

LONDON BOROUGH OF NEWHAM

Policy And Guidelines For The Education Of Traveller Children

1. Introduction

- 1.1 The London Borough of Newham recognises that the UK is a multi-racial, multi-faith and multi-cultural society, and places great value on the rich cultural diversity within its own community.
- 1.2 The London Borough of Newham welcomes all cultural communities, including Traveller communities, into our schools, nurseries, colleges and all other learning establishments.
- 1.3 In recognising the inequalities and injustice that exist in wider society, The London Borough of Newham acknowledge the important role it has to play in challenging prejudice and discrimination wherever it occurs, and in improving the opportunities and achievement of all learners. The London Borough of Newham will challenge racism, stereotyping and low expectations.
- 1.4 The London Borough of Newham have a statutory duty under the Race Relations Act (Amendment) 2000 to promote race equality and eliminate racial harassment.

2. Policy Statement

The London Borough of Newham will ensure that:

- Traveller children, as with all other children, have unhindered and full access to their legal entitlement to education.
- All Traveller children are afforded opportunities that will enable them to become participant adults in a democratic society.
- Those working within Education promote positive attitudes to cultural diversity and challenge prejudice and discrimination in order to ensure access to learning for all.
- All educational establishments and services within the London Borough of Newham develop practices, procedures and activities that promote awareness, acknowledgement and celebration of our culturally diverse society, including that of Traveller cultures.
- All educational establishment and services within the London Borough of Newham create an environment which accords respect to all pupils whatever their ethnic, racial, religious and cultural backgrounds and have high expectation of all pupils.
- All educational establishments and services within the London Borough of Newham monitor the opportunities available to pupils through policies and practices, and monitor achievement with reference to ethnic, linguistic and cultural background.

3. Guidelines

The purpose of these guidelines is to ensure that all those working with Travellers are aware of the shared responsibility towards the education of Traveller children and their families. The guidelines set out the framework within which the London Borough of Newham will work and suggests features of good practice for all educational establishments that are applicable to children and families of all ethnic and cultural backgrounds, including Travellers.

3.1 Responsibility for the education of Traveller children:

3.1.1 The Education Act 1996 (Section 13) places local education authorities under a statutory duty to ensure that education is available for all school age children in their area, appropriate to their age, ability and aptitude, and any special educational needs they may have. This duty extends to all children residing in their area, whether permanently or temporarily. It thus embraces in particular Travelling children. (DES Circular 1/81)

3.1.2 The Schools Standards and Framework Act 1998 (Sections 117 – 124) additionally places a statutory duty on local authorities to ensure that the provision of nursery education for children of a prescribed age is sufficient for their area. Local education authorities therefore have a duty to provide pre-school education for four-year-old children whose parents wish them to access it.

3.1.3 In accordance with these obligations, the London Borough of Newham response to Traveller children who live within its boundaries, however temporarily, is to afford them the same entitlement as any other child, mainly that of full time education within a strongly held philosophy of equality of opportunity. Travellers, including the highly mobile population, will therefore be fully supported in taking up their educational rights, including the right to access pre-school provision, school or further/adult education entitlement. To this end, the London Borough of Newham has instituted the Traveller Education Service (TES).

3.1.4 Educational establishments should take full responsibility for the education of Travellers once they are on roll.

“The characteristics of good management within schools which have Travelling pupils on roll includes the recognition that the educational responsibility for the pupils rests not with the TES, but with the school in general and the classroom teacher in particular.”
(The Education of Travelling Children, OFSTED, 1996)

4. The Traveller population in the London Borough of Newham

4.1 Travellers are one of the many ethnic minority groups in today's multicultural society. Gypsy Travellers are defined as a minority ethnic group within the Race Relations Act (1976). More recently, Irish Travellers have also been included within this definition. The Swann Report, 'Education for All' (HMSO, 1985) recognised Travellers as one of the minorities most discriminated against. Similarly, the DfES and OFSTED have also identified this group as one that is at risk of serious underachievement.

4.2 The term 'Traveller' is an umbrella term covering a number of groups:

- Gypsy/Romany Traveller of English, Scottish or Welsh origin
- Irish Traveller
- European Roma
- Fairground/Showmen
- Circus Traveller
- New Traveller
- Bargee (Travellers on waterways)

A brief history and background to these groups is given in Appendix 1.

4.3 Travellers from many of the above groups resort to, or reside in the London Borough of Newham. The population in the London Borough of Newham comprises of the following:

- Families living permanently on the Borough's Traveller site, which has 15 pitches. This site is continually full.
- Highly mobile Travellers resorting to the Borough during the course of the year.
- Fairground and Circus families resorting to the Borough for work purposes. Circus children may be bi-lingual.

- East European Roma families residing in the Borough and usually seeking asylum.
- Traveller families living in housing. Although living in housing, families still maintain their cultural identity, values and expectations.

5. The Traveller Education Service

5.1.1 The Traveller Education Service (TES) has been established to support the achievement of Traveller children residing and resorting to the London Borough of Newham, and to ensure realisation of their entitlement to appropriate educational provision.

5.1.2 The Service is part funded through the DfES Standards Fund and will continue to maximise future available grant income.

5.1.3 The TES will report annually on progress and submit such returns to bodies as may be required.

5.2 The Service aims to:

- Raise awareness of all people within the educational community to Traveller culture and thereby promote practice that recognises and values all cultures. (Race Relations (Amendment) Act 2000; Stephen Lawrence Inquiry Action Plan - see Appendix 2)
- Support education providers, children and families in order to raise the achievement of Traveller children.
- Ensure access to appropriate, unprejudiced and inclusive education and services for all Traveller families with children.

The Service is available to provide advice and support for Traveller children and their families, educational establishments and staff, and other directorates & agencies within the London Borough of Newham or providing services within the London Borough of Newham.

5.3 Support for Traveller children and families:

The Service will:

- Assist Traveller children residing or resorting to the Borough, however temporarily, in accessing their legal entitlement to full time education.

- Ensure Traveller children receive an education appropriate to their needs, in order to realise their potential through access to the full curriculum.
- Visit authorised and unauthorised sites to form sensitive relationships with families, in order to facilitate and support effective home/school communication.
- Visit unauthorised sites within the Borough to assess the educational needs of the families and children residing there, as part of the London Borough of Newham's statutory duty outlined in DoE Circular 18/94.
- Endeavour to ensure enrolment and attendance for new arrivals, including highly mobile Travellers on unauthorised encampments, within two days for Primary aged pupils, and five days for Secondary aged pupils.
- Ensure teaching support for the children of Traveller families who are carrying distance-learning packs.
- Provide information and assistance to families regarding welfare advice and network with other agencies to improve Travellers' access to services, including Lifelong Learning.
- Undertake outreach work to encourage Traveller families to make a commitment to education including pre-school and further education, whether they are officially or unofficially sited.
- Encourage and support parents to complete procedures that ensure transfer from one educational phase to another.
- Where necessary, support Traveller families during the admission appeals procedure.
- Where necessary, support Traveller families during the statutory assessment procedure if their child has special educational needs.

5.4 Support for schools and other educational establishments

With regard to the functions of Traveller Education staff supporting schools, **DfEE Circular X98** states:

“Though clearly needing to spend part of their time supporting individual Travellers, the *main focus* of their work should be on the

overall school support - i.e. helping school staff as a whole properly to take on responsibility for Travellers as for other pupils.”

5.4.1 With this in mind the TES will:

- Agree the responsibilities of both school and TES during support periods and review each half- term. This will ensure that TES support is addressing changing needs across both the school and the Borough, in the most effective and workable way.
- Ensure that early years settings, schools and other educational establishments understand the Service priorities for supporting Traveller pupils.
- Support the assessment of highly mobile short stay pupils, so that the educational experiences offered are appropriate to their needs, irrespective of their length of stay.
- Support early years providers and schools at all stages of the Code of Practice when working with pupils having special educational needs.
- Endeavour to facilitate positive home-school communication.
- Provide professional developments opportunities to early years settings, schools and other educational establishments, to promote awareness and understanding of Traveller culture.
- Provide guidance on the inclusion of Traveller culture in the curriculum from the Foundation Stage to Post 16, in order to reflect the cultural diversity within The London Borough of Newham.
- Advise and support educational establishments in the preparation and monitoring of distance learning packs for children whose families are seasonal Travellers, or have informed the school of their intention to travel.
- Advise on cultural resources which can be purchased or produced, and provide information regarding sources of these materials.
- Loan cultural resources to early years providers, schools and other educational establishments.

- Provide advice and guidance to staff regarding the needs of Traveller children and effective use of appropriate resources to support their integration and attainment.
- Provide guidance and advice on good multicultural education practice and effective anti-racist strategies.
- Assist with the writing and development of policies that enable establishments to meet the needs of Traveller pupils and families e.g. Race Equality Policy in keeping with statutory duty which came into effect on 31st May 2002 in England
- Provide integrated teaching support in collaboration with early years practitioners and class teachers, to include planning, delivery and evaluation. The guidance 'Working Towards Inclusive Education: Aspects of Good Practice for Gypsy Traveller Pupils (DfEE 2000)' states that this support should be "in addition to any SEN provision."
- Provide advice and support during Section 10 Inspections, including the provision of information for the Registered Inspector regarding Traveller education.
- Facilitate transfer of educational records and therefore continuity of provision for Traveller pupils, by contacting Traveller Education Services in other LEA's where pupils may have previously accessed education
- Advise on initiatives by local and national government, and other agencies (for e.g. National Association of Teachers of Travellers), which may impact on the quality of educational opportunities, afforded to Travellers.

5.5 Support for the London Borough of Newham other Directorates, agencies and organisations

The Service will provide advice and guidance as appropriate including:

- Advice on issues relating to Travellers and good practice.
- Advice on inclusion of Traveller issues in policy writing.
- Where appropriate, assistance in the initial setting up of communication between the service/organisation and members of the Traveller community.

5.6 Priorities for school support

- 5.6.1 The needs within the Traveller population are diverse and change as the population changes. It is therefore necessary for the TES to prioritise support to educational establishments and children in order to fulfil the Service aim of addressing underachievement. The following denotes the order of priority for support from the Traveller Education Service:
- Pupils of any age on authorised or unauthorised sites that may have a highly mobile lifestyle, including Fairground and Circus children.
 - Pupils of any age who experience a late start or fragmented experience of formal education.
 - Pupils transferring to Secondary School.
 - Pupils who have been excluded or are at risk of being excluded.
 - Pupils settling into Secondary school.
 - Pupils who are new to the area and need access to school places.
- 5.6.2 As pupils from a high priority group can arrive in the Borough at any time, the TES needs to maintain a degree of flexibility when working with schools. If higher priority pupils arrive, the TES will endeavour to keep interruptions to the work already ongoing in schools to a minimum.
- 5.6.3 Support can be given to housed Travellers who still maintain their cultural identity, values and expectations. Parents may still feel wary of school because of their own experiences of education; families may still travel for periods of time; there may be a lack of literacy at home. Any of these or a number of other issues may result in barriers to accessing education. Because of this, the DfES and TES maintain a flexible approach to housed Travellers and will offer advice to schools and other services if there are concerns.
- 5.6.4 Additionally, Travellers who are resident in a house but who leave that house to live elsewhere for significant periods of the year may also qualify for support if the needs of the pupil are a priority.

6. Good Practice in Education

- 6.1 Good practice in education for Traveller children is work that ensures access to appropriate educational provision and progress in achievement.

The Traveller Education Service will support the continuing development of good practice with regard to both the pre-school and statutory education of Traveller children. This is imperative, particularly when considering findings within the report, **“Raising the Attainment of Minority Ethnic Children” (OFSTED, 1999)**. With regard to attainment this stated that:

“(Gypsy) Traveller pupils are the group most at risk in the education system...their generally low attainment is a matter of serious concern.”

6.2 In addition, in line with the London Borough of Newham Council policy statements and the National Curriculum (QCA, 2000) educational establishments will be supported to ensure that *all* children receive a curriculum which:

- Contributes “to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral social and cultural heritage’s of Britain’s diverse society.”
- Develops “their knowledge, understanding and appreciation of their own and different beliefs and cultures.”
- Promotes “equal opportunities and enables pupils to challenge discrimination and stereotyping.”

These aims embrace Traveller culture along with all other cultures in an ethnically diverse Britain. All schools, whether having Traveller children on roll or not, have a statutory duty to ensure that their pupils receive a curriculum which satisfies the above aims and this therefore includes positive representations of Traveller culture. This is further reinforced by the Race Relations (Amendment) Act 2000.

6.3 Good practice regarding the education of Traveller children will be illustrated in the sections that follow. These elements of practice have been identified through work with the National Association of Teachers of Travellers (NATT), the DfES, ‘Working Towards Inclusive Education: Aspects of Good Practice for Gypsy Traveller Pupils’ (DfEE, 2000). and by OFSTED most recently in their study, ‘Provision and Support for Traveller pupils’ (Ofsted, December 2003)

6.3.1 Access and admission

Examples of good practice include:

- Access to early years provision and schooling for Traveller children in accordance with admission criteria, irrespective of the family's intended length of stay. (See 7.3 for guidance on exceptions to class size restrictions of 30)
- Rapid enrolment, particularly for highly mobile pupils. For these pupils, short stay placements are often links in an educational chain and prolonged gaps fragment these experiences.
- Speedy transfer of educational records from previous schools, and use of the DfES 'Parent Held Education Record' 'the red book' that Travellers may carry with them.
- 'Taster days' for children and parents who may be visiting the area on a temporary basis, offering them the chance to see the working life of the setting and reassure them of its safety and social environment.
- Assistance with the acquisition of uniform if needed, for example through the school's second hand uniform shop, or in negotiation with the Traveller Education Service.

“The issue of uniform and other kit must not be allowed to undermine access and/or attendance.” **(DfEE, 2000)**

- A system to inform all staff that the new pupil may be unfamiliar with the culture, expectations, routines and language of the setting or establishment.
- Induction for Traveller children in line with the school's usual induction policy. Good induction practice would ensure: a welcoming atmosphere; support for break and lunch times for the first few days; an explanation about school procedures and systems, including lunchtimes; an explanation about the location of toilets & cloakrooms; information regarding the whereabouts of siblings.
- A flexible attitude to pupil organisation if necessary, in response to mobility or pupil/parent apprehensions. Older Traveller children are often instructed by their parents to look after any younger ones and take this responsibility seriously. For example:

“a seemingly helpful aspect of the flexibility at the primary stage is the willingness to allow siblings to stay together, or to visit each others' classrooms on a regular basis.” **(DfEE, 2000)**

- The involvement of senior management in admission issues if necessary, as this allows decisions on any required flexibility to be immediate.
- Travellers being welcomed within the educational establishments by all staff and children and, in line with all good practice, the background and cultural experience of Traveller children being valued and used as the starting point for their education.
- Providing a welcoming environment. For example:

“ Displays featuring the cultural background of Traveller families are explicit statements of acceptance and respect.” **(DfEE, 2000)**
- A rapid response to requests for the transfer of pupil records by the TES or another school, when a pupil has transferred or travelled. This is imperative to ensure continuity of provision for highly mobile pupils.
- Initial discussions with parents and pupils regarding transfer to Secondary school from Primary to be undertaken at least during year 5. Schools should give a clear indication to parents that transfer to the Secondary phase is expected.

6.3.2 An inclusive educational ethos

Examples of good practice include:

- An established ethos within which all forms of bullying and harassment, including racial harassment are challenged. All those involved (staff, governors, parents, and pupils) should understand their responsibility in implementing this policy (See: The duty to promote race equality: A Guide for Schools –May 2002, the National Curriculum, QCA 2000, and Learning for All: Standards for Racial Equality in schools CRE 2000).
- Equal Opportunity and Race Equality Policies that are regularly monitored and evaluated and “explicitly inclusive” of Traveller pupils **(DfEE, 2000)**. These will ensure that the schools decision making processes are fully informed, thus avoiding ad hoc judgements which may be based on hidden or explicit stereotypical assumptions.
- Use of capitalisation in documentation e.g. Traveller, Gypsy, Irish Traveller. The use of capital letters demonstrates respect for ethnic/cultural groups generally, so this convention should be applied to all Traveller groups.

- A fully inclusive ethos that all staff have a commitment to, led by the Headteacher and Senior Management.

“...strong leadership role contributes significantly to the success with Gypsy Travellers in terms of confident relationships, secure access, regular attendance and academic achievement. The influence of the head teacher is crucial in setting the tone or culture of the institutional response.” **(DfEE, 2000)**

- School governors’ involvement in the process of achieving an inclusive ethos.

"School governors need to share in the process of support to demonstrate an interest in all the communities that send children to the school." **(DfEE, 2000)**

- Behaviour policies that detail and confirm the rules and expectations required in the context of inclusive education.
- Name calling associated to ethnic background acknowledged as racist bullying and response to this is rapid, involving senior staff and parents.
- Regular interaction between the Headteacher, senior management and the TES.
- Traveller culture, along with all other cultures, acknowledged, accepted, valued and celebrated by all staff and all children. The importance of this is illustrated within **‘Raising the Attainment of Minority Ethnic Pupils’**:

“Some schools, concerned about divisive outcomes, respond by playing down differences of culture and ethnicity, believing that good relations will be achieved by not highlighting or celebrating the distinctive characteristics of minority cultures. The most successful schools, however, take the opposite approach.” **(OFSTED, 1999 reinforced Ofsted 2003)**

- Learning environments encouraged in which stereotypical views are challenged.
- Staff awareness of the influence of their own cultural background and lifestyle.
- Staff awareness, appreciation and acceptance of the cultural background and lifestyle of the variety of groups within society, including Travellers. To ensure this staff, both teaching and non-teaching, should undergo In-Service training.

“All schools need to set time aside to involve all staff, both teaching and non-teaching, in in-service training directly targeted towards the education of minority ethnic pupils, specifically to include (Gypsy) Traveller pupils.”

(DfEE, 2000)

6.3.3 The Curriculum

Examples of good practice include:

- Providing a culturally diverse curriculum throughout the educational establishment that includes positive representations of Traveller culture for *all* children.

“The inclusion of Gypsy Traveller culture within the curriculum leads to an improvement in the accuracy and quality of knowledge for all children.” **(DfEE, 2000)**

- Providing positive images and role models in resources and displays that reflect the experiences and backgrounds of all pupils, including Traveller pupils. These can make a significant contribution to affirming Traveller identity and engaging Traveller pupils with the wider curriculum.
- Purchasing materials and resources that will ensure positive images of Traveller cultures are reflected to *all* pupils. The TES can advise on the acquisition of specific resources.
- Critically examining existing available resources to ensure that stereotyped images and viewpoints of Traveller groups are not perpetuated.
- Using collaborative approaches to learning and ensuring that Traveller pupils’ cultural experiences are reflected and built upon positively in the classroom/group.
- The provision and monitoring of distance learning materials for children who have informed the school of intention to travel. These will help to ensure continuity in the pupils learning and allow for the maintenance of social contacts. The Traveller Education Service can advise on the provision and monitoring of these.

6.3.4 Teaching and learning

Examples of good practice include:

- Fast assessment and access to learning experiences on school entry, irrespective of the families intended length of stay.
- Staff having high expectations of Traveller children, setting challenging short term, small step targets and the provision of opportunities which allow Traveller pupils, along with all others, to achieve.
- Planned differentiation to ensure Traveller children are able to access the full curriculum.
- Involvement of Traveller Education staff in joint planning to meet the needs of the pupil, where appropriate.
- Flexibility in approaches which need to “take into account any gaps in pupils learning resulting from missed or interrupted schooling such as may be experienced by Travellers”. **(National Curriculum, QCA 1999)**. This may involve the provision of a differentiated or part-time timetable.
- Support mechanisms in place to enable pupils to complete homework when home circumstances are not conducive to its successful completion. A lack of writing materials, reference books, space and privacy in their own home may make it more difficult for a Traveller pupil to complete homework.
- Support and intervention for pupils with SEN via the schools SEN register, as detailed in the revised Code of Practice.
- Liaison with parents in advance and TES if necessary, to secure parental permission for pupils participation in school trips. Flexibility may also be needed with regard to organisation of the trip to ensure participation, for e.g. parent accompanying child, transportation by the parent of the pupil to the trip etc.

6.3.5 Parents

Examples of good practice include:

- Understanding and respecting parents’ positive views on health, cultural observances, and religion.
- Acknowledging parents’ educational aspirations for their children.
- Positive efforts being made to encourage participation by Traveller parents in the educational life of their child, for example by telephoning

a parent to arrange a meeting if they did not request an appointment at home/school consultation evening.

- Account being taken of possible limited literacy skills within the Traveller home. This may require for example, alternative methods being employed by the school to inform parents of important dates, school procedures and homework.
- A flexible approach regarding home/school contracts, with consultation between the school and the individual parent as to what each can offer the other.
- Consultation with parents regarding aspects of the curriculum that may be culturally sensitive e.g. sex education.
- Having a named member of senior staff responsible for general contact with Traveller parents and children.
- The school ensuring responsibility for the development of home-school relationships:

“The institution itself needs to nurture and own the quality relationship with Traveller families.” **(DfEE, 2000)**

6.3.6 Attendance

Examples of good practice include:

- Providing the pupils with a ‘Traveller-friendly space’ they know they can go to if they are experiencing difficulties, in order to help them feel more confident and secure about attending school.

“In some circumstances, the designation of a ‘sanctuary territory’ is important for some pupils sense of security.” **(DfEE, 2000)**

- Showing high attendance expectations with regard to pupils who are not travelling.
- Increasing contact with families, including home visits by members of the school staff, to develop trust, confidence and a shared understanding.

“success in improving and maintaining attendance depends on the quality of relationships between the schools and families.”
(OFSTED, 2003)

- Ensuring non-punitive prompt responses to absences including the use of first day calling. This involves making telephone contact with the family on the first day of a child's absence. It indicates to the pupil that they are part of the school community and their presence is missed.
- Recognition that transportation difficulties will impact on attendance and joint working with the EWO/TES to overcome these.
- School monitoring of absences, to include the rewarding of regular or improved attendance patterns
- Referral to the Education Welfare Service for continued or repeated absence, in accordance with usual procedures.
- Setting up of pastoral systems to deal effectively with vulnerable children, bullying and racism, including the use of peer group support/mentoring schemes
- Setting up and implementation of Pastoral Support Programmes (**Circular 10/99, DfEE**) in order to avoid exclusions.
- Ensuring an inclusive culture that promotes equality of opportunity and recognises cultural diversity and difference.
- Developing strategies that support pupils with literacy or learning difficulties.
- Providing educational continuity through providing distance-learning materials, whilst the pupils are travelling.
- Encouraging regular pupil attendance at school, and proactive strategies developed in partnership with Education Welfare to work towards this.
- Ensuring adequate pupil support at the point of transfer between key stages, particularly primary to secondary. Parents may feel very uncertain about this transfer and therefore schools should demonstrate there is an expectation that Y6 pupils will transfer like all other pupils. Parents may need support with completing the related paperwork.

7. Legal Variations & Guidance

Legislation has been passed in order to facilitate Traveller access to their educational entitlement. The following explain the legal variations that apply to Traveller families and their children:

7.1 Attendance

Section 444 of the Education Act 1996 states that:

'If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, the parent of the child is guilty of an offence'.

However, the Section goes on to identify circumstances in which a Traveller parent is protected from conviction for the non-attendance of their children at school where it can be demonstrated:

- a) that he is engaged in a trade or business of such a nature as to require him to travel from place to place,
- b) that the child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits, and
- c) if the child has attained the age of six years, that he has made at least two hundred attendances during the periods of twelve months ending with the date on which the proceeding were instituted'.

This legislation is designed to protect Traveller parents from unreasonable prosecution for their child's non-attendance at school. However, it does not mean that part-time education for Traveller children is legally acceptable: 200 sessions should not be regarded as the norm.

7.2 Dual Registration

To protect the continuity of learning of Traveller children, the Pupil Registration Regulations were amended with effect from 1 January 1998 to facilitate dual registration of Traveller children. This means that if parents inform the 'base school' that the child is going to be away travelling but will return, or even if the school knows that the child comes from a Traveller family which regularly leaves the area for a time, then Regulation 9(1) (b) registration at another school, and (g) absence in excess of four weeks - unknown location, no longer require the pupil to be removed from the base school register.

While a Traveller child is away, the base school should hold the place open and record the absence as authorised.

7.3 Class size over 30

- 7.3.1 As of September 2001 legislation has been passed which limits infant class size to 30 pupils. However, guidance from the DfES states that there are to be a limited number of exceptions to the 30 limit once that limit is in force. Paragraph 10 (b), for example, permits an exception to the limit where a pupil moves into the area outside the normal admission round and

there is no other school which would provide suitable education **within reasonable distance of his home**. In this case, such a pupil can be treated as an exception to the class size limit for the remainder of that academic year. Traveller children are most likely to fall within this category.

- 7.3.2 The guidance also points out (paragraph 13) that many LEA's will have regular and predictable movements of Travellers and these will often count as excepted pupils. The guidance suggests that these movements be taken into account in the Authority's planning and that they set out the proposed arrangements for dealing with such pupils in their plans. (Also see DfES "School Admissions Code of Practice" A44 2003)

8. Monitoring of Pupil Achievement, Service Provision and Policy

- 8.1 The TES maybe required to submit information to the DfES detailing the use of the grant. It may be necessary for schools to supply information to the TES, as is required to fulfil this grant reporting process.
- 8.2 The work of the TES is included within the EDP, to raise achievement of ethnic minority pupils and those at risk of social exclusion. The EDP is monitored and reported upon annually.
- 8.3 HMI review the work of the TES's and schools with regard to access, provision and achievement of school age Traveller children.
- 8.4 This document will be monitored regularly and evaluated by the Traveller Education Service Co-ordinator..

9. Resources

A resource bank of background, learning and teaching materials has been collected and developed at the TES base. However, schools will be encouraged to obtain a selection of books and materials reflecting Travellers as part of their multi-cultural education programme. This will be encouraged irrespective of schools having Travellers on roll.

10. Training and Development

The TES will continue to offer a programme of training and development regarding Traveller culture and strategies to raise achievement through the usual training programmes. Training is available for schools, Education

Services, London Borough of Newham directorates and the voluntary and private sector.

11. Conclusion

The London Borough of Newham Education Department is committed to raising the achievement of all pupils and providing equality of access and opportunity. To this end, Education will continue to implement and evaluate strategies to enable Traveller children to fulfil their individual potential.

The London Borough of Newham Traveller Education Service would like to acknowledge the assistance it received from the Royal Borough of Kingston upon Thames, Traveller Education Service in the writing of this policy.

APPENDICES

1. Brief history and background of Traveller cultures
2. Stephen Lawrence Inquiry Action Plan
3. Useful Publications
4. Contact addresses

Appendix 1

Brief history and background to Traveller communities

'Traveller' is an umbrella term covering many distinct communities, including Fairground or Showmen, Gypsies/Romany, Roma, Circus families, Irish Travellers, New (Age) Travellers and Bargee Travellers, those living on the waterways. Gypsies are defined as an ethnic minority group by the Race Relations Act (1976) as their home lifestyle is significantly different to that of the majority settled community. More recently, Irish Travellers have also been determined as being covered by that Act. The term 'Traveller' is generally acceptable to most of these groups, although the term 'Gypsy' is acceptable to only some communities, as they are concerned that the settled community can perceive it as having negative connotations.

Some Travellers live on private or local authority sites and pay rent as other members of society. Some Travellers live in housing and some live on unauthorised sites, which may or may not be 'tolerated'. However, with the advent of the Criminal Justice Act, 'toleration' is much less common, and this results in these families being more highly mobile. This situation increasingly affects young families who are unable to find a legal stopping place on sites, as they are already full. Traveller families are as varied as other groups in society, some living in comfortable well equipped trailers, while others endure difficult conditions.

Gypsy/Romany of English, Scottish, Welsh origin

Evidence suggests that Gypsy people originally descend from India and migrated in the Middle Ages arriving in Britain in the 15th Century. The term Gypsy was given to them at that time and came from the mistaken idea that they had originated from Egypt. Indigenous travelling people already existed in most of Europe and in Britain they worked at a variety of trades, along with being important bringers of news and information.

Gypsies today may identify themselves as English/Scottish/ Welsh Romany and/or Travellers. Many will maintain aspects of their Romani language, which itself has roots in Indian languages. They have a very strong sense of culture, religion and traditions and strive to follow them whenever possible.

Irish Traveller

Although the movement of Travellers from Ireland to England began several centuries ago, the first reliable report of the presence of Irish Travellers dates from 1850. They found work as skilled ironmongers and general metal workers. After the Second World War, many came over here to work on the development of English motorways and later as labourers for local councils, as well as scrap metal dealers. Their way of life, experiences and expectations are similar to those of Gypsies.

European Roma

The Roma populations across European countries descend from India, and as such share a heritage with some members of travelling communities in the UK. Roma is the general term used to indicate Romany people from European countries, although there may be different terms that they ascribe themselves, for eg in Germany they are known as 'Sinti'. Members of these European communities have in recent years come to the United Kingdom, seeking asylum from persecution in their home countries. The situation for Roma in each country varies, although it is likely that all Roma seeking asylum will have suffered great discrimination and prejudice, including direct discriminatory legislation from local and national governments. Some will have suffered physical attack – there are alarming numbers of well-documented cases of this.

Fairground Traveller (Showmen)

Fairs have been held since the earliest of times and traditionally brought together the important elements of trade and festival. In the Middle Ages, Royal Charters gave the fairs legal status and this developed their economic importance. Between 1200 and 1400, over 4860 charters were granted as it was realised that these events had become of significant economic importance. Traders came long distances to sell their goods and so too did the travelling musicians and entertainers who did good business keeping the traders and their customers amused. By the early 18th century the trading aspect of these charter fairs had diminished and the fairs consisted almost entirely of amusements. With the advent of technology, these amusements have slowly evolved into the modern day travelling fairs that we know today.

The men, women and children who live and work at travelling fairs today are known as Showmen. Their lifestyle changes throughout the year, as about half their time is spent travelling with the fair, and the rest is spent at home in winter quarters. All owners of travelling fairground rides and booths must be members of the Showmen's Guild and its rules cover safety, environmental health and facilities for the families.

Circus Travellers

The first modern circus is thought to have been presented in London in 1768. Circuses were then introduced throughout Europe so that by the beginning of the 19th century there were permanent circuses as well as travelling ones. The travelling shows would have included musicians, jugglers and acrobats performing in open spaces. This developed into performances for which admission was charged, with tents being introduced around 1820. Performances then evolved to include clowns, wild animals, equestrian acts and acrobatics. Equestrian performances became included along with clowns, wild animals and more elaborate acrobatics. Today fewer circuses include acts with animals preferring to concentrate on acrobatic skills and novelty performances.

Circus families have a seasonal pattern of travelling and generally spend the winter season at their home site, having toured around the UK and possibly Europe. Children who travel with the circus may either be performers themselves, or children of performers. Performers may come from many different countries and their first language may not be English.

New Traveller

These are the newest of the Traveller communities many having taken to the road in the last 30 years and their history and culture are still very much evolving. Their roots lie in the majority settled community although in recent years many children have been born into a travelling way of life and know no other lifestyle. Reasons for taking to the road have been varied. Initially many travelled as a rejection of the increasingly materialistic and fragmented society they found themselves in. Others took to the road as result of recession, high unemployment, lack of housing, or for ecological, environmental or political reasons.

Bargee Traveller

This community traditionally worked on the canal system throughout the UK and today is the smallest of the travelling communities. In European countries that still have a waterways system that is used as a means of industrial transportation, the Bargee population is much greater. In the UK there is a known small population of families living on sea-going coastal boats that travel between small harbours and ports on the south coast during the summer months.

Appendix 2

Stephen Lawrence Inquiry Action Plan **Home Office**

Recommendation 67:

That consideration be given to the amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order to better to reflect the needs of a diverse society.

Recommendation 68

That Local Education Authorities and school governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include:

- that all schools record all racist incidents;
- that all recorded incidents are reported to the pupils' parents/guardians, school Governors and LEA's;
- that the numbers of racist incidents are published annually, on a school by school basis; and
- that the numbers and self-defined ethnic identity of "excluded" pupils are published annually on a school by school basis.

Recommendation 69

That OFSTED inspections include examination of the implementation of such strategies.

These recommendations have been adopted by the Home Secretary and the Secretary of State for Education.

Appendix 3

Useful Publications

Bhopal K., Gundara J., Jones C. and Owen C., (2000), *Working Towards Inclusive Education: Aspects of Good Practice for Gypsy Traveller Pupils*, DfEE, Research Report RR238

Centre for Gypsy Research, (1993), *The Education of Gypsy and Traveller Children*, University of Hertfordshire Press

Kendrick D. and Clark C., (1995), *Moving On - The Gypsies and Travellers of Britain*, University of Hertfordshire Press

Kiddle C., (1999), *Traveller Children – A Voice for Themselves*, Jessica Kingsley

Morris R. and Clements L., (1999), *Gaining Ground: Law Reform for Gypsies and Travellers*, Cardiff Law School

OFSTED, (1996), *The Education of Travelling Children*, HMI Ref: 12/96/NS

OFSTED, (2001), *Managing Support for the Attainment of Pupils from Minority Ethnic Groups*, HMI Ref: 326

OFSTED, (1999), *Raising the Attainment of Minority Ethnic Pupils – School and LEA Responses*, HMI Ref: 170

DfES, (2003), *Aiming High: Raising the Achievement of Gypsy Traveller Pupils* DfES/0443/2003

OFSTED, (2003) *Provision and Support for Traveller Pupils* HMI 455

Appendix 4

Useful Contacts

Advisory Council for the Education of Romany and other Travellers (ACERT)
Moot House, The Stow, Harlow, Essex CM20 3AG

Commission for Racial Equality
Elliot House, 10 – 12 Allington Street, London SW1E 5EH
www.cre.gov.uk

Department for Education & Skills
Sanctuary Buildings, Great Smith Street, London SW1P 2AT
0870 000 2288
www.dfes.gov.uk

European Roma Rights Center
<http://errc.org/>

Friends and Families of Travellers
Community Base, 113 Queens Road, Brighton, BN1 3XG

National Association of Teacher of Travellers (NATT)
C/o The Harlow Centre, Raymund Road, Oxford OX3 0PG

OFSTED
Alexandra House, 33 Kingsway, London WC2B 6SE
020 7421 6800
www.ofsted.gov.uk

London Borough of Newham Traveller Education Service
Credon Centre, Kirton Road, Plaistow, E13 9BT
020 8430 6279

Traveller Law Research Unit
Cardiff Law School, Cardiff University, Law Building, Museum Avenue PO Box 427,
Cardiff, Wales
www.cardiff.ac.uk/claws/tru

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