



Moving forward together: Raising Gypsy, Roma and Traveller achievement

Booklet 2: Leadership and management



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Preface

This guidance aims to support schools and settings in promoting the progress and achievement of Gypsy, Roma and Traveller pupils and gives essential background information for those involved in the teaching of these pupils. It has been produced as part of the DCSF action to raise the achievement of Gypsy, Roma and Traveller pupils and will support schools in meeting their statutory duties in terms of the Race Relations (Amendment) Act 2000.

The guidance materials consist of four interrelated booklets:

1. Introduction
2. Leadership and management
3. Learning and teaching
4. Engagement with parents, carers and the wider community

It is strongly recommended that Booklet 1: Introduction and Booklet 2: Leadership and management are both read before the other two, as they give the context for Gypsy, Roma and Traveller children and young people in English schools and outline schools' overarching management responsibilities towards them.

The guidance materials aim to support schools to raise standards, narrow achievement gaps and accelerate progress through:

- an exploration of learning and teaching approaches that will maximise the achievement of Gypsy, Roma and Traveller children and young people;
- providing conditions for learning that value diversity and build and promote self-confidence;
- challenging racism and promoting racial equality throughout the school;
- developing effective partnerships with parents, carers, families and communities.

In this way, Gypsy, Roma and Traveller pupils, like all children and young people, can be helped to achieve their full potential through equal access to – and full participation in – their education.

Key principles

- There are no inherent reasons why a child from a Gypsy, Roma or Traveller community should not achieve as well as any other child.
- High-quality teaching and effective AfL, plus appropriate specialist interventions, supported by school leaders, are key factors in improving the achievement of Gypsy, Roma and Traveller children and young people, as groups and as individuals.
- Achievement will only occur through the combined efforts of school, child and home.

Gypsy, Roma and Traveller communities

Throughout these guidance materials, reference is made to Gypsy, Roma and Traveller pupils, parents and communities. This collective grouping includes:

- Gypsies
- Scottish Travellers or Gypsies
- Welsh Gypsies or Travellers
- Roma
- Travellers of Irish heritage
- show people
- fairground families
- circus families
- New Travellers
- bargee or canal-boat families.

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Key messages

- Gypsies, Roma, Travellers of Irish heritage and, more recently, Scottish Travellers are identified as racial groups in race relations legislation and are therefore entitled to all the rights and protections enjoyed by other minority ethnic groups under the legislation. School leaders have a statutory duty to promote race equality and to focus on the positive contributions made by all pupils, including those from Gypsy, Roma and Traveller backgrounds.
- Schools should evaluate their own policy and practice in raising achievement for Gypsy, Roma and Traveller pupils; Appendix 2: Self-evaluation tool will provide useful guidance. Any pupils from Gypsy, Roma and Traveller backgrounds in the school should be included in the Ofsted self-evaluation.
- All school leaders, including middle leaders in secondary schools, should use school data to tackle underperformance and to identify appropriate action and intervention to help close the gap for Gypsy, Roma and Traveller pupils.
- Effective leadership on inclusion, race equality and community cohesion ensures a successful whole-school approach to the welcome, induction, integration and achievement of Gypsy, Roma and Traveller pupils.
- Effective support for Gypsy, Roma and Traveller pupils should be seen as a whole-school responsibility and is not dependent on additional funding or external support.
- In schools that have an ethos of respect for and understanding of the cultures of all pupils, Gypsy, Roma and Traveller pupils feel secure in acknowledging and celebrating their culture and identity. Gypsy, Roma and Traveller pupils need to have a voice and to be given the opportunity to contribute their views about their culture, identity and education.
- The best results in raising attendance, reducing exclusions and providing continuity of learning for periods of travel are found when parents or carers, schools and local authorities (LAs) understand each others' roles and responsibilities in order to plan and work together for the benefit of the child.

Introduction

This booklet on leadership and management explores the key role played by the school's leadership team in raising the achievement of Gypsy, Roma and Traveller pupils in schools. It is essential that the headteacher takes the lead in this work, while ensuring that all staff, especially those with responsibility for English, mathematics and inclusion, are actively involved in closing the achievement gap for these, the most underachieving groups of pupils.

Key principles and statutory requirements

Gypsies, Roma, Travellers of Irish heritage and, more recently, Scottish Travellers are identified as racial groups in Race Relations legislation and thus must be considered as legitimate minority ethnic groups. It is important that the entire school senior leadership team (SLT), teaching and non-teaching staff and governors acknowledge this fact. Gypsy Travellers have been recognised as a racial group since 1988 (CRE v Dutton). Travellers of Irish heritage gained legal recognition as a racial group in 2000 (O'Leary v Allied Domecq). Gypsy, Roma, Travellers of Irish heritage and Scottish Travellers are therefore entitled to all the rights and protections enjoyed by other minority ethnic groups under the acts.

The Commission for Racial Equality (CRE) recognised the extent of discrimination and disadvantage experienced by all the Gypsy and Traveller communities and is committed to helping bring about improvements for Gypsies and Travellers in all walks of life. In 2004 it launched a three-year strategy focusing on securing adequate suitable accommodation but highlighting other areas such as education and health, promoting good race relations, supporting legal enforcement of rights of individuals and ensuring better ethnic monitoring.

Prejudice and overt discrimination are the daily experience of Gypsy and Traveller people. In an era in which it would now be unthinkable for landlords to use the 'No blacks, no Irish, no dogs' signs of the 1950s, 'No Traveller' signs are a frequent occurrence, despite constant challenge by the CRE.

Sarah Spencer, British Institute of Human Rights Lecture, 11 March 2005. Used with kind permission.

Effective school leaders know that all cultural backgrounds need to be understood and respected. Effective leadership on inclusion, race equality and community cohesion is vital to ensure an effective whole-school approach to the successful induction, integration and achievement of Gypsy, Roma and Traveller pupils.



The following legislation outlines the duties for schools in this regard.

The Race Relations (Amendment) Act 2000 (RR(A)A)

This act places a clear statutory duty on public bodies, including schools and settings, to:

- provide equality of opportunity;
- tackle unlawful racial discrimination;
- promote good relations between members of different ethnic communities.

Race Relations (Amendment) Act 2000. © Crown copyright.

Each of these duties supports the other two. In schools and settings, the duties include ensuring that every child, including those from Gypsy, Roma and Traveller backgrounds, has the opportunity to achieve the highest possible standards and leaves the school or setting well equipped for the next stage of education and life.

Central to the statutory duty is the requirement to collect and analyse attainment and other data, by ethnic group, and to put in place strategies, including target setting and monitoring, to close gaps in achievement and attainment. All schools and settings must assess the impact of their policies on minority ethnic pupils, staff and parents.

Schools must monitor the impact of their policies on pupils, parents and staff from different racial groups. In particular, schools should monitor the impact of their policies on pupils' attainment levels.

School leaders have a statutory duty to promote race equality and to focus on the positive contributions made by all pupils, including those from Gypsy, Roma and Traveller backgrounds.



The Education and Inspections Act 2006

This act introduced a duty on all maintained schools in England to promote community cohesion, and on Ofsted to report on the contributions made by schools in this area. The duty came into effect in September 2007. Schools must contribute to community cohesion through their approach to:

- teaching, learning and the curriculum: promoting discussion about common values and diversity;
- equity and excellence: ensuring equal opportunities for all pupils to succeed at the highest level possible, by removing barriers to access and participation;
- engagement and ethos: providing opportunities to interact and build links with parents, communities and other schools locally, nationally and internationally.

Traveller sites are often on the edges of towns and villages and are not always considered to be part of the local community. It is essential that, in such cases, they are recognised as communities in their own right and that schools include them in their actions to promote community cohesion.



The Children Act (2004) and Every Child Matters: Change for Children (2003)

The Children Act and the ECM agenda encourage schools to consider the lives of children in a holistic way and to develop approaches through combined children's services locally, to ensure that all children and young people are supported in overcoming potential barriers to learning and achievement and are able to realise their potential.

Potential barriers for Gypsy, Roma and Traveller children and young people may be numerous. Pupils may have had little or disrupted access to schooling and to the written word. Roma pupils are often among those newly arrived in the UK and are likely to be learners of English as an additional language (EAL). It is important to note that while these issues exist, the presence of learners from different cultures can enhance the learning of all pupils.



The School Admissions Code of Practice (2003)

Since 2007 this code of practice requires all authorities and admissions forums to have in-year fair access protocols in place. The protocols cover all maintained schools and academies in any LA area. The LA should ensure that access to suitable education is secured quickly for children who, on arrival in the area, have no school place.

Some Gypsy, Roma and Traveller families travel to find work, such as seasonal, fairground and circus work, and children may attend several different schools during the year. Such families often arrive at odd times during a term; LAs have a duty to ensure that fair access is given to any pupils arriving mid-term.



Although data shows that the educational outcomes for Gypsy, Roma and Traveller pupils in schools are currently very low overall, this relates to the whole group. There are many individual Gypsy, Roma and Traveller children who can and do excel at school and are among those who achieve national expectations. Schools certainly can make a difference. School staff with high expectations are key to enabling Gypsy, Roma and Traveller pupils to reach the standards of which they are capable.

A number of schools attribute their success in raising academic achievement to the high expectations of both teachers and pupils. Pupils of all ethnic backgrounds and with all kinds of learning needs are treated as potential high achievers.

Removing the Barriers: Raising Achievement Levels for Minority Ethnic Pupils (DfES 2002)

Leadership is crucial to school success. No part of our strategy for primary schools will be successful without excellent leadership from headteachers and their leadership teams.

Excellence and Enjoyment: A strategy for primary schools (DfES 2003)

Research published in 2005 by the National College for School Leadership (NCSL) into the characteristics of effective leadership in multi-ethnic schools also highlights the articulation and implementation of explicit values that promote an agenda of equality, fairness and respect as an important aspect.

The headteachers in the schools involved in the study held a clearly articulated and unwavering commitment to attacking ingrained societal inequalities, particularly racism and poverty, which they saw as inexorably linked to their students' achievements. They did not rest on their laurels or the rhetoric of their values and beliefs but loudly proclaimed them and expended considerable strategic and practical energy toward their realisation...

p.7 Effective leadership in Multi-Ethnic Schools. © National College for School Leadership. Used with kind permission.

The following six key priorities for embedding their values in the life of their schools emerge from the NCSL research.

- All staff should be equally committed to redressing inequalities.
- All staff should demonstrate a willingness to learn about the cultures and background realities of the children and their families.
- Improving the quality of learning and teaching is crucial to raising achievement and addressing inequality.
- Every effort should be made to recruit staff who come from the same ethnic, linguistic and cultural background as the children in the school.
- Developing partnerships with parents, carers and communities is essential if children are to achieve their potential.
- Realising these values requires the construction of an inclusive school culture.

In order to make a difference to the educational outcomes of Gypsy, Roma and Traveller pupils, schools need a strong and determined lead, focused on raising the attainment of these groups of children within the context of an inclusive and relevant curriculum and pedagogy. This lead is given by the headteacher

and supported by the whole leadership team. Expectations for Gypsy, Roma and Traveller pupils must be high and be maintained by all staff members. Continued effective support for Gypsy, Roma and Traveller pupils is seen as a whole-school responsibility and is not dependent on additional funding or external support. A policy for race equality is implemented, monitored and reviewed. Leadership responsibilities are distributed and there are explicit and accountable structures and processes for coordinating the provision for Gypsy, Roma and Traveller pupils and monitoring its impact.

Points for reflection

- Are all members of your school staff and governing body aware of the legal ethnic status of Gypsy, Roma and Irish and Scottish Traveller families?
- How does your school provide equality of opportunity, tackle unlawful racial discrimination and promote good relations between members of different ethnic communities?
- Does your school collect and analyse attainment and other data by ethnic group, including Gypsy, Roma and Irish Traveller?
- How do you assess the impact of your policies on Gypsy, Roma and Traveller pupils and parents?
- What strategies does your school use to close gaps in achievement and attainment?
- What is the response in your school to the mid-term arrival of Gypsy, Roma and Traveller pupils?
- What are expectations in relation to these pupils' attendance, behaviour and achievement?

Next steps

SLTs should:

- engage middle management in discussion regarding expectations for different groups of pupils, including Gypsy, Roma and Traveller pupils, using the above questions;
- ensure that the school's professional development cycle includes opportunities to engage all staff in discussion, as part of the process of reviewing inclusion and equal opportunities policies;
- use LA advisory services, including Traveller Education Support Service (TESS) and Ethnic Minority Achievement (EMA) services strategically to support areas of whole-school development, for example supporting senior staff's understanding of the potential barriers to achievement for Gypsy, Roma and Traveller pupils and strategies for overcoming those barriers;
- provide CPD training to all new staff, teachers and governors about Gypsy, Roma and Traveller cultures;
- share Gypsy, Roma and Traveller case studies with staff, including instances where Gypsy, Roma and Traveller pupils have achieved at or above national expectations, and examine the possible reasons for positive outcomes;
- ensure that plans address how the school intends to secure the five outcomes of Every Child Matters for all pupils, including those from Gypsy, Roma and Traveller backgrounds.

Auditing policies and practice for Gypsy, Roma and Traveller pupils

Ofsted self-evaluation forms (SEF)

Where there are pupils from minority ethnic backgrounds in the school it is essential that they are included in the Ofsted self-evaluation. The following sections are those of the primary school and secondary school Ofsted SEFs in which evidence of the inclusion of Gypsy, Roma and Traveller pupils may be added. (In the full SEFs the responses will include the consideration of the full range of children in the school.)

Consider the evidence available to demonstrate:

A1.1 – the school’s context including number, ethnicity, first language and mobility of any Gypsy, Roma and Traveller pupils;

A2.1 – the attainment of Gypsy, Roma and Traveller pupils;

A2.2 – the quality of learning for Gypsy, Roma and Traveller pupils;

A2.5 – the extent to which Gypsy, Roma and Traveller pupils feel safe from bullying;

A2.8 – the extent to which Gypsy, Roma and Traveller pupils contribute to the school and the wider community and the extent to which all pupils contribute to the wider community which may include Gypsy and Traveller sites;

A2.9 – the attendance of Gypsy, Roma and Traveller pupils;

A2.10 – the extent to which Gypsy, Roma and Traveller pupils develop workplace and other skills that will contribute to their future economic well-being;

A2.11 – the extent to which all pupils including Gypsy, Roma and Traveller pupils understand, accept, tolerate, respect and celebrate diversity;

A3.2 – the use of assessment to support the learning of Gypsy, Roma and Traveller pupils, including those who may arrive mid-term;

A3.3 – the extent to which the curriculum meets the needs of Gypsy, Roma and Traveller pupils, including where relevant, through partnerships;

A3.4 – the effectiveness of care, guidance and support for Gypsy, Roma and Traveller pupils;

A4.1 – the effectiveness of leadership and management in embedding ambition and driving improvement for Gypsy, Roma and Traveller pupils;

A4.3 – the effectiveness of the governing body in challenging and supporting the school so statutory responsibilities towards minority ethnic groups including Gypsies, Roma and Travellers are met;

A4.4 – the effectiveness of the school’s engagement with parents and carers of Gypsy, Roma and Traveller pupils;

A4.5 – the effectiveness of partnerships with members of Gypsy, Roma and Traveller communities and the use of these partnerships in promoting learning and well-being for Gypsy, Roma and Traveller pupils;

A4.6 – the effectiveness with which the school promotes equal opportunity for Gypsy, Roma and Traveller pupils and tackles discrimination;

A4.8 – the effectiveness with which the school promotes community cohesion by engaging with Gypsy, Roma and Traveller communities, cultures and issues;

A5.1 – the outcomes for Gypsy, Roma and Traveller children in the Early Years Foundation Stage;

A5.4 – how well the setting/school meets the needs of Gypsy, Roma and Traveller children in the Early Years Foundation Stage;

A8.1 – outcomes for Gypsy, Roma and Traveller pupils as individuals and as a group;

A8.4 – important actions for the school in order to raise the achievement of Gypsy, Roma and Traveller pupils;

B1.26 – any extended services provided by the school which engage Gypsy, Roma and Traveller pupils and families;

B1.29 – work-related learning which includes Gypsy, Roma and Traveller pupils;

B2.5 – numbers of learners who are Gypsy, Roma or Travellers of Irish heritage;

B2.7 – numbers of Gypsy, Roma and Travellers of Irish heritage who receive support through specific funding, from whatever source;

B2.8 – the number of Gypsy, Roma and Traveller pupils who speak English as an additional language and who are at an early stage of language acquisition;

B2.14 – the number of learners who are Gypsy, Roma and Travellers of Irish heritage, that travel throughout the school year;

B4.1&2 – exclusions and transfers of Gypsy/Roma and Travellers of Irish Heritage;

B5.2 – any curriculum activity including support/withdrawal teaching and any relevant additional groups which include Gypsy, Roma and Traveller pupils;

B6.2 – support teachers funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage and support received in last year from Traveller Education Support Service;

B6.4 – support staff funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage;

C8 &10 – equality and diversity policy and practice and compliance with the Race Relations Act.

Assessing school practice and policy relating to Gypsy, Roma and Traveller pupils

The self-evaluation tool (see Appendix 2) will support schools in evaluating their own policy and practice in raising achievement for Gypsy, Roma and Traveller pupils. The self-evaluation document is divided into the following sections:

- Leadership and management;
- Using data to target groups and track progress;
- Developing learning and teaching;
- Effective partnership with parents and community.

It is suggested that the tool is first used by schools' SLTs and governing bodies to audit the school's policy and practice thoroughly, by assessing each area in terms of whether it is well established, developing or not yet in place.

Each school will be at a different point on the development continuum; schools can therefore build on their present practice, either identifying new areas for development that will have the greatest impact on outcomes for Gypsy, Roma and Traveller pupils, or to enhance existing areas of practice.

Case study 1: Use of the self-evaluation tool at a primary school

This large rural primary school has a history, going back several years, of having on roll a small number of Irish Traveller pupils from a local site. The SLT used the self-evaluation tool to review their policy and practice in working with the Irish Traveller pupils in the school, in order to plan new developments to raise achievement.

The audit revealed that, for many Irish Traveller pupils, there were gaps in the attainment data and it was therefore difficult to measure year-on-year progress. Many of the families travel during the summer months and children were often away when transitional assessments were carried out. Changes were made so that those pupils who would be travelling are now assessed either before leaving for their travelling period or as soon as they return. The school is now able to maintain a more accurate picture of their achievement and to plan interventions when necessary.

When the attendance of the Irish Traveller pupils was collated it was noted that, on average, the majority of the pupils from the group were only attending school on four days a week. Through the use of a range of strategies, including individual invitations to breakfast club and 'first-day response', the attendance of the majority of Irish Traveller pupils has improved.



The school questioned whether the culture of this group was really reflected in the curriculum and found that, though on occasions Traveller-related texts were loaned by the LA's TESS, there were no books among the school's own resources that were culturally specific to this group of children. In consultation with Traveller pupils, the school has now purchased several books that have proved popular with pupils from a range of backgrounds.

Pupil and parent voice were also identified as areas for development, as was staff and governor training. A range of initiatives is now being trialled and evaluated as part of a larger plan, to raise attainment for this underachieving group of pupils.

The new headteacher is keen to return to the audit at the end of the year to assess progress and identify further areas for focus and action.

Case study 2: Identifying areas for development in a village college, using the school self-evaluation tool

This village college has a well-established tradition of effective work with Gypsy, Roma and Traveller pupils and their wider communities. Of the 27 Gypsy, Roma and Traveller pupils at the college, many are Gypsy Travellers who live in trailers by the roadside or on county council or private sites, while others are housed or live in chalets on private land. There is also a large showmen's community, living in a fairground yard during the winter and travelling from March to November.

The principal and vice-principal used the self-evaluation tool to audit policy and practice in raising the achievement of Gypsy, Roma and Traveller pupils. Many strengths were identified. The principal is well known to many of the Gypsy, Roma and Traveller families and the LA TESS is also used to liaise between the college and the community. There is a Student Support Centre, which is well used by Gypsy, Roma and Traveller pupils. The college operates a 15-hour per day mobile and text messaging service that has been well received by parents and pupils. There have been whole-school staff opportunities for awareness-raising regarding Gypsy, Roma and Traveller cultural and educational issues and the college is involved in electronic distance learning initiatives with fairground pupils.

The following areas for development were identified and these now form the basis for a detailed two-year action plan to raise the achievement of Gypsy, Roma and Traveller pupils in the college.

Leadership and management

- Develop a more strategic approach to the management of the Gypsy, Roma and Traveller cohort in all aspects of their involvement with the college.
- Encourage more involvement by adult members of the communities to act as role-models, as governors or pupil mentors.
- Develop staff training on raising achievement of Gypsy, Roma and Traveller pupils.
- Develop the power of pupil and parent voice, including those of Gypsy, Roma and Traveller pupils and parents, across all ages.
- Develop management of inclusion and mobility further, possibly to include a more formal buddy system.
- Encourage Gypsy, Roma and Traveller pupils to join the college council.

Use of data

- Collate data on Gypsy, Roma and Traveller profiles so that there is easily accessible information about ethnicity, cultural group and mobility patterns.
- Develop the database further so that Gypsy, Roma and Traveller pupils' progress can be reliably tracked, allowing attainment gaps to be easily identified and acted upon, with clear targets set. Access to the database should be shared by all staff in the college responsible for raising pupils' attainment.
- With the development of the database, baseline assessment of all newly arrived or returning Gypsy, Roma and Traveller pupils will be added and accessed by all staff.
- Re-explore issues regarding ascription and develop actions to secure more accurate ascription, with support from the LA TESS.

Learning and teaching

- Staff CPD is to include messages about the need for high expectations of Gypsy, Roma and Traveller pupils. Homework and other issues are to be explored and actions established.
- Develop strategies for gathering pupils' responses to the curriculum further and collate Gypsy, Roma and Traveller response in order to address need.
- Develop the PSHE curriculum to raise awareness and celebration of Gypsy, Roma and Traveller cultures. Use the Speak Out anti-bullying CD-ROM.
- Ensure that there are positive images of Gypsy, Roma and Traveller pupils on view. Discuss with Gypsy, Roma and Traveller pupils the possibility of Gypsy, Roma and Traveller cultural displays.
- Address retention at Key Stage 4 and attainment at GCSE.

Partnership with parents

- Develop the communication between Gypsy, Roma and Traveller parents and carers and teaching staff in order to build trusting relationships.

Points for reflection

- Before using the self-evaluation tool, can you identify any particular areas of strength in your school's policy and practice for Gypsy, Roma and Traveller pupils?
- Before using the self-evaluation tool, can you identify areas for development of your school's policy and practice for Gypsy, Roma and Traveller pupils?

Next steps

Once the self-evaluation is completed and areas for development are identified, the school's SLT should:

- prioritise the defined areas and plan, initially for a one-year programme of action. (This could be written as a Raising Achievement Plan for Gypsy, Roma and Traveller pupils.);
- ensure that the Gypsy, Roma and Traveller Raising Achievement Plan is integrated into, and benefits from, existing school systems and structures to enable developments to be sustained and embedded;
- ensure that the identified areas for development continue to be relevant and effective in raising the achievement of Gypsy, Roma and Traveller pupils. (Planned actions should also reflect the school's development priorities.);
- monitor and evaluate termly the impact of the actions taken on raising the achievement of Gypsy, Roma and Traveller pupils.

Using data to identify and tackle underperformance

Improving ascription

It is essential that Gypsy, Roma and Irish Traveller families are given the opportunity to declare their ethnicity when enrolling at a school. Many families are not ascribed to these categories on school and LA data; although some choose not to be, others have not been given the opportunity. School admission forms may need to be explained and sometimes read to families, to enable them to make informed choices about the ethnicity to which they ascribe. It is important too that schools build positive links with Traveller parents and communities and that families feel safe and secure in declaring their ethnicity. It is believed that, nationally, only a small proportion of families are currently declaring their specific ethnicity.

The following points are taken from *The Inclusion of Gypsy, Roma and Traveller Children and Young People: strategies for building confidence in voluntary self-declared ethnicity ascription* (DCSF 2008), which aims to encourage more parents of Gypsy, Roma and Travellers of Irish heritage to declare their ethnicity. The publication explains why it is important to get their ethnicity right.

- Teachers know that, for children to be successful learners, they need to be self-confident in their personal and family identity and that this is inextricably linked to their self-esteem as learners.
- Schools cannot satisfactorily foster a close relationship with parents and the community unless it is cognisant of the social, cultural and racial dimensions of the whole school community.
- Schools and LAs cannot satisfactorily comply with their duties under the Race Relations (Amendment) Act 2000, unless they are aware of the ethnicity and cultural diversity of their school population.
- Funding streams and targeted support are frequently linked to particular groups of pupils who may feature as a priority in terms of educational funding programmes. LAs and schools that are not aware of the full range of pupils' backgrounds are ill-placed to bid for and receive such additional funding. More accurate ascription will attract increases in funding.
- In order for the curriculum to be personalised and inclusive, the diversity of pupils' backgrounds needs to be known.
- In order for school improvement officers and school improvement partners (SIPs) to support schools to raise achievement they need to be fully aware of the diversity of pupils' backgrounds.
- Ethnically disaggregated data is important as part of school self-evaluation requirements.
- Ethnically disaggregated data is important as it has a strong influence on the priorities and orientation of Ofsted inspections of schools.

The Inclusion of Gypsy, Roma and Traveller Children and Young People: strategies for building confidence in voluntary self-declared ethnicity ascription (DCSF 2008)

Many traditional English Gypsy and Irish Traveller families live on county council or private sites that are often not considered part of the local community, town or village. They are rarely visited by people from outside the Traveller communities. Equally, there are some Gypsy, Roma and Traveller families living in social or private housing that may be isolated from other members of their cultural group or 'community'.

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. Thus extended family and religious events such as weddings and christenings, or socio-economic gatherings such as horse fairs, will draw together family groups and reinforce communal identity. Where schools have a Gypsy caravan site in their catchment area, there is potential for recognising Gypsy Travellers as a local community group and reflecting their history and culture within the school. However the majority of Gypsy Travellers live in housing and many schools may have children from one or two such families attending their school. The cultural identity of these families tends to be under threat and it is important that all schools ensure that cultural diversity is reflected within their curriculum.

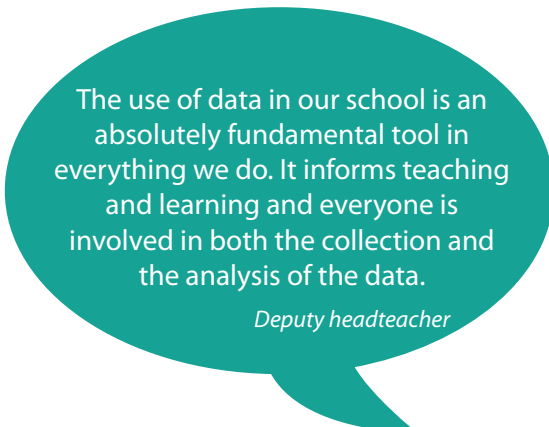
Aiming High: Partnerships between schools and Traveller Education Support Services in raising the achievement of Gypsy Traveller pupils (DfES 2005)

It is important to remember that many Eastern European Roma families have frequently faced discrimination and historical persecution in their own countries and, indeed, may continue to face some discrimination in the UK. They may not choose to declare their ethnicity when newly arrived at a school. When trusting relationships are built between pupils, staff and parents, many Roma families have been more confident about acknowledging their identity and ethnicity, working with schools to celebrate their culture and subsequently ascribing themselves as Gypsy or Roma.



Tracking pupils' progress and tackling underperformance

This section gives guidance on the use of data to track pupils' progress and tackle underperformance. All school leaders, including middle leaders in secondary schools, should use school data to tackle underperformance of groups of pupils in order to secure improvement. Intervention strategies can be implemented to address particular needs and help to close the attainment gap of particular underperforming groups.



The use of data in our school is an absolutely fundamental tool in everything we do. It informs teaching and learning and everyone is involved in both the collection and the analysis of the data.

Deputy headteacher

Using the relevant section of the self-evaluation tool, the SLT will examine its knowledge about the profile of Gypsy, Roma and Traveller pupils in the school. The team should have an informed view of how data is currently used and what areas of data collection need to be enhanced in order to ensure an accurate profile of this group of pupils. The self-evaluation is likely to have revealed gaps in pupils' progress data, for example where Traveller pupils have been away travelling during assessment periods, or where Gypsy, Roma and Traveller pupils, including newly arrived Roma children, have been enrolled mid-term with no prior assessment data. Areas for development will have been identified. Where indicated, these should include actions to put into place accurate methods of collecting data on attendance, exclusions and progress in order to track the attainment of all Gypsy, Roma and Traveller pupils. Other areas for development may include work to raise the ascription of pupils to Gypsy, Roma or Irish Traveller categories. For support, refer to *The Inclusion of Gypsy, Roma and Traveller Children and Young People* (DCSF 2008).

Case study 3: Developing a Gypsy, Roma and Traveller pupil database to track progress and map future intervention

At one large community college, where 90 per cent of pupils are from minority ethnic backgrounds, Gypsy, Roma and Irish Traveller pupils are one of several underachieving groups. Raising the achievement of this group is viewed as a whole-school responsibility, with the senior management team taking the lead on scrutiny of data, tracking of pupils' progress and engagement with parents. All 15 of the Gypsy and Irish Travellers on roll at present are ascribed as Gypsy, Roma or Traveller of Irish heritage. A deputy headteacher, supported by the headteacher, has taken on responsibility for examining ways in which Traveller pupils' progress can be improved.

Data from existing school records has been collated into one specific Gypsy, Roma and Traveller pupil database. This gives details of ethnicity, termly attendance and exclusions and achievement in the core subjects. It also provides information about any additional needs and maps extra support for the year. Individual termly targets have been set for all Gypsy and Irish Traveller pupils and these have been shared with subject leaders and inclusion team workers. Pupils' progress is added to the database termly. The Gypsy and Irish Traveller pupils are now viewed by school staff as distinct groups who are vulnerable to underachievement and the database is used effectively to track pupils' progress and map future interventions.

Assessment for learning (AfL) and Assessing Pupils' Progress (APP)

Senior leaders need to ensure that their approach to AfL is part of a manageable and whole-school system of assessment that provides a cumulative understanding of each pupil's achievement. The principles of the AfL strategy are that:

- every child knows how they are doing and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on a trajectory of improvement;
- every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- every school has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and teachers.

The Assessment for Learning Strategy (DCSF 2008)



We know that, for a number of reasons, many Gypsy, Roma and Traveller pupils are not fulfilling their potential. It is important that all pupils, including those from Gypsy, Roma and Traveller backgrounds, know what is expected of them, how they are doing and the steps they need to take to improve. It is important too that parents understand their children's learning needs and targets. Some Gypsy, Roma and Traveller parents may need additional support in this area if they are unfamiliar with the English education system, speak little English or if they have not had full access to education themselves.

For Roma pupils it will be necessary not only to gather information on curricular learning but also on their English language development, and knowledge and proficiency in other languages. Practical approaches for assessing language development and curricular learning of primary school pupils can be found in *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* (DfES 2006).

APP materials provide a structured approach to in-school teacher assessment for English and mathematics. The assessment guidelines support teachers to assess pupils' work in relation to national standards. Assessments made using these materials for Key Stages 1, 2 and 3 can be especially useful for pupils who travel from school to school, as they have the potential to provide meaningful, evidenced and reliable information about a pupil's performance, which can be transferred from one school to another. A profile of learning is established by assessing the pupil's work against national assessment criteria. APP enables teachers to learn more about a pupil's learning strengths and weaknesses and can be used to identify pupils with gaps in learning, who may benefit from interventions.

Points for reflection

- Does the school employ accurate methods to track the attainment, progress, attendance and exclusions of Gypsy, Roma and Traveller pupils?
- Is data analysed by ethnicity, including Gypsy, Roma and Irish Traveller and by gender and other characteristics?
- Are the school's expectations high enough for pupils from all backgrounds?
- If there are gaps in the performance of Gypsy, Roma and Traveller pupils, what intervention strategies is the school putting in place to tackle underperformance?

Next steps

- Take steps to improve the accurate ascription of Gypsy, Roma and Irish Traveller pupils. Refer to *The Inclusion of Gypsy, Roma and Traveller Children and Young People* (DCSF 2008).
- Identify where pupils from Gypsy, Roma and Traveller backgrounds are underachieving.
- Use Raise-online and APP to support the process of monitoring and supporting the performance of Gypsy, Roma and Traveller pupils.
- Target appropriate support.
- Build effective whole-school structures that focus on raising the attainment of underachieving groups as part of a whole-school improvement strategy.

Issues of access, induction and mobility

Enrolling Gypsy, Roma and Traveller pupils

Parents or carers and children from Gypsy, Roma and Traveller families have the same rights as any other family in relation to access to school places, even if they are only staying temporarily within the LA and may not have a postal address or be living in housing or on an authorised site. Schools and LAs have a duty to ensure that there is no unfairness or discrimination when an application for a school place is made.

In some cases, class sizes for Reception or Key Stage 1 can be increased to enable a child from a Gypsy, Roma or Traveller family to attend a local school near to where they are staying. All children, including those from Gypsy, Roma and Traveller families, can be on the register at more than one school. This is known as 'dual registration'. The 'base school' is the school that the child most recently attended during the preceding 18 months, when the family was not travelling. The legislation calls it the 'school of ordinary attendance'. Further advice regarding the law concerning admission and attendance of children can be found in *Attendance advice: Gypsy, Roma and Traveller Children* (DCSF 2008).

All schools enrolling children from Gypsy, Roma and Traveller families, while the families are travelling, should encourage the parents to provide the details of any possible base school, so that the two schools can work together to provide as much educational continuity as possible, and so that children's absences and attendance are recorded accurately at the base school.

In recent years there has been increasing concern about the challenge of pupils' mobility (defined as the total movement in and out of schools by pupils, other than at the usual times of joining and leaving). An increasing number of schools experience high levels of mobility: a continuous flow of different groups of mobile pupils, each with their different needs. Some schools find themselves experiencing high levels of additional admissions for the first time. Some schools have a stable population and experience the arrival and exit of a small group, for example Gypsy, Roma and Traveller pupils. Some schools have a stable population, including groups of Gypsy, Roma and Traveller pupils who travel for parts of the year and return to the school in the interim. In all of these cases, mobility makes demands on the school at all levels, including school systems and the stable community of pupils and staff. It also makes huge demands on the mobile pupils themselves. It is important that mobility is not perceived as an excuse for low performance and failure.

Schools which manage to establish good processes and practices most effectively are those which perceive themselves as including mobile pupils in their identity. In other words, they are not schools 'with the problem of mobility', but rather a school, part of whose population is mobile. It follows for them that they should become experts in the field: knowing what is entailed and shaping their provision and deploying their resources accordingly. Such schools will tend to prioritise the individual against the performance of the institution.

Managing Pupil Mobility: A Guidance Document (DfES 2003)

We have worked hard to foster improved links with Gypsy, Roma or Traveller parents, hosting targeted parents' meetings to discuss their specific needs, how reading is taught at school and how they can support at home. These meetings also targeted support for transition from home to school, for Foundation-aged children, and included practical advice on school admissions procedures.

Primary school deputy headteacher



Points for reflection

- What is the proportion of learner mobility in your school?
- What are the challenges for your school in terms of the impact of mobility on school systems, the stable community of pupils and staff?
- What are the advantages of a mobile population for your school?
- What are the benefits of a strategic approach for the school and pupils?

Welcome and induction

Schools may have Gypsy, Roma and Traveller pupils arriving from any of the following categories:

- newly arrived at school;
- returning to the same establishment following a gap in their education;
- transferring class or school at the same time as their peers.

Newcomers should be made to feel welcome at the very first point of contact, whether by telephone or in person at the school's reception area. This is especially important for Gypsy, Roma and Traveller pupils and their parents or carers. All members of staff, both teaching and non-teaching personnel, need to be aware and sensitive to the racism or negative reception Gypsy, Roma and Traveller pupils and their families may have experienced in the past, when people from these communities have often been shunned. This has resulted in their growing mistrust of authority and, as a result, many generations have not received the educational opportunities they deserve. All cultural backgrounds should be respected and all new arrivals welcomed as adding to the richness and diversity of a school's ethos and culture. Newly arrived Gypsy, Roma and Traveller pupils should be recognised and valued for the positive contributions they can make to the school and the class.

Ensure that the social and aesthetic environment of the school is specifically and explicitly welcoming, reassuring and affirmative of respectful acceptance of Gypsy, Roma and Traveller communities, their culture, history and languages.

The Inclusion of Gypsy, Roma and Traveller Children and Young People (DCSF 2008)

When you first start, like I did in Year 2, everyone welcomes you. I sat at the table and they showed me where everything was, and I like it because sometimes when you don't know how to do the work, someone will come and help you.

Year 6 Traveller pupil

Discussing and then describing what constitutes a warm and supportive welcoming school environment for pupils and parents can be a useful focus for full staff training.



Mid-term admissions

Mid-term admissions apply to children who transfer between schools at times other than the beginning of the autumn term. Particular challenges arise for Gypsy, Roma and Traveller pupils when they arrive between the fixed-term start dates. Schools are advised to develop a systematic approach in order to minimise misleading messages or duplication of roles. The important first relationships can then be established. Once in place, these structures and processes can be used to aid the rapid integration of a variety of mid-term admissions, not just Gypsy, Roma and Traveller pupils, into the school. It is worth remembering that those arriving mid-term may also include children who are:

- international migrants, including refugees, asylum seekers, economic migrants;
- internal migrants and those moving home with their family, such as families in temporary housing or those in the Armed Forces;
- institutional movers, who move school without moving home (including as a result of permanent exclusion);
- individual movers who move without their family, such as looked-after children.

Managing Pupil Mobility: A Guidance Document (DfES 2003) recommends that a systematic proactive process is adopted towards those pupils who arrive between expected start dates. The suggested features of such a systematic process are that:

- all those involved during the period of admission and induction should have clearly defined roles and responsibilities;
- the procedures that are followed should also be clearly defined and reflect both the school's and the LAs admissions policies;
- the process should be clear and transparent and understood by all staff, parents or carers and pupils;
- a key aim of the process is to enable additional admissions to join the school as quickly as possible, thereby ensuring that interruption to learning is minimised;
- gathering and then communicating good information about pupils' prior attainment, previous achievements, learning needs and social and cultural backgrounds is integral;
- there is a full range of strategies that enable the pupil to settle effectively, including access to a buddy or mentor system, opportunities for feedback or counselling;
- the process enables monitoring and tracking during the first few weeks of entry;
- where appropriate, other agencies, such as the LAs TESS, are involved;
- the process is sensitive to the needs of the pupil and their family;
- the parents or carers of the pupil are involved;
- a dedicated member of staff oversees the induction process.



It's really important that, when a child has been travelling, the parent knows that when they come back there is a place available in school. We respect what they've been doing while away and really value their experiences out of school.

Year 4 teacher

The role of the induction mentor

A key role is that of a dedicated member of staff who can oversee the induction process. The role of induction mentor gives the process consistency and enables appropriate skills to be developed and centred upon one member of staff whose role is known and shared with the rest of the staff. The role includes welcoming new pupils, helping them to integrate quickly and ensuring that their relevant needs are met. It also provides a single line of contact with both parents/carers and any other agencies who might be working with the pupil and their family.

Managing Pupil Mobility: A handbook for induction mentors (DfES 2003), provides guidance and detailed role descriptors for induction mentors. Some activities undertaken by the induction mentor can include:

- meeting the new pupil and their family before entry;
- developing 'user-friendly' information guides (including pictorial guides) to the school and its environs;
- communicating school ethos, values and vision;
- at secondary school, liaising with heads of year and subject leaders to enable access and assessment for integration into appropriate groups or sets;
- ensuring appropriate intervention and support, including 'catch-up' programmes, are in place;
- briefing all teaching and non-teaching staff;
- overseeing the monitoring of the new arrival's first weeks;
- arranging feedback to the pupil, other staff members as appropriate and to parents or carers;
- appointing class 'buddies' who are good role models and giving them training, motivation and recognition for their work;
- peer-mentoring in groups of three or four, usually at the secondary phase;
- introduction and explanation of school routines and expectations, including those for breaks, lunch-times, sanctions and rewards;
- ensuring the pupil is set up with the same materials as other pupils (e.g. timetable, pens, locker, books, planners, homework diaries, PE kit);
- verbal explanation of letters or written school information that needs to be shared with parents.

Case study 4: Induction into secondary school

A secondary college in the north of England aims to make the transition into the school a smooth one for Gypsy, Roma and Traveller pupils. They recognise that many Gypsy, Roma and Traveller families have a somewhat negative view of education and that effective transition can help pupils feel more positive towards school and learning. This in turn will raise their motivation and achievement. Included in their strategy is an integration programme consisting of:

- a guided tour of the school, meetings with appropriate members of staff and other pupils, and home visits;
- explanation of timetables, maps, planners, lunch arrangements;
- a leaflet (designed to be accessible to those with limited literacy skills), including school times, rules, uniform, maps and photographs of appropriate members of staff;
- a named member of staff to welcome the pupil into school and attend lessons on the first day;
- a phased start, ensuring the pupil is attending full-time within two to three weeks;
- elected buddies who will be available in every lesson or tutor-group session to help the pupil find their way around the school and with school routines;
- early face-to-face discussions with the tutor or year head, to ensure each pupil is settling in well.

Support is provided for the newly arrived pupil by:

- identifying a staff member to whom the pupil is happy to talk about problems or concerns;
- ensuring pupils are aware of a place they can go if they feel worried or unsafe.

The named person develops a relationship with the pupil and their family, to ensure they understand their role and that the named person is aware of their views. Parents who may not have had access to schooling or have problems with reading and writing English are supported with admission and other forms and receive notification letters and reports in appropriate format (by phone or a home visit) if necessary.

This is backed up by staff CPD, focusing on the issues affecting these pupils and their families and ensuring that the school environment is specifically welcoming, reassuring and respectful of Gypsy, Roma and Traveller communities and their history. Positive models and images of Gypsy, Roma and Traveller children are promoted through the publication of notable achievements of individuals and groups.

It is important that mobility and uncertainty of lifestyle do not deny Gypsy, Roma and Traveller children their entitlement to a full education. Each school they attend should offer them the same opportunities as it does other children and, if or when Gypsy, Roma and Traveller pupils' education is disrupted, it should do all it can to maintain continuity. A school that has a whole-school approach to the management of pupil mobility will be in a better position to lessen the impact of mobility for these particular groups of pupils. The arrival of Gypsy, Roma and Traveller pupils will be viewed in a positive light; they will be seen as increasing the diversity of the school community. For the newly arrived Gypsy, Roma and Traveller pupils, this may be one of many moves and therefore the impact on their progress and attainment is significant. Effective admission and induction procedures need to be in place so that they are welcomed and supported to integrate quickly and to begin to achieve. Gypsy, Roma and Traveller pupils arriving other than at the usual time, particularly those who are highly mobile, will bring with them a richness of experiences, skills and knowledge, which should be acknowledged by schools. In addition, however, they may bring with them real concerns, based on previous experiences, which schools need to be aware of.

These may include:

- concerns about how they will be received;
- worries about racial bullying;
- concerns about the large gaps in their learning, including obvious literacy difficulties.

Pupils are more likely to make a smooth and successful transition to their new school if their anxieties are addressed positively in the early days of joining the school.

Managing Pupil Mobility: A handbook for induction mentors, (DfES 2003)

Managing Pupil Mobility: A handbook for induction mentors also suggests that effective arrangements for induction will:

- seek to alleviate the initial anxieties of pupils and seek to provide pupils with a positive new beginning;
- ensure adequate support to overcome any remaining anxieties which might otherwise create frustration and lead to conflict and aggression;
- enable pupils to cope with distracting experiences;
- quickly establish links with parents/carers and provide them and their children with good information;
- be systematic, with easily understood procedures;
- resolve issues of immediate concern – such as medical conditions, transport, free school meals and homework;
- clearly identify those responsible for implementing procedures;
- gather and communicate information to teachers and all members of staff who need to know, for example learning mentors, attendance officer, school nurse, Connexions adviser.



Gypsy, Roma and Traveller pupils need to feel accepted and understood if they are to engage in successful learning. It is important that the school reflects a knowledge and understanding of their cultural backgrounds, ensuring that differences in culture and lifestyle are not seen in derogatory terms. Gypsy, Roma and Traveller pupils should not automatically be regarded as having special educational needs (SEN) in the first instance. Many Gypsy, Roma and Traveller pupils are underachieving as a result of poor access to early education and lack of opportunities to learn, rather than any learning difficulties. School senior leaders should take care to acknowledge and distinguish between learning gaps caused by interrupted education and learning difficulties that may be indicative of SEN.

The New Arrivals Excellence Programme Guidance (DCSF 2007) gives comprehensive advice on welcoming new arrivals. Having effective admissions and induction arrangements in place, and ensuring that staff have received training, will enable all staff in the school to provide a warm welcome for all new arrivals.

Case study 5: Welcoming newly arrived Roma children

At one large urban primary school, the induction of newly arrived pupils is strategically and carefully managed. This primary school had already established good practice in working with EAL learners, having served a community of British Asian families for several years, so staff had experience upon which to draw when newly arrived Roma children were enrolled at the school.



Some of the children had never been to school before, none spoke English and, for most, Romani was their first language. Over the past two years the school has fostered a good working relationship with parents and the Roma community. A Roma mother was employed as midday supervisor and is now working as a teaching assistant at the school. She also liaises with Roma parents who cannot speak English. This encourages other parents to ascribe their ethnicity and to feel confident that they can communicate with staff.



More recently, the school has developed an outdoor classroom, which pupils with English as an additional language use with the school's EAL teacher. For the major part of the week the pupils are fully integrated with their own classes but, once a week, they have a planned lesson in the

outdoor classroom in order to enrich their language opportunities. The Roma pupils benefit greatly from these sessions, which involve all ages and allow pupils to learn alongside other family members, gaining confidence in learning English in a stimulating and non-threatening environment.

Managing continuity of learning for pupils who travel

Some schools have on roll Gypsy, Roma and Traveller pupils who are mobile for large parts of the year. Where families have predictable patterns of movement, and attendance at the base school or enrolment in another school is not possible, high-quality school-based distance learning should be considered, as part of the personalised learning on offer. Continuity of learning for these pupils should be planned by a senior leader of the school and not be left to the discretion of class teachers. In schools where some pupils travel for known periods of the year, whole-school policy and practice should reflect their distance-learning needs and senior leaders should be proactive in meeting with pupils and parents to plan well in advance for travelling periods.

New opportunities in using ICT can enable pupils to keep in email contact with peers and teachers and can ensure swift exchanges of work between pupil and teacher. The DfES publication *School Supported Distance Learning* (DfES 2006) gives examples of electronic learning that has been strategically managed jointly by LAs and schools' SLTs and has been extremely successful in engaging pupils and raising achievement. See also Booklet 3: Learning and teaching for further information and case-study material regarding the provision of distance learning.

Case study 6: Managing effective distance learning

At this secondary school in the north of England there are eight pupils who regularly travel with the fairground for several months of the year. The school has worked with the LA's TESS to provide workpacks for pupils to use while away from school. This has been managed strategically by a member of the SLT, collecting and collating work set by subject teachers. Pupils have taken large amounts of material with them for the travelling period but have sometimes returned with work unfinished. Many of them have found that, with only their families to help them, motivation and teaching support have been difficult to achieve. On their return to school, part-way through the autumn term, they have faced the challenge of trying to catch up with their peers in a new class, with a new curriculum.

With the support of the LA's TESS, travelling pupils from the school are now provided with a laptop and a mobile internet connection, some funded by support from the ELamp project and some separately by the school. Pupils and parents were trained in the use of the laptops, the internet, online learning space, email and associated software, before leaving the school for their travelling period. Staff, too, were supported in using the school's electronic learning environment when preparing materials.

Pupils have been able to keep in touch with their friends and tutors at school by email. Work has been set and returned for marking and comment on a regular basis. The school has allocated a member of staff to mentor the pupils on a weekly basis, which has ensured that work is set and returned on time, queries are promptly addressed and enthusiasm for learning has increased.

The results have been very positive. Parents report that their children are more motivated to do their school work while away from school and that they, too, feel more in touch with the school. Pupils have been able to use the internet and CD-ROMs for research. Staff feel confident that assignments are completed and that pupils are able to follow the same curriculum as their peers. They have reported greater gains in learning than previously for these pupils. A great advantage has been that pupils have been able to communicate with their new form and subject tutors before returning to school part-way through the autumn term and this has made their return more enjoyable and less daunting.

Points for reflection

- Do you have a systematic approach to the induction of all newly arrived pupils?
- Do Gypsy, Roma and Traveller pupils find the induction procedures helpful? Do they feel safe, respected, included? How do you know?
- Does your school have a nominated and trained induction mentor?
- How does your school manage the exit process? Are there particular challenges with this? How can these be overcome? How is Gypsy, Roma and Traveller mobility strategically managed in your school?
- Do you know how to contact LA and other agencies that may be able to provide information and support for Gypsy, Roma and Traveller pupils and families?
- How does your school maximise the opportunities for highly mobile Gypsy, Roma and Traveller pupils?
- How does the school support the social, emotional and academic needs of mobile pupils?
- How is continuity of education for those who travel strategically managed in your school?

Next steps

- Ensure that all teaching and non-teaching staff and governors are familiar with the messages in documents relating to the management of mobility and good practice in managing newly arrived pupils:
 - *Managing Pupil Mobility: A Guidance Document* (DfES 2003)
 - *New Arrivals Excellence Programme Guidance* (DCSF 2007).
- Refer to the relevant self-evaluation tools in these documents that, together with this section, will support developments in this area.
- Consider the generic issues and the needs of specific mobile groups, for example Gypsy, Roma and Traveller pupils.
- Review and develop your induction policy and exit strategies in the light of these considerations.
- Ensure that the school's professional development cycle includes opportunities for training in this area, including effective induction, personal and curricular support.

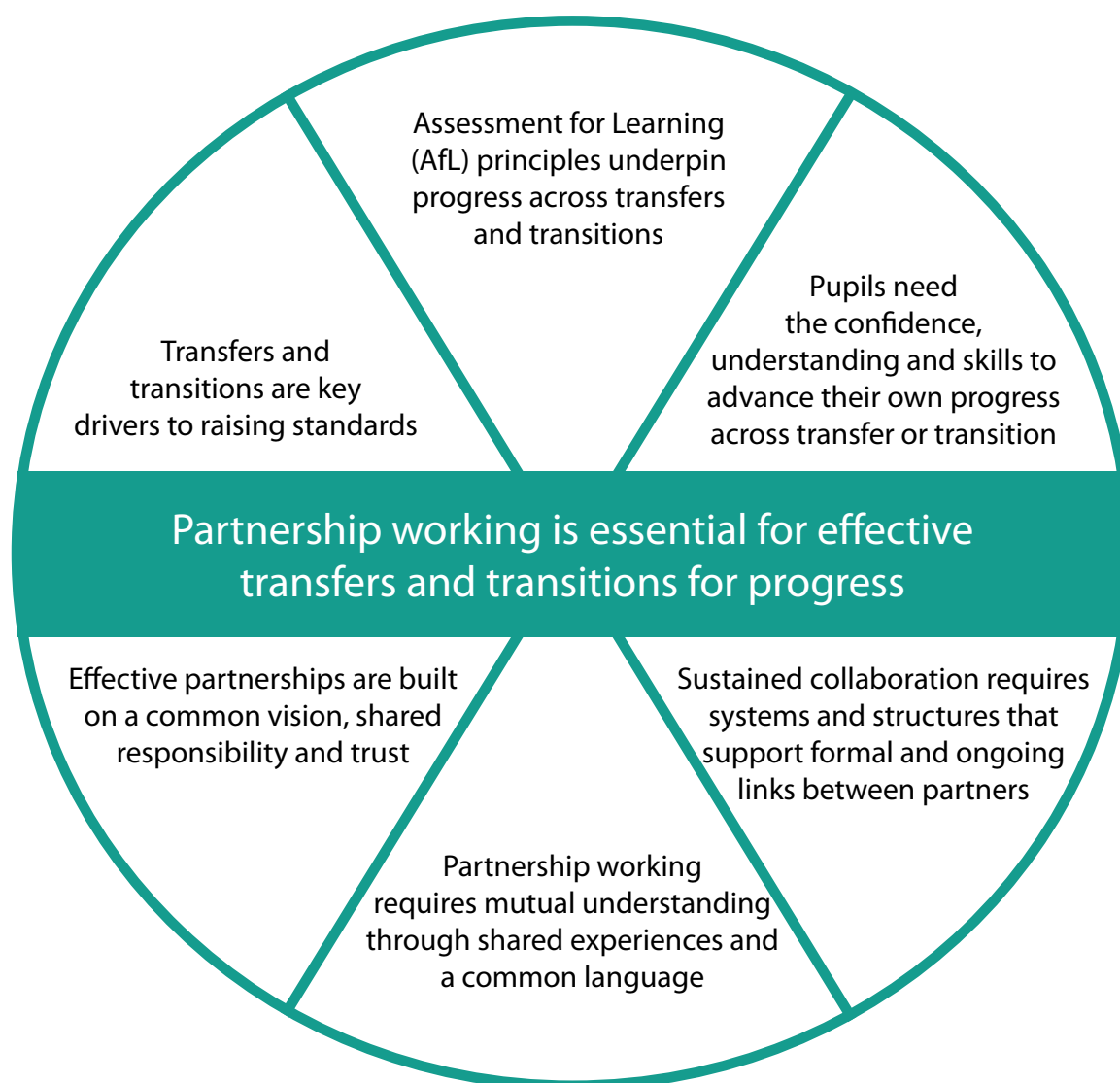
Transitions

The White Paper, *Higher Standards for All* (2005), highlights that the transition from one phase to another, and from one school to another, can be particularly challenging. For Gypsy, Roma and Traveller pupils these transfers can be especially difficult. Their parents may not have had good experiences of moving schools themselves and may be fearful of changes in their children's lives. Relationships with teachers and schools have to be developed afresh, and parents and pupils can find secondary schools less accessible and maybe even threatening. There is evidence that Gypsy, Roma and Travellers of Irish heritage make less progress as they move through secondary school and many of them leave school before the end of Key Stage 4. Thus the continuation of progress at all transitions and transfers points, from Early Years Foundation Stage onwards, will be crucial in reversing this trend.

School staff need to look carefully at the school experience they are providing for their Gypsy, Roma and Traveller pupils in order to maximise engagement and achievement. Positive, clear messages regarding the expectation of successful progression through transfer and transition periods are crucial for Gypsy, Roma and Traveller pupils.

Clear messages for senior leaders, related to successful transfers to a different school and transitions within from one school year to another are contained in *Strengthening transfers and transitions: Partnerships for progress* (DCSF 2008). Action research projects clearly identify seven key principles that underpin effective transfers and transitions for progress.

Partnership working



Case study 7: Supporting transfer to secondary school

At one rural community college, for the past year the head of inclusion has worked with Gypsy and fairground Traveller pupils from different classes, bringing them together to meet for a session each week. Each pupil has brought along a friend to share in the session, which has mainly had a Traveller-specific focus. The group has made various visits, most notably to a Gypsy Traveller museum.

More recently, this mixed-age group has focused on exploring the issue of transfer from primary to secondary school, examining their own feelings about the issues of transfer from one school to another. The head of inclusion has engaged the support of a rural media company, who worked with the pupils, using drama and film. The pupils engaged in a series of eight weekly lessons with a playwright, developing their ideas into a script that they later performed and filmed. The group were keen to engage in this activity, talking through their own feelings, expressing their concerns about leaving their previous schools and discussing rumours that they had heard about what life would be like at 'big school'. The pupils looked forward to the weekly sessions, in which they engaged with enthusiasm. Pupils benefited from the emphasis on oral rehearsal before writing and took turns at writing sections of the script.

The group visited local primary schools, including one where there were Traveller pupils who had reservations about their move to a large secondary school. The group performed their play to pupils in Years 5 and 6 and this was used as a stimulus for further work.

The project has culminated in the production of a DVD and resource booklet, *Rumours*, aimed at Year 6 primary-school pupils and their teachers. The main purpose of these resources is to stimulate discussion about hopes and fears for the transfer to secondary school and can be used and viewed by all children.

Points for reflection

- Do you have a clear, strategic vision for strengthening transfers and transitions for Gypsy, Roma and Traveller pupils?
- Do you have a transfers and transitions policy that contributes to raising standards and closing attainment gaps for Gypsy, Roma and Traveller pupils?
- Have you used pupil and parent voice to monitor and evaluate practice?

Next steps

- Promote and enhance parent partnerships with families of Gypsy, Roma and Traveller pupils who may be vulnerable during transfer periods.
- Plan schemes of work that promote continuity of curriculum and of teaching and learning styles.

Developing an inclusive ethos

An increasing number of schools have developed effective inclusive practice that ensures access to a full education for children from Gypsy, Roma and Traveller families. In such schools the inclusion policy has an educational as well as a moral purpose, as they seek to raise achievement, for example for pupils vulnerable to social exclusion or for pupils with high rates of mobility.

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows not just in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have previously experienced difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account all pupils' varied life experiences and needs.

Evaluating Education Inclusion: Guidance for Inspectors and schools (Ofsted 2000)

Schools where inclusion is strategically managed focus on whole-school developments rather than meeting the needs of individual pupils, in isolation. They are committed to:

- rigorous self-evaluation of inclusive practice;
- using data effectively to analyse, improve and celebrate pupils' progress and inform future teaching and learning;
- planning effective provision.

Effective planning for inclusion, at whole-school and class level, addresses the three principles of inclusion by drawing on a range of access strategies, varied teaching styles and appropriate learning objectives. At a whole-school level the SLT must:

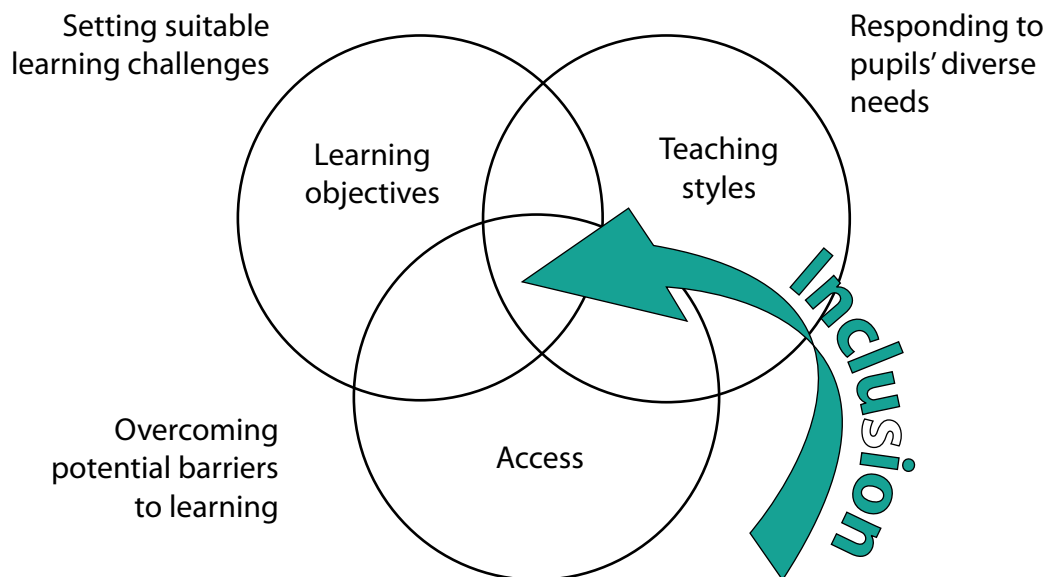
- ensure that teaching staff have the skills to plan for pupils working towards different learning objectives – teachers may need to track back to earlier objectives for Gypsy, Roma and Traveller pupils with gaps in their learning;
- ensure that teaching staff are able to vary their teaching styles to take account of the ways in which different children learn;
- give consideration to potential barriers to learning, for example ensuring that racism is addressed so that pupils feel safe, secure and valued.

The National Curriculum 2000 gives statutory guidance on inclusion, underpinned by three principles for planning and teaching:

- setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning.

The National Strategies model of three circles of inclusion, shown on the following page, shows these three principles in practice and is used to ensure that this guidance material will support the diverse learning needs of Gypsy, Roma and Traveller children in line with other pupils.

The circles of inclusion



Points for reflection

- Who leads and coordinates inclusion in your school? Are they aware of the specific needs of Gypsy, Roma and Traveller pupils?
- Are the principles of inclusion used as a model to review your inclusive practice for Gypsy, Roma and Traveller pupils?
- How do you seek to overcome the potential barriers to achievement for Gypsy, Roma and Traveller pupils in your school?
- What are your school's priorities for professional development in terms of inclusive practice for Gypsy, Roma and Traveller pupils?
- Do you think that the Gypsy, Roma and Traveller parents or carers and pupils consider that your school meets their needs? How do you know?
- Have you carried out a curriculum audit as part of the school's race equality policy and, as a result, introduced schemes of work that reflect Gypsy, Roma and Traveller cultures?

Case study 8: Managing learning outcomes for children who may be vulnerable to underachievement in education

At this large primary school on the outskirts of London, nearly all the pupils are from minority ethnic groups, over half are from homes where English is not the first language and half are eligible for free school meals. The school has developed a Vulnerable Children Policy, which includes the development of individual personalised learning programmes for all children who are identified as being at risk of underachievement. These include looked-after children, children on the child-protection register, children with a statement of SEN, children at risk of exclusion and the eight Gypsy, Roma or Traveller children who live at the nearby county council site. These plans are informed by pupils', parents' and teachers' views, build on existing pupils' strengths and identify strategies and success criteria for raising each pupil's overall achievement. They are closely monitored and reviewed termly by an assistant headteacher with particular responsibility for raising the achievement of pupils from these groups. At the beginning of the Gypsy, Roma and Traveller Achievement Programme, literacy targets were included in all Gypsy, Roma or Traveller pupils' personalised programmes, using each pupil's strengths as a vehicle to achieve this, with clear success criteria identified.

Nancy is the younger of two children. She is five years old and is currently in Reception. Her attendance this year has been 92.7 per cent. Her ethnicity is ascribed as Gypsy/Roma. Nancy is living on the LA Traveller site, which has recently been moved because of redevelopment. Nancy's mother always attends parents' evenings and is very supportive of the school.

As part of the school's Gypsy, Roma and Traveller Programme actions, all class teachers of Gypsy, Roma and Traveller pupils were given a small budget to support the implementation of personalised learning programmes for literacy. Role-play resources and story sacks were selected for Nancy. During Gypsy, Roma and Traveller History Month (GRTHM), the children from the site invited their class, or a group of their school friends and their teacher, to their caravan site. This fitted into Nancy's personalised learning programme as she wanted to invite her friends to a tea party.



Nancy has progressed through five Early Years Foundation Stage Profile scale points. (In September 2007 her reading was 1SP; in July 2008 it was 6SP.) She has learned all letter sounds and can now segment and blend. Since the site visit during GRTHM her friends have visited the site independently. She has gained in confidence and independence and is able to attempt activities she would not have before, for example reading more challenging books.

An important part of planning an individualised programme has been involving parents, particularly knowing how the children learn at home and using this in a school setting. Valuing the home–life of the pupils and sharing it with peers, for example by organising trips to the site during GRTHM, has boosted Nancy’s confidence. It has been important too to listen to the pupils themselves. All personalised learning programmes will be reviewed and new targets set for the coming year.

Other developments during the implementation of the programme have included embedding Gypsy, Roma and Traveller culture, alongside other diverse cultures, within the curriculum. A Gypsy storyteller raised awareness of Gypsy, Roma and Traveller cultures and issues during a cultural celebration week earlier in the year. Several Gypsy, Roma and Traveller pupils, previously not happy to acknowledge their own background and culture, have begun to talk more openly about their background and there is a raised awareness of Gypsy, Roma and Traveller cultures and issues among staff and pupils.

Teachers here give you a lot of chances. If you get in trouble they re fair. They give you another chance.

Year 8 girl

The teachers treat you like adults, not children...

Year 9 boy

The teachers show us respect for who we are.

Year 7 boy

Pupil identity and voice

In schools where there is an ethos of respect for and understanding of the cultures of all pupils, Gypsy, Roma and Traveller pupils can feel secure in acknowledging and celebrating their identity as Gypsy or Roma or as Irish Travellers and do not have to hide their origins.

While it is important to understand a pupil’s religion, culture and ethnicity in order to appreciate more fully who they are, it is simplistic to define them merely by one of these alone.

Diversity and Citizenship Curriculum Review (DfES 2007)

An acknowledgement and exploration, through discussion, of the multiple influences and identities held by pupils may help to break the cycle of cultural stereotyping that can have such a negative impact on relationships, expectations and, ultimately, attainment. Where pupils experience a sense of shared belonging and are able to enjoy learning in an open, trusted and secure environment their achievement will be higher.

Where the presence of travelling children is openly acknowledged and where positive and accurate images of the different communities are featured within both the resources of the school and the curriculum, then the pupil response is lively and there is a genuine openness to learning.

The education of Travelling children (Ofsted 1996)

I enjoy coming to this school because they do work about Travellers. Instead of ignoring us, they kind of appreciate us, not like other schools.

Year 6 pupil

I like playing games with the teaching assistant at playtime but I think it would be good if we had a space to play football.

Year 2 boy

I go to homework club on Thursdays 'cos Miss Smith helps us do our work and all my friends go too.

Year 7 boy

I like doing stuff about our culture. My grandad had a wagon.

Year 5 pupil

One of the most effective ways in which a school can learn about the impact of its policies and practice is by seeking the views of parents and pupils. All pupils, including Gypsy, Roma and Traveller pupils, need to be valued and respected, to have their views heard and to be able to make a positive contribution to their education and the school. Like other members of the school community, Gypsy, Roma and Traveller pupils need to have a voice and to be given the opportunity to contribute their views about their culture, their identity and their education.

Once pupils' voices have been sought and listened to, it is essential that their responses begin to inform school actions and policy, and that their views continue to be sought and acted upon where possible. It is important, too, that they are asked to give feedback on what they feel has been the impact of any actions and that they know that there will be further opportunities for them to influence the school's policy and practice. Through such practice, parents and children can feel a sense of ownership in the school and a pride in the support it provides for pupils.



I think probably the biggest accolade is that the parents and the children are very proud of this school because it is their school, not ours. They make a difference and that's what's important.

Headteacher

First of all, listen... let the children talk about being Travellers. Our children who have been to other schools will tell us that very often the school doesn't mention the fact that they are a Traveller pupil. In our school we actively seek to engage children and their families in conversations about being a Traveller.

Headteacher

Case study 9: Creating a Traveller pupil school forum

At one primary school, the headteacher and staff were keen to create opportunities for Gypsy or Roma Traveller pupils to have a voice within the school and, with support from the LA's TESS, the school has created a Traveller pupil school forum. This has provided Traveller pupils with a platform on which to raise and debate issues that are important to them and that affect whole-school policy.

The proposal to create the forum was put to Year 2 Traveller pupils, who were all very keen to be involved. At the first meeting, chaired by the headteacher, 17 pupils from Gypsy and Irish Traveller families were invited to raise any matters of concern that they would like to discuss with the senior management team. Issues relating to playground games, curriculum and use of computers were all discussed and actions were agreed. Meetings of the forum have been held each half-term and have provided an opportunity for the pupils to voice their opinions in an organised and safe space. The meetings have had the added benefit of beginning to build better relationships between the two Traveller groups, through structured opportunities for improved social interaction and negotiation to achieve desired outcomes.

As pupils from these groups were not volunteering or being voted onto the general school council as class representatives, it was decided that the group should send a delegate to each general school council meeting. A list was drawn up, with many pupils volunteering. The forum has raised the profile and self-esteem of the groups and developed Traveller pupil voice within the school. The pupils clearly enjoy participating in the Traveller forum and school council meetings and are gaining confidence, which will enable them to volunteer and be elected to the school council in the future.

Points for reflection

- How proactive is the school in developing educative partnerships with Gypsy, Roma and Traveller communities and parents?
- How does the school plan opportunities to engage pupils and parents in dialogue about the school's practice?

Next steps

- Ensure that organisational structures are in place to monitor and evaluate inclusive practice and to prioritise key areas for development.
- Ensure that professional development includes opportunities for staff to increase their understanding of the diverse needs of the groups of pupils within the school, including Gypsy, Roma and Traveller pupils.
- Learn about the cultural backgrounds of the Traveller groups in school, engaging with parents and community members to ensure that accurate pictures of their communities are reflected in the school curriculum.
- Develop working relationships with statutory and voluntary agencies that support Gypsy, Roma or Traveller groups.
- Ensure that there are planned opportunities for obtaining Gypsy, Roma and Traveller pupils' and parents' views on the school's policy and practice.

Ensuring good attendance and reducing exclusions

Attendance

An understanding of the culture and traditions of children and young people from Gypsy, Roma and Traveller communities is important as this reduces the risk of underachievement, poor attendance and possible exclusion. The greatest success in raising attendance and reducing exclusions is found when parents or carers, schools and LAs understand each other's roles and plan and work together for the benefit of the child.

The low attendance of Gypsy, Roma and Traveller pupils was identified as a significant issue by Ofsted in 2003.

The average attendance rate for Traveller pupils is around 75 per cent. This figure is well below the national average and is the worst attendance profile of any minority ethnic group.

Provision and support for Traveller pupils, (Ofsted 2003)

Poor attendance of Gypsy, Roma and Traveller pupils, at both primary and secondary phase, continues to be a potential barrier to raising achievement of these groups. Low attendance rates are not confined to the more mobile groups of Travellers but are also widespread among 'settled' families on sites and in housing provision. Local evidence would suggest that the attendance of newly arrived Roma is of particular concern.

Strategies to promote good attendance are central to raising the achievement of these groups and it is essential that schools have a consistent approach as well as respecting the families' right to a nomadic lifestyle. Schools need to have high expectations about attendance which are communicated to Gypsy, Roma and Traveller pupils and parents/carers and the school response must be the same as for other pupils.

Provision and support for Traveller pupils (Ofsted 2003)

Good practice

Strategies that are known to encourage regular attendance include:

- first-day follow up of non-attenders, which conveys the message that the pupil's presence is valued;
- a high level of positive contact between schools and parents;
- specialist training and advice for school staff on the varied circumstances faced by pupils, encouraging sensitive responses;
- audit of curriculum provision, social support, bullying and race equality practice to ensure that these are not factors in poor attendance;
- study support and targeted teaching and mentoring support which create a quick experience of success;
- a pastoral support system which alerts staff to potential difficulties.

Aiming High: Raising the Achievement of Gypsy Traveller Pupils – A Guide to Good Practice (DfES 2003)

Gypsy, Roma and Traveller families can sometimes need specialist help to ensure their children get the most out of their education. Most LAs have a TESS or equivalent specialist service that can support schools in developing distance learning. Schools should consider how use of ICT can or could support and enable children to continue their education while travelling.

Schools should ask parents of Gypsy, Roma and Traveller children to give as much advance notice as possible of dates when they will be away, travelling. This will help the school to work with parents or carers to plan ongoing education, and will ensure that the children's attendance and absence are recorded accurately. With advance notice, schools will have time to seek additional support, if needed, from the TESS for Gypsy, Roma and Traveller families.

Attendance advice: Gypsy, Roma and Traveller Children (DCSF 2008) explains the law relating to the school attendance of Gypsy, Roma and Traveller pupils, including those who regularly travel away from their base school, and gives guidance to schools on the use of absence codes. It also identifies some strategies that are known to encourage regular attendance. Appendix 1 provides extracts from the booklet for further guidance.

When analysing absence data, schools may wish to consider the effect of Gypsy, Roma and Traveller children's attendance and absence. Schools cannot remove these children's data from the school census returns, from the school profile or from the SEF. Schools may wish to use the data analysis when discussing attendance with the governing body, SIP and LA officers.

Case study 10: A focus on attendance

At a new primary school, with 13 Gypsy Travellers on roll, a key area for development throughout the school was attendance. With this particular group, it was evident that the children were not travelling but were taking days off school while living on the local site. This was having an impact on achievement; the children's progress in school was being hampered by irregular and poor attendance. Analysis of attendance data showed the attendance of this group of pupils to be very poor, with individual pupils' attendance between 40 per cent and 60 per cent. Working closely with the LA education welfare officer, the school developed and embedded specific strategies to improve attendance, including the use of first-day response and individual parental interviews, and contracts and attendance awards.

Within two years the school has achieved remarkable success, with all pupils from the Gypsy Traveller group demonstrating improved attendance and some individual pupils raising their attendance by 30 per cent. Expectations of schools and families have been raised in terms of attendance and in line with raised attendance; many pupils are now showing an increase in their rate of progress and attainment.

Points for reflection

- Do you collect attendance figures for the Gypsy, Roma and Traveller cohort of pupils in your school? If so, how do they compare with the whole cohort?
- What appropriate action has been taken for Gypsy, Roma and Traveller children who are over-represented in relation to absence and lateness?
- What are the potential barriers to good attendance for the Gypsy, Roma and Traveller pupils in your school?
- What have you done to overcome these barriers?
- Are Gypsy, Roma and Traveller children and parents aware of the school's policy on attendance?
- Is there a clear understanding of the role of the school and the LA's services in promoting good attendance for Gypsy, Roma and Traveller pupils?

Next steps

- Obtain copies of *Attendance advice: Gypsy, Roma and Traveller Children*, (DCSF 2008) and share the contents with teachers, non-teaching staff, school governors and Gypsy, Roma and Traveller parents.
- Ensure that correct codes are used in registers.
- Develop strategies for effective outreach and communication with Roma families who speak English as an additional language, in order to improve children's attendance.
- Identify areas for development, as part of your whole-school approach to improving attendance.

Reducing exclusions

...We are also concerned at the disproportionate rate of exclusions among some Black and Minority Ethnic (BME) groups. For example in 2003–04 Gypsy, Roma and Travellers of Irish heritage were permanently excluded at four times the rate...of all other ethnic groups

The Steer Report (DCSF 2009)

Schools will be aware that there is evidence to suggest that too many Gypsy, Roma and Traveller pupils in schools have experienced racist abuse and other forms of bullying. It has become obvious that these experiences go some way to explaining many pupils' poor attendance rate in school and their marked underachievement.

The response by Gypsy, Roma and Traveller pupils to such experiences frequently involves some of them in negative behaviour with the consequence of disciplinary actions on the part of the schools. It may well be that this race relations element is accountable for the high levels of exclusions of these pupils from schools. 2007 School Census data for these two groups combined had by far the highest percentage exclusion rate compared to all other groups.

The Inclusion of Gypsy Roma and Traveller Children and Young People (DCSF 2008)

Some Gypsy, Roma and Traveller pupils, like other pupils, may feel unsafe at school; experience anxiety about family situations or feel more comfortable at home rather than in the school environment. Such experience may lead pupils themselves to provoke their own temporary or even permanent exclusion in order to avoid such anxiety.

In *Gypsy Traveller Students in Secondary Schools: Culture, Identity and Achievement* (2004), Derrington and Kendall noted that, out of the 44 pupils taking part in their longitudinal study, more than a quarter had been excluded, the main reasons being aggression towards other pupils and staff. Many of the Gypsy, Roma and Traveller pupils and parents felt that their children's aggressiveness was in retaliation for the behaviour of other pupils towards them.

Derrington, C. and Kendall, S., 2004, *Gypsy Traveller Students in Secondary Schools: Culture, Identity and Achievement*.
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Points for reflection

- What has been the rate of exclusions for Gypsy, Roma and Traveller pupils in your school over the last two years?
- How does it compare to the rate for other groups of pupils and other schools?
- What have been the main reasons for these sanctions?
- What preventative actions and early intervention methods have you developed?

Next steps

- Monitor the level of fixed-term and temporary exclusions of Gypsy, Roma and Traveller pupils.
- Examine possible reasons for exclusion and work proactively with staff, pupils and parents to prevent further exclusions.

Appendices

Appendix 1: Extracts from Attendance advice: Gypsy, Roma and Traveller Children (2008)

Attendance advice: Gypsy, Roma and Traveller Children, (DCSF 2008) explains the law relating to the school attendance of Gypsy, Roma and Traveller pupils, including those who regularly travel away from their base school and gives guidance to schools on the use of absence codes.

The following extracts are taken from the document.

In this advice the term 'travelling' means travelling as part of the parents' or carers' trade or business. It does not mean travelling undertaken as part of a holiday or extended holiday.

The law says that parents must ensure that their compulsory school-age children receive an efficient, full-time education suitable to their age, ability and needs – either at school or otherwise. This means that parents or carers have a right to educate their children by registering and sending them to school (state-funded or independent) or outside the school system. 'Outside the school system' could be by parents or carers teaching children themselves (or someone else doing so) within their home setting. In this case, there is no legal requirement for the parent or carer to register with or to notify the LA. If the parent/carer decides to home-educate at some point after the child has been registered at a school, then the school can only remove the pupil from roll after receiving a letter or email from the parent/carer confirming that they are removing their child to educate them at home. The school must also tell their LA that it has deleted the pupil from the registers.

Recording non-attendance, using appropriate codes

On any day when a pupil, including one from Gypsy, Roma or Travelling families, is present at another school or educational provision is made for them (whether travelling or not), the school should use the most appropriate of the following codes.

Code B – the child is present at an educational activity under the jurisdiction of a school, Traveller Education Service or other service provider. This could be via an IT system where the pupil's engagement can be positively identified.

Code D – the pupil is present at another school at which they are registered.

Code J – the pupil is present at an interview with a prospective employer, Connexions or other educational establishment (not part-time employment outside school hours).

Code P – the pupil is present at approved sporting activity.

Code V – the pupil is present at an educational visit or trip.

Code W – the pupil is present at work experience (not work-based training).

The activity must take place during the school session in question, be approved by the school, be supervised by someone approved by the school and take place off the school's premises, for these codes to be used. Schools should ensure that they have arrangements in place whereby they can gather and record accurate information about individual pupils' attendance and absence, using the correct codes from schools and providers.

On days when a pupil from a Gypsy, Roma or Traveller family is known to be out of area, due to the family travelling, and is not in educational provision, then the school can use the letter code T to record the absence. Parents/carers should make sure they let the school know in advance when they are going to be travelling, and when they expect to return, so that attendance and absence are recorded accurately.

On days when pupils, including those from Gypsy, Roma or Traveller families, are absent for other reasons (whether travelling or not), schools should use the appropriate code to record that absence. If the reason for a pupil's absence is not known it must be recorded as unauthorised absence.

Schools and LAs should regularly monitor the use of the T code to ensure it is being used appropriately and not in cases where another code should be used. Schools should also consider if it is appropriate to use the T code (i.e. authorising the absence) if the pupil has failed to record a minimum of 200 sessions' attendance at any school during the previous rolling 12-month period.

School attendance law in relation to children from Gypsy, Roma and Traveller families

The law recognises that Gypsy, Roma and Traveller families may have an additional reason to keep their children from school, which is different from non-Gypsy, Roma and Traveller families. This is that children are of 'no fixed abode' and their parent(s) are engaged in a trade or business that requires them to travel from place to place and therefore prevents them attending school. Nevertheless, each child must attend school as regularly as that trade or business permits, and children over six years old have to attend at least 200 sessions in each rolling 12-month period.

This law does not automatically reduce the number of days that children from Gypsy, Roma and Traveller families are expected to attend school; schools and LAs should seek to secure these pupils' regular attendance at 380 sessions each school year.

The law makes no reference to a physical dwelling. So, a Gypsy, Roma or Traveller family that lives in a house, but travels in the course of their trade or business, can be classed as of no fixed abode. Local authorities are therefore strongly advised to seek legal guidance from their chief legal officer before taking action in any specific case.

LAs can still issue school attendance orders to Gypsy, Roma and Traveller families in exactly the same way as they do to any other family.

Schools and local authorities should use the full range of interventions and parental responsibility support measures with Gypsy, Roma and Traveller families, in the same way as they would for any other family. The use of legal interventions with parents, including seeking an education supervision order for a child, may be appropriate if that child has high levels of unauthorised absence.

Appendix 2: Self-evaluation tool

| Self-evaluation for schools with Gypsy, Roma and Traveller pupils | | | | |
|---|------------|-------------------------|-------------------|-------------------------|
| 1. Leadership and management | | | | |
| Self evaluation | SEF | Well established | Developing | Not yet in place |
| 1. The headteacher provides an active lead on raising the attainment of Gypsy, Roma and Traveller pupils, as part of a commitment to the development of an inclusive ethos. | A4.1 | | | |
| 2. The school development plan has clear objectives and strategies for raising the attainment of Gypsy, Roma and Traveller pupils including newly arrived pupils. | A8.4 | | | |
| 3. The school's CPD cycle includes regular provision for training for all staff related to the achievement of Gypsy, Roma and Traveller pupils. | A4.6 | | | |
| 4. Performance management targets include those related to raising the achievement of Gypsy, Roma and Traveller pupils including newly arrived pupils. | | | | |
| 5. Ethnic Minority Achievement (EMA) and LA Traveller Education Support Service (TESS) are used strategically to support areas of whole-school development. | B6.2 | | | |
| 6. The school actively recruits governors and school staff representative of wider community groups including Gypsy, Roma and Traveller groups. | | | | |
| 7. Underachieving Gypsy, Roma and Traveller pupils are targeted for support at key enrichment activities such as breakfast, homework and revision clubs and their attendance is monitored. | B5.2 | | | |

| | | | | |
|---|-------|--|--|--|
| <p>8. The school actively engages Gypsy, Roma and Traveller pupils by involving them in all aspects of school life and seeking their views in a variety of ways.</p> | B1.26 | | | |
| <p>9. There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/carers.</p> | | | | |
| <p>10. The senior leadership team (SLT) has developed a strategic approach to the management of mobility and distance learning.</p> | A4.6 | | | |
| <p>11. The school is aware of the particular challenges regarding transfer and transition for Gypsy, Roma and Traveller pupils and works closely with other schools and settings to support pupils who may be at risk.</p> | A4.6 | | | |
| <p>12. Racist incidents are reported, monitored and managed effectively. Racism awareness and respect is taught within the curriculum.</p> | A4.6 | | | |
| <p>13. Classroom and corridor displays positively reflect the languages, experiences and heritage of Gypsy, Roma and Traveller pupils.</p> | A4.8 | | | |

| 2. Using data to target groups and track progress | | | | |
|---|-------------------------|-------------------------|-------------------|-------------------------|
| Self evaluation | SEF | Well established | Developing | Not yet in place |
| 14. The school has robust and sensitive systems for collecting contextual data for Gypsy, Roma and Traveller pupils such as previous schooling and first language (L1). | A1.1 | | | |
| 15. The school has an established timeline for the collection and analysis of attainment data. | | | | |
| 16. The school analyses attainment and achievement data by ethnicity including Gypsy or Roma and Traveller of Irish heritage to ensure an accurate picture of progress and attainment across all years. | A2.1 | | | |
| 17. The leadership team analyses the attainment data to identify trends in relation to subjects, key stages, year groups or classes and ensures that targeted action is taken as a result. | A2.1, A4.6 | | | |
| 18. Targets are set for the attainment of Gypsy, Roma and Traveller pupils and progress is rigorously monitored. | A3.2 | | | |
| 19. The school is aware of the key issues regarding the under-ascription of Gypsy, Roma and Traveller groups to Gypsy, Roma and Traveller of Irish heritage categories and strategies are in place to improve the accuracy of self-ascription. | | | | |
| 20. The school has an accurate overview of its Gypsy, Roma and Traveller pupil profile that includes school census and non-school census groups, accommodation, mobility patterns and first languages. | A1.1, B2.8, B2.14 | | | |
| 21. The school monitors the attendance and exclusions of Gypsy, Roma and Traveller pupils. | B4.1, B4.2, A2.9 | | | |

| 3. Developing learning and teaching | | | | |
|--|------------|------------------|------------|------------------|
| Self evaluation | SEF | Well established | Developing | Not yet in place |
| 22. AfL with APP resources is used effectively to raise the achievement of Gypsy, Roma and Traveller pupils. | A3.2 | | | |
| 23. Teachers use a range of strategies to engage, motivate and accelerate the progress of Gypsy, Roma and Traveller pupils, including the use of distance learning (using ICT). | | | | |
| 24. The curriculum is culturally sensitive and provides opportunities for Gypsy, Roma and Traveller pupils to discuss issues of identity and ethnicity. | A4.3, A4.8 | | | |
| 25. The curriculum provides opportunities for addressing issues of stereotyping and racist bullying. | | | | |
| 26. For pupils arriving outside the normal admission times, assessment is quick, accurate and effective. | A3.2 | | | |
| 27. Robust assessment information is used to identify gaps in learning, set appropriate individual targets and plan appropriate interventions where necessary. | | | | |
| 28. A range of support and intervention programmes are used to accelerate the progress of Gypsy, Roma and Traveller pupils and the impact of these interventions is reviewed regularly. | | | | |
| 29. Teachers have high expectations of Gypsy, Roma and Traveller pupils and ensure they are engaged in active learning, with enhanced opportunities for speaking and listening and with effective models of spoken and written language. | | | | |
| 30. The Gypsy, Roma and Traveller pupils' own interests, learning styles and skills are valued and used to develop a personalised learning experience. Staff consult with pupils about what helps them to learn effectively. | A4.8 | | | |

| 4. Effective partnership with parents and community | | | | |
|--|------|------------------|------------|------------------|
| Self evaluation | SEF | Well established | Developing | Not yet in place |
| 31. The school creates opportunities to ensure that Gypsy, Roma and Traveller parents/carers are aware of their children's progress and creates opportunities to support their involvement in their children's learning. | A4.8 | | | |
| 32. The school actively seeks the views of Gypsy, Roma and Traveller parents/carers and can provide examples of actions taken based on their responses. | A4.4 | | | |
| 33. Effective strategies are in place for communicating and sharing information about school policies and procedures with Gypsy, Roma and Traveller parent/carers. | A4.4 | | | |
| 34. Career and vocational guidance is available to Gypsy, Roma and Traveller pupils and parents/carers. | | | | |

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Further reading

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