary School
- Maintaining the attendance of Traveller children at Secondary School

We are able to offer:

- Direct teaching support for priority pupils
- Supporting pupils in class
- Mentoring for pupils
- Guidance and advice on welcoming Traveller families into school
- Training relating to Traveller cultures and raising attainment
- Whole class/ school work on Traveller issues
- Support to include Traveller culture and issues within the curriculum
- Training relating to dealing with racist incidents
- A book box of recommended resources for schools to view with opportunity to purchase their own copies
- Support in preparing resources for Distance Learning Packs for Traveller pupils
- Display boards & collections of photographs and images relating to Traveller culture
- Support for pupils involved in ELAMP (Electronic Learning And Mobility Projects)
- Support for home visiting
- Support in completing racist incident forms
- Support in improving attendance

For practical help and advice please contact:
Karen Steger/ Elaine Allan
Co-ordinators
READS
Gloucestershire Traveller Education Team
Hucclecote Centre
Churchdown Lane
Gloucester GL3 3QN
Tel: 01452 427262
Fax: 01452 427237
The Race Relations (Amendment) Act 2000 gives schools a statutory duty to promote race equality. This involves:

- Preparing a written statement of the school’s policy for promoting race equality and acting upon it.
- Assessing the impact of school policies on pupils, staff and parents from different racial groups.
- Monitoring the operation of the school’s policies, in particular their impact on the attainment levels of pupils from different ethnic groups.

When a Traveller enrolls in a school the child 'belongs' to that school.

Taken from Aiming High: Raising the Achievement of Gypsy Traveller Pupils
Ref: DfES/00443/2003
Good Practice: race equality within your school

- Plan clearly in both your policies and practice to include all members of the school community.
- Understand that equal opportunity means more than treating everyone the same.
- Accept every pupil as your responsibility even if they are only with you for a short time.
- Undertake speedy assessments of new pupils.
- Demonstrate that you have high expectations of all pupils.
- Monitor the progress of Traveller pupils closely. They are nationally among the most underachieving ethnic groups.
- Make good contacts with parents. Go the extra mile to reach out to Traveller parents who may feel reluctant to approach the school. Offer as much reassurance as possible.
- Log and report racist incidents (however minor they may appear) using the Local Authority Racist Incident forms.
- Have resources in school which reflect the diversity of Traveller cultures and ensure these are available for all pupils.
- Monitor the attendance of Traveller pupils and develop a range of strategies to improve attendance (included in this pack).
- Treat all pupils as individuals and avoid making generalisations about Travellers from previous experiences from both inside and outside the school environment.
Voluntary self-declared ethnicity ascription

taken from the Department for Children, Schools and Families document 0063-2008: The Inclusion of Gypsy, Roma, and Traveller Children and Young People.

• Since 2003 Gypsy/ Roma and Travellers of Irish heritage are two distinct ethnicity categories within the school census.

• The initial analysis from the ethnicity data collection since 2003 is signalling some serious concerns about the relative attainment of these two groups. However the analysis is based on a small sample of pupils (and parents) who have identified themselves at schools within these specific ethnicity categories.

• It would be helpful if an increasing number of children and parents from these communities were willing to voluntarily declare their ethnicity in school census data collection.

• In the interests of boosting the confidence of Gypsy, Roma and Traveller communities to self-ascribe their ethnicity, the Department for Children, Schools and Families feels strongly that there needs to be a concerted effort across the different levels of education.

• There is also a clear need to capture data on those other groups who travel with their families during the school year. This is in order that schools can identify the need in common with minority ethnic pupils, to offer a good quality blended approach to distance learning opportunities.
Developing a culturally rich curriculum:

• It is important that Traveller culture is reflected in the school’s resources. This enriches the learning experience for all children not just the Traveller pupils.
• Promoting positive images of Traveller cultures is a natural thread that should run through planning and provision, in the same way that other cultures are incorporated into the curriculum.
• School libraries should have a selection of books reflecting Traveller cultures and lifestyles. The Traveller Team will have a selection of resources to view with order forms, should you wish to purchase them for your school.
• The National Gypsy Traveller & Roma History month in June is a good way to explore and celebrate the different Traveller cultures that exist in the UK today.
• There is also a need to celebrate their rich history and way of life and to make sure they are effectively integrated into our schools and society. The first Gypsy Roma Traveller History Month took place in June 2008.
• Visit the READS www.irespect.net website for more ideas.
Terminology

The term ‘Traveller’ is used to describe different groups of people.

Ethnic groups:
• Gypsy Romany (English, Welsh, Scottish)
• Travellers of Irish heritage

Membership of these groups is by birth.
Traveller ethnicity is not defined by how much or how little a family travel.

Occupational groups
• Showmen (Fairground)
• Circus
• New Travellers

All these groups generally accept the term ‘Traveller’, although some individual families may prefer other names for their family and this should always be respected.

All families are different with different attitudes and should always be treated as individuals.

The words to describe these groups should always be written with a capital letter, as they are the name of the groups (e.g. Gypsy, Traveller, New Traveller etc.)

Gypsy culture is often romanticised or demonised in the media.

The dispersion of Gypsies and Travellers in different types of accommodation and the lack of ethnic monitoring systems as well as a fear in some cases of self ascribing means that it can be difficult to reach precise figures for the Gypsy and Traveller population in the UK.

The Commission for Racial Equality estimates the number to be between 200,000 and 300,000. (CRE ‘Common Ground’ 2006)
Each Gypsy and Traveller group:

- Has an awareness of its own identity
- Has value systems, cultural traditions, family and social customs and manners of its own.
- Has strong family ties
- Has rules of preferential and prohibited marriages
- Has distinctive styles i.e. furnishings in the home etc
- Has its own oral traditions.
- Maintains social and cultural boundaries
- Has rules to settle internal disputes.
- Has a long history associated with travelling.
- Shares a history of exclusion, prejudice, discrimination and marginalisation.
- Has a dynamic culture and a tradition of adaptation and innovation.
Gypsy & Romany Travellers

History

• When the first Gypsy groups reached the British Isles at least five hundred years ago from India, they were already steeped in their own culture, traditions and language, shaped from their history in Europe. They came at different times and became associated with different parts of the country: Scotland, Wales etc.

• Over the centuries, English, Scottish and Welsh Gypsies continued to develop their economic, social and cultural roles in society. It was a history shaped by exclusion and persecution. Gypsy cultures and ethnic identity thrived within the harsh realities of living as a marginalised group.

• Half a million Gypsies, almost the entire Eastern European Gypsy population, was wiped out during the Holocaust. The Romany word for the Gypsy Holocaust is Porrajmos (The Great Devouring). The Nazis believed that Gypsies were racially inferior, degenerate and therefore worthless.

An imposed identity

• The term Gypsy began from the misconception that incoming Roma groups had migrated from Egypt. At first they were described as ‘Egyptians’ which was later abbreviated to ‘Gypsies’ and the term has been in common use ever since.

• Over the years the term ‘Gypsy’ has been used pejoratively as a term of abuse.

• Some families resent the term ‘Gypsy’ and prefer to be called Travellers or Romanies or Roma.

• Others are proud to be called ‘Gypsies’ while others use the words Traveller, Gypsy and Romany synonymously and interchangeably.
• The terms: gyppo, pikey and tinker are highly offensive to many people and are perceived as racist.

**Travelling and Settling**

• About half of the Gypsy population in UK live in houses (approx 150,000)
• Some live on private or local authority sites (approx 90,000)
• Some are nomadic (approx. 60,000)
• Some travel a lot, some travel a little and some don’t travel at all.
• Families who cannot find a site are forced to live on unauthorised encampments, often on the roadside.
• There are strong family units.
• Children are encouraged to take responsibility within the family, helping with work and domestic chores.
• Education is valued in its widest sense, not just school.
• Families are mostly self-employed. Traditional jobs might be seasonal, motorway maintenance, tarmac, scrap, landscape gardening, tree work, double glazing, pvc cladding.
• Often there are strict codes of cleanliness within families (different bowls for washing different things, toilets only outside the caravan or trailer etc.)
• Children are highly valued; their views are listened to and acted on.
• Families are proud of their culture, but often prefer not to acknowledge it publicly due to discrimination and racism.

© Durham & Darlington ESTC
Irish Travellers

• Since 1999 Irish Travellers have been recognised in English Law as an ethnic group and are protected under the Race Relations Act.
• Irish Travellers (sometimes referred to as ‘Minceir’ or ‘Pavees’) are a relatively small ethnic minority group who have been part of Irish and British society for many centuries.
• Although small in numbers Irish Travellers form the largest minority ethnic group in Ireland. They are regarded as a distinct group in Irish society.
• They have their own history, language, customs and traditions and the vast majority share the Roman Catholic faith.
• Irish Travellers are often confused with Gypsies and Romany Travellers because their cultures and lifestyles are so similar.
• The majority of Irish Travellers in the UK were born in this country. There are an estimated 15,000 living in the UK.
• Some Irish Travellers are housed but a significant number are nomadic.
• They tend to travel in large numbers and are often forced to camp on unauthorised sites because of a lack of appropriate and adequate site provision to meet their needs.
• Access to basic education and health provision is often hindered.
• Irish Travellers are often referred to as ‘tinkers’. This term refers to services that were traditionally provided by the Travellers: tinkering being the mending of tinware such as pots and pans. Many find this term offensive now.
Showmen Families

• This group are sometimes called Fairground families or Showpeople and are approximately 20,000 in number.

• The origins of Fairs in the UK stretch back to pagan times and continued with the Romans. In the Middle Ages, almost 5,000 Fairs were granted royal charters.

• Most Fairground families belong to the ‘Showmen’s Guild of Great Britain’, an organisation which was formed at the end of the last century to protect the interests of its members in two ways: by the code of rules for its members and through legal and constitutional processes of the land.

• Most families spend the Winter in their winter quarters, living in large trailers or chalets. Between early Spring and November/December they may travel all over the country, moving weekly, making attendance at school very difficult.

• During the travelling season most schools and Traveller Education Services make sure that the children have distance learning packs (DLPs) which support the education of these children. Visiting teachers from Traveller Education Services may help the children with their workpacks.

• In the travelling season, children are expected to help their parents on the fair or at home by looking after younger brothers and sisters. Families face the same difficulties as other Travellers in accessing services.
Circus and Performing Families

- The first recorded modern circus was established in London at the end of the eighteenth century.

- Most circuses are family owned and run, although other acts are hired for the season, often from abroad. Performers from many nationalities live, work and travel together.

- This group are highly mobile, often in one location for one week at a time. Access to schools and a continuity of education is difficult.

- Some children have a base school to return to for part of the year, but for many this is not possible.

- Pupils usually fit in very quickly. (Some parents have sweatshirts in all school colours!)

- Some parents report that their children are not given appropriate work to do in school, or that they are used to talk about being in the circus wherever they go.

- Children are often part of the acts, or work in the show in other ways and they have to practise and train so that free time at home is often limited.

- Most carry an educational record card so that teachers can quickly establish their educational achievement and at which level they are working at. This should be updated before the child moves on to the next school.
New Travellers

- The term ‘New Age Traveller’ is often used by the media, but many families prefer the term ‘New Traveller’. Some individuals may prefer to be called just ‘Traveller’.

- Members of this group live on a wide variety of sites. Some sites are unauthorised and usually without any utilities: water, plumbing, sewage disposal, and electricity.

- They often live with the constant fear and stress of eviction. Some groups camp on private land belonging to friends or relatives.

- Groups vary from very small to very large. Living accommodation can take many forms; tents, caravans, bender tents, converted buses and ambulances.

- Some New Travellers took up the travelling lifestyle as early as the 1960s.

- Amongst many New Travellers there is a rejection of the materialism of modern life and genuine desire to live nomadically and in a more environmentally, sustainable and non-materialistic way.

- Attitudes to education vary amongst New Traveller families. Most are keen for their children to receive education: some preferring school, while others educate at home.

- Access to education and continuity of education are often difficult if they are highly mobile or vulnerable to eviction.

- New Travellers have opted for a travelling lifestyle for many reasons.

- Numbers of New Travellers are difficult to estimate. Some people go on the road for a few months whilst others travel for years.
Why do Traveller parents have anxieties about school?

- Some parents have found that some schools are not welcoming to Traveller pupils.
- Some parents have had little or no previous school experience themselves. For those parents who have had experience of attending school, it may not have been satisfactory.
- Some parents feel that their children don’t have a right to a school place if they are only in the area for a short period of time.
- Some parents have concerns about whether their children will be safe at school. Many parents are often reluctant for their children to go on school trips, which take their children out of the school environment.
- Some parents feel their children will be bullied in school or that they will be judged to be less able or badly behaved.

However, many Traveller parents are very positive about their children attending primary school and are keen for them to learn to read and write.

Why do Traveller parents have anxieties about secondary school?

Many Traveller parents have very real fears about sending their children to secondary school.

All families are different and will have different attitudes to secondary school but some common thoughts are:
- Secondary school is a large, threatening and unpleasant place to be.
- Bullying and racism is thought to be more prevalent at secondary school. Their children may be called racist names such as ‘pikey’ or ‘dirty gyp’.
- Much of the curriculum is thought to be irrelevant to their way of life.
- Their children might be seen as ‘having problems’ or viewed as being less intelligent.
- Many of the life skills the children do have, may not be recognised or valued.
- Their children might be exposed to drugs, alcohol and sex.
- Their children have reached an age where they have to take on more responsibility at home and within the family’s trade.
• Full time attendance at secondary school will interfere with the education and culture of home.

Advice to secondary schools:
• It may be necessary to reach out to parents over and above that which is usual in order to offer as much reassurance as possible.
• Outline the system of rewards and sanctions very clearly to parents and ensure that they see it operating fairly.
• All staff should be aware of the broad and underlying reasons why there may be problems with attendance and have strategies in place to address these issues.

Ideas for helping Traveller pupils to settle at secondary school:
• A designated member of staff who is proactive in communicating with the family, prior to and after entry to school and who also makes time to talk to pupils about their anxieties and difficulties.

• A safe place for Traveller pupils to go to when in school.

• Opportunities at a later stage to pursue vocational/ individualised learning if required.

• Ensuring that all members of staff who teach Traveller pupils are aware of the needs of the family relating to their culture and concerns.

• For a few pupils a part-time or flexible timetable can be helpful. It can be a starting point for working towards full time attendance.
Ideas for good practice in school:
Ensure that all staff are fully informed of the Traveller pupil’s situation and that informal training is given if needed.

To be aware that:
- There may be underachievement due to lack of continuity of schooling not necessarily due to SEN.
- Parents can often be extremely anxious about their children being safe with school transport. It is helpful if a member of staff to oversee the pupil’s arrival and departure.
- Some pupils may enter school with little or no pre-school experience.
- Some families may arrive and leave the area with very little warning.
- Many families may travel for work or for family events such as weddings, funerals, baptisms etc.
- Some pupils may have had previously unsatisfactory experiences of school.
- Some parents may be unhappy about their children going on school trips, travelling on school buses or walking long distances outside of school boundary.
- Some parents may struggle with literacy themselves and may find it difficult to help their children with reading or homework.
- Some parents may find it difficult to read letters, so it is often better to communicate in person or by phone.
- Homework may be difficult to do due to the confined space in the trailer or lack of access to equipment. It may be difficult for some children to bring in things from home if there is a class topic.
- Some Traveller families may encounter difficulties in accessing health care, dentists and services such as speech therapy.
- Different problems encountered in school, e.g. head lice, illness, bullying etc may result in children being withdrawn from school, temporarily or permanently.
- Many Traveller families experience racist name-calling, prejudice and discrimination as they go about their daily lives.
Ideas for good practice in establishing and maintaining good relationships with Traveller parents:

• Take time to talk and listen to parents.
• Show that you care and that the pupil is part of the school.
• Be aware that some Traveller parents may have had little or no experience of school themselves.
• They may not know the protocol for paying for school dinners or contacting the school when their child is ill.
• Some parents may have difficulty in obtaining school uniform quickly. Keeping second hand school uniform, especially jumpers with the school logo, which can be lent to new children, can help them feel part of the school straight away.
• Explaining school policies and procedures especially about health and safety (security within school, following up attendance on the first day of absence, safety on coaches and on trips), bullying (recording racist name calling etc), race equality (school’s commitment to inclusion of different ethnic cultures within curriculum etc) and school’s behaviour policy.
• Give parents school phone number.
• Helping parents complete admission forms is important. Members of the Traveller Team can assist in this as well.
• Reassure parents that if they are not happy for their children to go on a school trip that the children will be provided for at school. It is not necessary for them to miss school on the trip day.
• Reassure parents that the school will phone them with important information if they would prefer.
• Seek opportunities to discuss pupil’s achievements.
• Be flexible with Parent’s Evenings: invite them personally and try to be flexible about timings. Some teachers have visited parents at home accompanied by a member from the Traveller Education Team to discuss pupil’s progress.
• Encourage families to take part in all school activities, inviting them personally whenever possible.
• Each Traveller family will have a different attitude to their children receiving Sex Education, so it is worth discussing this individually with each family.
Ideas for good practice in welcoming Traveller pupils:

• Pupils are given a buddy who will look after them especially at break times and who will explain school routines.

• Pupils are paired with others by the teacher in the classroom to offer peer support for learning.

• Pupils will need to have a labelled place to put their coat and a labelled drawer to keep their work in. These two practical points transmit a strong underlying message to the pupil that they are part of the class.

• For many Traveller pupils changing for PE in front of the opposite sex will make them feel uncomfortable. This may not be acceptable at home within some families. Finding an alternative area for them to change in such as a cloakroom area is helpful.

• Older siblings may have been given the responsibility of looking after younger siblings. Traveller children take this responsibility very seriously. When settling new Traveller children in to school it is sometimes really helpful for the older ones to stay with the younger children in their classes, for a short period.

• Where schools have split playground areas for infants and juniors this can create some stress for the Traveller children. Again it is really helpful for a school to have a flexible approach and allow the older siblings to stay with the younger ones while they settle in.
Ideas for good practice in supporting Traveller pupils who have little or no previous school experience:

- Be understanding and supportive to those Traveller pupils who have little or no previous school experience. They will not be familiar with the school environment and school rules.
- They may make ‘mistakes’ in school and do the wrong thing. Words of encouragement and guidance will be more effective in teaching the pupils appropriate behaviour as they settle in.
- If a Traveller pupil has not been to school before they will not be familiar with sitting cross-legged on the carpet and may have difficulty sitting still listening for long periods.
- Some pupils may call out during discussion times and not be familiar with putting a hand up and waiting to speak.
- It may take time for some pupils to learn which words are not acceptable in school.
- Some pupils may not know that they need to ask to use the toilet or to leave the room or playground.
Traveller home/school liaison member of staff

It is good practice to have a named member of staff to co-ordinate Traveller issues within the school.

Some schools have created a specific post to support and promote the emotional, physical and educational development of Traveller pupils.

The role involves:

• Being available to parents in the playground at the beginning and the end of the day, maintaining effective communication with the Travelling community
• Being available for pupils to talk about specific issues they may have.
• Mentoring pupils
• Helping pupils develop their literacy and numeracy skills.
• Developing strategies encouraging pupils to keep in contact with school whilst they travel.
• Spending time with pupils when they return from travelling discussing work that has been completed and any problems with the work given.
• Raising the profile of Travellers within the school by maintaining a Traveller board to inform pupils and staff about Traveller culture and events such as Stow Fair.

For further information from schools that have developed a TA Traveller Liaison Post please contact:

Ann Edwards C. of E. Primary School          01285 860335
Whitminster Endowed C. of E.                 01452 740406
Travelling Children

Most children who travel with the circus or other performance occupations will attend a different school every week or so. They will usually be sociable and settle without fuss into the routine of your school. Each child should bring an “Educational Record Card”, completed by previous schools, which will help you to plan their learning while they are with you.

You can help the children make the most of their short stay with you in the following ways:

• Include the children in all activities
• Be available to welcome the children and their parents on the first day
• Explain the school rules and expectations briefly and clearly
• Make sure parents have the school’s address and telephone number
• Tell parents which days P.E. or swimming kit is needed, and of any costs
• Organise which class they will join when they arrive, name drawers, pegs etc if possible
• Arrange a “buddy” who is prepared to befriend them

Please remember to:

• Complete the record card before the children move away
• Be sensitive—imagine having to explain your lifestyle in circle time EVERY week
• Use Traveller Education support if necessary

Traveller Education Team (01452) 427262
Attendance Issues

Why are Traveller pupils at risk of low attendance?

- ‘Settled society tends to have a notion of community which is locally based and geographically constrained. Gypsy Traveller communities are dispersed and do not have a clear local focus’ DCFS Standards Site.
- The offer of work will often mean the family have to leave at short notice.
- Extended family and religious events such as weddings and christenings or economic gatherings such as horse fairs will draw together extended family groups and reinforce communal identity.
- Gypsy Travellers put a high value on extended family responsibilities so families may move to care for a sick relative or a bereaved family member.
- The family may have difficulty in organising transport - the family vehicle may be used elsewhere during the day and many mothers are left without transport.
- Attendance at school may not be seen as a priority to the family or other families that live near them. Parents may be unaware of the effect that low attendance has on their child’s education.
- Older children may be expected to take on family responsibilities at home and with the family’s business.

How do we record absences of Traveller pupils?

- In the same way as for any other child, with the exception where it is known that the family is travelling away from the area. In that case ‘T’ is put in the register and the absence is recorded as authorised.
- The minimum legal requirement of attendance is 200 sessions or 100 days a year.
Can a Traveller pupil be registered at two schools at any one time?

- Yes. To ensure continuity of learning dual registration is allowed. This means that while a Traveller pupil is travelling, the base school holds the place open and records the absence as authorised.
- The school cannot remove the pupil from the school roll while they are travelling.
- Schools with any Traveller children as guest pupils should report results of any tests the child takes to the base school who should take ownership of the results as well as the overall attendance data.

What do we do if the poor attendance of a Traveller child is causing concern?

- Contact the parents to discuss the issues and to plan the way forward.
- The Traveller Education Team can also assist in liaising with the family to improve attendance.
- If the issues persist the Education Welfare Service should be involved and procedures followed as for any child, with due regard for the need for sensitivity.
Strategies to improve attendance:

- Treat each family individually and try to get to grips with why that child is not attending. Be sensitive to the possible reasons why a child may be genuinely unable to achieve full attendance.
- Emphasise the effect that attendance levels have upon a child’s education.
- Investigate the use of reward schemes or attendance charts with the pupil.
- Ensure that families have positive feedback regarding their children’s education.
- Speak directly to parents as regularly as possible.
- Act rapidly if a child does not attend. A phone call on the first day of absence shows that the school cares about the child, as well as that non-attendance is an issue.
- Parents need to be made aware of the school’s expectations regarding attendance on entry. Schools need to ascertain whether regular travel is likely to be a feature of the child’s education and how the family may be supported in this.
- Set meaningful targets regarding attendance for Traveller pupils. Make pupils aware of their targets and how they can achieve them.
- Encourage pupils who travel to keep in touch with the school by postcards or email. Re-entry for any child is easier if they feel that they have been kept in the loop regarding class work and social events in school.

If you have achieved success in reducing non-attendance in your school, please share your strategies with the Traveller Education Team so that we can disseminate them to a wider audience.
Strategies for supporting Year 6 Traveller pupils transfer to secondary school:

• Identifying early those pupils who are at risk of not transferring to secondary school.
• A reassuring dialogue with parents and children could start in Year 5.
• Each family will have their own outlook on secondary school. Talking with parents about their reasons for their choice, however informal, is a valuable starting point.
• Talking with the family first about secondary transfer is important. The child will have loyalty to his/her parents’ wishes and the family may be distressed that the issue has been discussed with the child first.
• Involving the T.E.T. and/or the EWO who has had previous contact with the family might be useful.
• Arrange early and additional visits to secondary schools if possible.
• Engage the whole class in conversation about secondary school with the assumption that everyone will transfer.
• Arrange a visit from a Traveller pupil already attending secondary school to talk to those about to transfer.
• Use secondary school resources about transfer e.g. school made videos/books etc.
• Discuss with secondary school about the support offered to the Traveller pupil on entry and throughout years at school.
• Do not give up. Families do change their mind.

ENSURE THAT THE NUMBER OF GYPSY, ROMA OR TRAVELLER PUPILS WHO TRANSFER OR DO NOT TRANSFER TO SECONDARY SCHOOL IS MONITORED.

ENSURE THAT THE E.W.S. IS AWARE OF CHILDREN WHO DO NOT TRANSFER IN ORDER THAT FAMILIES OPT FOR E.H.E. OR ALTERNATIVE ARRANGEMENTS LEGALLY.

IT IS VITAL THAT CHILDREN DO NOT JUST DISAPPEAR FROM VIEW WHATEVER THEIR CULTURE OR RACIAL GROUP.
Resources: a selection of recommended books
for use in Primary school

(Visit www.gtce.org.uk/networks for up-to-date Resource File for Support ing Roma, Gypsies, Travellers of Irish Heritage and Other Traveller Pupils)

Dragonory CD: Leeds Traveller Education Service (0113 274 8050)

Come and Count With Us: Nottingham Traveller Education Service ISBN 0-9552162-0-6

Monday Morning: Hertfordshire TES


My Trailer: Cheshire TES ISBN 09-06-76-04-29

Shaun’s Wellies: Norfolk TES ISBN 1-8997258-7


Melissa to the Rescue: ISBN 9535065417

My Wonderful Place: Hillingdon TES

Christy’s Dream: Caroline Binch ISBN 0-7497-4294-1

The Travelling People: Newham, Hackney and Tower Hamlets Education Services ISBN 0-9538008-3-0

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Useful Websites

Visit [www.gtce.org.uk/networks](http://www.gtce.org.uk/networks) for up-to-date websites for Supporting Roma, Gypsies, Travellers of Irish Heritage and Other Traveller Pupils.

www.irespect.net (Gloucestershire Race Equality And Diversity Service website)

www.gypsy-traveller.org (Friends, Families and Travellers is a nationally recognised organisation that serves the whole spectrum of the Gypsy Traveller community.)

http://exchangehouse.ie (Information about Irish Travellers)

www.thegypsymediacompany.co.uk

www.multiverse.ac.uk (Initial Teacher Training resource network)

www.paveepoint (Information about Irish Travellers)

www.ruralmedia.co.uk (Traveller Times magazine link)

www.grtleeds.co.uk (Gypsy Roma Traveller Achievement Service in Leeds)

www.grthm.co.uk (Exciting events that are happening nationally and regionally to celebrate Gypsy Roma Traveller History Month.)

www.romasupportgroup.org.uk (The RSG was established by the Roma people and it is led by them today.)

www.gtce.org.uk (General Teaching Council website with information relating to Roma, Gypsies, Travellers or Irish Heritage and other Traveller pupils.)
Other booklets available from Gloucestershire Traveller Education Team

- READS booklet
- A Guide to working with Traveller Children in Early Years Settings
- Distance Learning: A Partnership Approach to Learning Out of School
- Roadside Travellers: Advice to Schools