Improving educational outcomes for children and young people from travelling cultures

Scottish Government
Riaghaltas na h-Alba
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Foreword

The defining mission of this Government is delivering excellence and equity in Scottish education in order to raise the bar for all our children and young people and to close the attainment gap. That is why I cannot accept the poor educational experiences and outcomes that some children and young people from travelling cultures have.

Together we share a moral and statutory duty to deliver the right to an education and a positive educational experience for all Traveller children and young people. To do this we must first recognise, understand and address the barriers to realising educational potential that some of these children and young people may face. This is not an easy task but we know that by making changes we can deliver improvements.

Across the country we are seeing the rewards of the collaborative efforts of some local authorities, schools and Traveller families. We are hearing inspirational stories of positive educational experiences, improved attainment and better life chances for some of our young Travellers. But this remains the exception rather than the norm. And so alongside this guidance, we are investing in a new programme of work delivered by the Scottish Traveller Education Programme to provide practical advice and support and to encourage and share best practice across the country.

We know that to rise to this challenge we need a collective effort: an effort that brings together those who *deliver* the education service with those whose lives can be enhanced through it; an effort which seizes the opportunities afforded by family engagement from the very start of a child's learning journey to beyond school age; and an effort that might need to start not in school, but in the community. And we know that our efforts must be based on respectful communication, strong relationships and ultimately trust.

We all need to work together, and ensure that we raise our collective expectations of what can be achieved. We all have a part to play - local authorities, education authorities, early learning and childcare providers, educators, school staff, careers advisers, further and higher education providers, children and young people, their parents and families, communities, the third sector. Our education system must include and welcome children and young people from diverse and rich travelling cultures, and adapt better to meet their needs. I want to encourage Travellers and their families to engage with and shape the Scottish education system in to one which works better for them.

This guidance aims to set the context for supporting Traveller education and to help those working with Travellers to build strong relationships and develop effective, truly inclusive educational approaches. We hope that it helps you to take the next steps towards a much improved future for Travellers in Scottish education.

John Swinney

Deputy First Minister and Cabinet Secretary for Education and Skills

Section 1: Introduction

Guidance purpose and development

The purpose of this document is to provide guidance about supporting Traveller children and young people and their families to engage in education so as to improve their life outcomes. It:

- sets out the context for supporting Traveller children and young people and their families
- encourages an understanding of the challenges they might face in engaging with the education system, and therefore
- supports schools, local authorities and other stakeholders to offer effective, inclusive educational approaches

Why is guidance necessary?

This guidance has been developed as a direct response to the very real concerns about the achievement of educational outcomes, and therefore life outcomes, by some Traveller children and young people. As is evidenced within this document, some Traveller children and young people's educational outcomes are among the worst in Scotland. The Scottish Government is committed to enabling all children and young people to reach their full potential and this guidance is intended to support those working with Traveller children and young people in Scotland's schools and communities in improving educational outcomes over time.

Who is this guidance for?

While primarily aimed at schools, ELC settings and local authorities, the guidance may also be useful to a range of stakeholders who have a role in supporting Traveller families such as: health and social care practitioners; those who can support transitions from school into further and higher education or employment; CLD (Community Learning and Development) teams; and adult and family learning providers. The guidance will also be of use to local authorities when developing their Traveller Education strategies. Traveller families living in Scotland, as well as regular seasonal Travellers to Scotland, may also find it helpful in providing clarity on Scottish education and to understand how they can best support their children throughout their education.

How to use this guidance

This document is divided into four sections:

- Section 1 provides an introduction which sets the context and provides evidence of the educational outcomes and educational experience of some Traveller children and young people in Scotland.
- Sections 2 and 3 focus on areas which are most likely to be relevant to improving outcomes for Travellers. The information is loosely based around two of the categories for quality indicators used in How Good is Our School 4 (HGIOS4) and How Good is Our Early learning and Childcare (HGIOELC): [1]
  ° Leadership and Management – in schools and classrooms, and also in the wider local authority.
  ° Learning Provision – focussed on educational approaches, as well as the importance of family engagement.
- Section 4 comprises annexes, including a summary of the legislative and policy context and information on further resources.

Inevitably, there is overlap between the sections and subsections and because of this, some repetition. References, including references to online material or other parts of the guidance, aid further exploration of points of interest.

How this guidance was developed

The guidance was developed by a diverse working group comprising representatives from local authorities who support Traveller families, including an EAL (English as an additional language) expert, a teacher of Travellers, a headteacher and headteacher representatives, as well as a health practitioner, and a third sector representative. The group was able to bring a range of perspectives to the guidance, and drew on their wide experience of engaging with different groups of Travellers in many different settings. A wider range of perspectives was captured through a public consultation. The guidance recognises that the contexts for delivering services for Travellers will vary widely between practitioners, schools, and local authorities and therefore signposts to many other sources of guidance and support.

Terms used in this Guidance

'Traveller/s' is used to refer to a number of different groups and communities with a mobile lifestyle and/or culture, when it would be onerous, or not possible, to list them individually. The intention is not to disregard the diversity in the history, culture and lifestyles of different Traveller groups (see the Scotland's Travellers subsection below), or suggest that all Travellers share the same experience of education and barriers to learning. Practitioners should always seek to understand individual circumstances.

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[1] The 'How Good is Our….' series has become a recognised brand which underpins effective self-evaluation as the starting point for improvement. There are several frameworks which are designed to be used to support self-evaluation and reflection by practitioners at all levels.

'School/s' should be considered to include primary, secondary and special schools and units, unless otherwise specified.

'ELC' or 'early learning and childcare setting' encompasses settings previously known as nursery classes, pre-school centres, day nurseries, community nurseries, nursery schools etc. and also now includes childminders.

'Parent/s' has been used to mean mothers, fathers, carers, and others with responsibility for caring for a child or young person.

Scotland's Travellers

The diversity of mobile communities' culture, history and lifestyles

Travelling communities in Scotland are not a single group. There are many different groups. Each is defined by its own history, culture and lifestyle. While each group is made up of extensive family networks, these may have little or no connection with other Traveller groups. Central to each community is its right to self-identity, and to be recognised and respected by the society it lives in. **The different groups may have very different educational experiences and outcomes but what they do share is family lifestyles, which are essentially built around a mobile tradition.**

Some Traveller groups, such as Scottish Gypsy/Travellers and European Roma, will be recognised in law as minority ethnic groups and are therefore afforded legal protection from discrimination on grounds of race under the Equality Act 2010.

When there is concern about use of terminology, or uncertainty about the Traveller group to which a family identifies, it is important to gain information through the family. Written references to Traveller groups should always capitalise the first letter, e.g. 'Gypsy/Traveller', 'Roma', 'Traveller' or 'Showpeople'.

Further information on the most common Traveller groups in Scotland is provided below. In addition, there are also regular seasonal Travellers in Scotland, such as Irish Travellers, who could also benefit from this guidance.[2]

European Roma - The recent enlargement of the European Union enabled the Roma to come to the UK from many new European Union countries such as the Czech Republic, Hungary, Estonia, Lithuania, Latvia, Poland, Slovenia, Slovakia, Romania and Bulgaria. Importantly, families will generally identify themselves first in national terms and then as Roma e.g. Slovak Roma or Romanian Roma.

Most families have travelled with the aim of finding work and to seek a good education for their children. The majority also seek to escape violence, racism and discrimination in their countries of origin. Roma are the most impoverished and marginalised ethnic minority in Europe with an estimated population of between

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[2] See also http://www.step.education.ed.ac.uk/project/travelling-communities-scotland/

10 and 14 million. [3] They are a very diverse group with many different national and ethnic subgroups.

Roma settle in large groups of extended family networks. Group pride is strongly related to the traditions that arise from specific trades such as horse traders and basket weavers. Key to any Roma family's economic and social survival is its strong sense of responsibility for all family members.

In the UK, Roma tend to be drawn to specific areas. For many families, being able to access better education for their children is one of the factors in the decision to migrate. They often have negative experiences of education in their home countries. Scotland's more inclusive system means they often find education a positive experience and therefore Roma children are more likely to attend school in Scotland.

Scottish Gypsy/Travellers identify themselves variously as Gypsy/Travellers, Gypsies, or simply as Travellers. Regardless of whether families currently live a mobile lifestyle or are 'settled' in a house, they continue to identify with the travelling community and have a strong commitment to the maintenance and development of their Traveller identity, lifestyle and culture.

Young people become part of the extended working families from an early age and assume adult roles and responsibilities. Gypsy/Traveller young people, therefore, may not easily adapt to the stark contrast of age-specific grouping in schools.

Scottish Gypsy/Travellers share many cultural features with European Roma communities, such as a belief in the importance of extended family bonds and family descent, a preference for self-employment, and a strong commitment to a nomadic lifestyle. Other cultural practices, such as the common preference to marry within the community, a choice many families make to withdraw children from school at an early age, or not engaging with formal education at all, were and are ways of maintaining their cultures and lifestyles as different from non-Traveller settled communities.

Showpeople bring fairgrounds to locations across the UK. Many Showpeople also travel further afield to attend European fairs. Wherever they travel there is an expectation that the whole family will contribute towards the life of the fair. Showpeople make up a business/cultural community who self-define in terms of their livelihoods. Showpeople's distinctive identity is built on their tradition of bringing entertainment and other services to local communities[4]. Scottish Showpeople share in this strong cultural identity and have a long, proud history of living and working in Scotland. Much of this business could not be conducted without a general education which explains why education has always been valued by the community and why Showpeople have such a long history of engagement with the Scottish education system. Nowadays, most families live on permanent yards, with many more or less commuting to fairs. For those that do travel during the summer months, the stable and predictable pattern of travel means that school attendance can be managed.

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[3] Roma families' engagement with education in Glasgow
[4] See http://scottishshowmensguild.org/ and https://www.sheffield.ac.uk/nfca

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Social attitudes towards Gypsy/Travellers

I know Travellers who have …completely disassociated themselves with the culture entirely because they're terrified that they won't be allowed to get a job, they won't get into school. There's a huge issue of people not looking at other cultures, not looking at other ways of 'being'.

Young Gypsy/Traveller

The Scottish Government recognises that, as a group, Gypsy/Travellers experience widespread discrimination and marginalisation. The 2015 Scottish Social Attitudes Survey found widespread discriminatory attitudes towards Gypsy/Travellers. Although there were improvements in attitudes compared to previous years (2006 and 2010), Gypsy/Travellers were still subject to higher levels of prejudice than other groups.

The Survey included two sets of detailed questions relating to employment and personal relationships. It showed:

- 34% of respondents considered that Gypsy/Travellers would be unsuitable as primary school teachers
- 31% said they would be unhappy if a close relative entered into a long-term relationship with a Gypsy/Traveller

The portrayal of Gypsy/Travellers in the media can provide a stark reflection of the deep-rooted prejudices held towards this community. Amnesty International's research into media reporting of Scottish Gypsy/Travellers found that a significant number of articles, which appear in the print media perpetuate prejudicial views of Scottish Gypsy/Travellers. Similarly, in 2016, Article 12 reported that 'a vast majority [of media articles] fell within the categories of negative, discriminatory and racist'. Such negative views and attitudes inevitably affect a Gypsy/Traveller's decision to self-identify, or not.

The above analysis relates to Gypsy/Travellers only. However, all Travellers, whether or not they are recognised as an ethnic minority in law, may be vulnerable to discrimination on the grounds of their identity or the discriminator's perception of their identity. Some may also experience discrimination related to their skin colour, appearance, language, or other factor.

The educational context

Given the background, context and evidence set out in this Introduction, it is clear that there can be tensions between the maintenance of a mobile tradition and culture and the need to ensure that the children and young people can access education. As mobility is an increasingly common feature in today's society, more and more children and young people are experiencing barriers to learning arising from the challenges associated with being mobile, such as multiple transitions, as well as the cultural differences which may exist between them and settled populations. The impact of such barriers can be heightened when parents have limited educational experience themselves. A partnership approach between families, authorities and

agencies is needed to overcome barriers to learning in order that Traveller children's rights, entitlements and potential can be realised.

In some local authorities and schools in Scotland, proactive efforts have been made to engage and support Traveller children and young people and their families, at times through a family learning approach. There is evidence of emerging and established good practice, some of which is included in this guidance. However, overall progress is slow and in some areas activity to support Travellers is limited. Without appropriate engagement and support, starting with our very youngest Traveller children and extending to the parents and family, educational outcomes for many Traveller children are likely to continue to be poor. This guidance is intended as a tool to support that improvement.

Right to education

Like all children and young people in Scotland, Travellers have rights to education under the United Nations Convention on the Rights of the Child (UNCRC). These rights have been incorporated in Scots Law under section 1 of the Standards in Scotland's Schools etc. Act 2000 which sets out the right of every child of school age to be provided with school education by, or through arrangements made by, an education authority. In carrying out their duty to provide that education, education authorities must under section 2(1) of that same Act secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential

It should be noted that separately, an education authority has a duty under section 1 of the Education (Scotland) Act 1980 to secure adequate and efficient provision of education in their area, regardless of whether the children are nationals of the UK or some other state. The parents of such children are also under an obligation through section 30 of the same Act to ensure their children are educated (whether at school or otherwise).

Further, in Scotland, education authorities are required to provide up to 600 hours of funded early learning and childcare for all children from three years old, and in some cases from two years old.[5] This is to expand to 1140 hours per year by August 2020.

Entitlements

Within Scotland's inclusive education framework, Traveller children, young people and their families have entitlements under:

- Curriculum for Excellence which provides the flexible framework to meet the needs of all learners
- A legislative framework of additional support for learning to help overcome barriers to learning

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5 Section 1 of the Education (Scotland) Act 1980 and Part 6 of the Children and Young People (Scotland) Act 2014. Information on eligibility can be found here: https://www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare/

- 'Getting it right for every child' (GIRFEC), the national approach based on children's and young people's rights which through partnership working supports the wellbeing of children and young people
- The Scottish Schools (Parental Involvement) Act 2006 which provides a range of duties on local authorities and schools to involve parents in their child's education and in the life and work of their children's school
- The new health and social care standards which describe what to expect when accessing health and social care services, and apply to ELC settings. Each of the standards are based on the same set of "principles" which are: dignity and respect; compassion; be included; responsive care and support; wellbeing.

Practitioner responsibilities

One young Traveller said that when he went to secondary school his father told him to do everything he could to hide his Traveller identity. "That was really hard for me at school. Travellers are really proud people and trying to keep that hidden is horrendous."

All teachers in local authority schools and grant-aided schools, and new teachers in independent schools, must be registered with the General Teaching Council for Scotland (GTCS). Also, from 1 October 2020, all existing teachers in independent schools must be registered with the GTCS. The GTCS Professional Standards for Teachers place Professional Values and Personal Commitment at their core. The first of these is Social Justice, which is particularly relevant as it involves:

- committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policy and practices in relation to all protected characteristics, including race, and ethnicity
- valuing as well as respecting social, cultural and ecological diversity and promoting the principles of local and global citizenship for all learners

Standard 3.1.4 'Have high expectations of all learners' under Professional Skills and Abilities is also pertinent.

Headteachers also have specific responsibilities in relation to parental involvement, as set out in the Scottish Schools (Parental Involvement) Act 2006.

The Scottish Social Services Council (SSSC) registers staff working in ELC services and regulates their learning and development. Registration with the SSSC places a requirement on workers, and employers, to abide by the Code of Practice. The Code sets out clear standards of conduct and practice expected of workers in ELC including support workers, practitioners and managers/lead practitioners. It embeds the values of promoting diversity, respecting other cultures and non-discriminatory practice, and is a tool for workers and employers to use to help continually improve their practice. The Code lets people who use social services and carers know what they can expect from the workers who support them.

Parental responsibilities

Under section 30 of the Education (Scotland) Act 1980, parents and carers of school age children have a legal duty to provide their child with an "efficient education" which is "suitable to the age, ability and aptitude" of the child. In securing such an education, parents have a right to choose whether to send their child to school (whether a public or independent school) or to home educate. They should have regard to the child's views, as well as any additional support needs they may have, when making this decision. Parents will require consent to withdraw a child from school in order to home educate if the child is in attendance already[6]. Parents should expect to be informed and involved in their child's education under the provisions within the Scottish Schools (Parental Involvement) Act 2006.

Parents are not required to educate their children before they reach school age and early learning and childcare is an entitlement, not an obligation. Parents can decide whether or not to take up their 600 (soon to be 1140) hours, or how much of the entitlement they take up.

A partnership approach to education

All partners should have high expectations that all Traveller children and young people receive an education, enter the senior phase of the curriculum, achieve the four capacities, and go on to realise positive, sustained destinations. Partnership and collaboration are key to achieving improvements and realising this aim. A commitment to improving educational outcomes for this group extends to the Scottish Government, local authorities and schools. Partners, communities and families, working with a range of education providers, also have an important role to play in bringing about improvements. A range of partnership work, for example work set out in the Child Poverty Delivery Plan and Learning Together: A National Action Plan on Parental Involvement, Parental Engagement, Family Learning and Learning at Home, will be relevant here.

The educational experience – some evidence

This subsection presents evidence which demonstrates that some Travellers have poor outcomes and experiences in Scottish education. This data is for Gypsy/Travellers specifically, for the reasons explained below. However, we know from anecdotal evidence and wider research that some other Traveller groups may be similarly disadvantaged. However, we also know that some children and young people from other Traveller groups may have significantly **better** educational experience and outcomes than this evidence suggests.

A note about statistical evidence

The Scottish Government captures statistics for the ethnic group 'White Gypsy/Traveller'. In the analysis below, these statistics have been used to give an

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[6] Section 35 of the Education (Scotland) Act 1980

indicative picture of numbers of Gypsy/Traveller children in schools, their educational outcomes and other related factors. However, it is important to note that:

- There are many Travellers who attend school who, while fitting the description for the White Gypsy/Traveller ethnic group, would choose not to disclose themselves as such, to a greater degree than is common with other groupings.
- There will be many Travellers attending school who belong to a distinct Traveller group which cannot be identified through these statistics. For example it is impossible to identify Roma children and young people as a separate group through these statistics.
- Fluctuations in population and small numbers mean that year on year comparisons for the White Gypsy/Traveller ethnic group may not be fully reliable.
- Anecdotally, we know that some Traveller children and young people never attend school, but we have no statistics to measure this.
- Ethnicity data is not currently collected in ELC statistics, although plans for an individual child level data collection should mean that this will become possible in future years.

Scotland's White Gypsy/Travellers

## Fewer Gypsy/Travellers aged over 16 have qualifications

- Gypsy/Travellers: **50%**
- All adults: **73%**
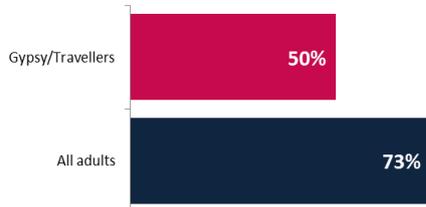
Fewer Gypsy/Travellers leave school with at least one qualification at SCQF level 3 or above

- Gypsy/Travellers: **76%**
- All school leavers: **98%**

Fewer Gypsy/Travellers progress to positive destinations

- Gypsy/Travellers: **75%**
- All school leavers: **92%**

More Gypsy/Travellers have an Additional Support Need (ASN)

- Gypsy/Travellers: **54%**
- All school pupils: **27%**
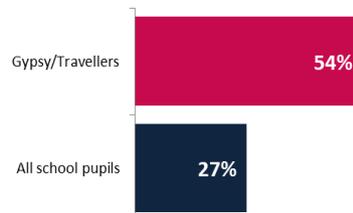
Gypsy/Traveller pupils have the lowest attendance of any ethnic group

- African/Black/Caribbean: **96.0%**
- Mixed or Multiple: **94.0%**
- Asian: **93.6%**
- White-Scottish: **93.3%**
- White Non-Scottish: **93.2%**
- Gypsy/Traveller: **78.8%**
- All pupils: **93.3%**
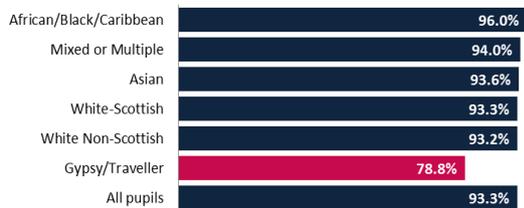
Gypsy/Traveller pupils have the highest exclusion rate (per 1,000 pupils)

- Asian: **9**
- White Non-Scottish: **19**
- African/Black/Caribbean: **19**
- Mixed or Multiple: **20**
- White-Scottish: **29**
- Gypsy/Traveller: **53**
- All pupils: **27**
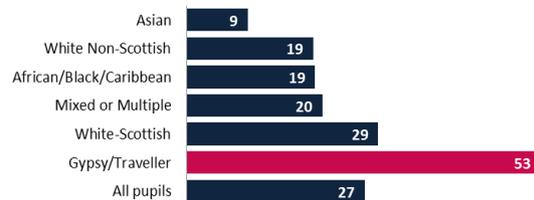
Sources: (Adult Qualifications) Scotland's Census 2011; (School Leavers and Positive Destinations) Summary statistics for attainment, leaver destinations and healthy living, No. 7: 2017 Edition; (ASN) Summary Statistics for Schools in Scotland, No: 8-2017; (Attendance and Exclusions) Attendance and Absence in Scottish Schools 2016/17

Achievement and attainment

"There are no inherent reasons why a child from a Gypsy, Roma or Traveller community should not achieve as well as any other child"[7]

As a group, Gypsy/Travellers' educational outcomes in terms of attainment and positive destinations are among the worst in Scottish education. A two year average from the 2014/15 and 2015/16 leavers' data, shows that:

- 74.6% of leavers recorded as 'White - Gypsy/Traveller' were in a positive follow-up destination, compared to 91.7% for all publicly funded secondary school leavers.
- 23.9% of leavers recorded as 'White - Gypsy/Traveller' left school with no qualifications at SCQF level 3 or higher, compared to 2.1% for all publicly funded secondary school leavers.
- 43.3% of leavers recorded as 'White - Gypsy/Traveller' left school with 1 or more qualifications at SCQF level 5, compared to 85.4% for all secondary school leavers.

An analysis of 2011 Scotland's Census data presents some important education variables for Gypsy/Travellers age 16 plus compared to the general population:

- 50% of Gypsy/Travellers aged 16 and over had no qualifications[8] compared to 27% of the population as a whole.
- Only 16% of Gypsy/Travellers held Level 4 or above (degree) qualifications compared to 26% of the population as a whole
- 38% of Gypsy/Travellers age 16-24 were full-time students compared to 46% of the general population in this age group.

Transitions and retention

Although it is not possible to obtain from published statistics the actual number of Travellers attending school (see 'a note about statistical evidence' above), the following table shows that the numbers of children and young people who are ascribed to the ethnic group 'White Gypsy/Traveller' enrolled in schools has increased since 2011[9].

	Primary	Secondary	Special	Total
2011	558	171	8	737
2017	840	266	15	1,121

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[7] Moving Forward together: Gypsy, Roma and Traveller achievement, Booklet 1, Department for Children, Schools and Families, UK, 2009
[8] See http://www.gov.scot/Publications/2015/12/5103/8 for definitions
[9] Fluctuations in population and small numbers mean that year on year comparisons may not be fully reliable. Changes in population numbers may also impact on number of children attending schools, but are not known for 2017.

It is not known whether the increase is due to a growth in the Gypsy/Traveller population in Scotland, or increased engagement with school education, or both.

Many Gypsy/Traveller children in school do not complete the broad general education (BGE) or progress to senior stage but are withdrawn at the end of primary school. Annex E provides transitions data for White Gypsy/Traveller pupils in publicly funded primary and secondary schools in Scotland. It includes data on changes in cohort size from P7 to S1 and through secondary school. It suggests a high drop-out rate between primary and secondary school, and that the decrease in cohort size between S3 and S5/6 is much bigger for Gypsy/Traveller pupils than for all pupils.

Anecdotal evidence also indicates that there are many Gypsy/Traveller children who do not attend school, either because they have been withdrawn to be home educated or because they have always been home educated. However, data which would allow us to assess the extent of home schooling for Gypsy/Travellers, or any Travellers, is not collected nationally.

Attendance

There is a correlation between attendance and attainment. Pupils with the lowest rates of attendance demonstrate the highest rates of underachievement.

In Scotland, overall, school attendance rates have remained relatively stable in the last few years, increasing from 93.1 to 93.7 per cent between 2010/11 and 2014/15 then decreasing to 93.3 per cent in 2016/17. However, White Gypsy/Traveller pupils enrolled in school continue to have the lowest attendance rates of any ethnic group at 78.8% in 2016/17 compared to the 93.3% Scotland average. It follows that Gypsy/Traveller children and young people, and other mobile children whose attendance is irregular, are missing out on time in education compared to other children.

Bullying

Scotland's anti-bullying service, respect*me*, report that Gypsy/Traveller children and young people are a particularly discriminated against and marginalised group and concerns about bullying are especially acute for secondary schools[10]. Perceived risks about bullying and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Exclusions

In Scotland the rate of exclusions continues to fall for all local authority pupils – from 33 per 1,000 in 2012/13 to 27 per 1,000 in 2016/17. While exclusions for Gypsy/Travellers have also fallen over the same period, from 58 to 53 per 1,000

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[10] See also http://www.step.education.ed.ac.uk/wp-content/uploads/2015/08/GLGMcC-article.pdf

pupils[11], they remain higher than the overall Scotland figure. Research in England reported that "Gypsy/Roma boys and girls of Irish Traveller heritage were the ethnic groups most likely to experience exclusion from school, and boys in these groups were twice as likely as girls to be excluded".

Additional Support for Learning

2017 data shows a relatively high percentage of Gypsy/Travellers recorded as receiving additional support for learning at 54% of pupils compared to 27% for all other ethnicities combined. This compares to 51% and 25% respectively in 2016.

Rates of additional support needs (per 1,000 pupils) for most common reasons for support

Reason	Gypsy/Travellers	All school pupils
Interrupted learning	242	5
Other moderate learning difficulty	119	41
Social, emotional and behavioural difficulty	99	58
Family Issues	85	20
Other specific learning difficulty (e.g. numeric)	79	32
Language or speech disorder	54	24
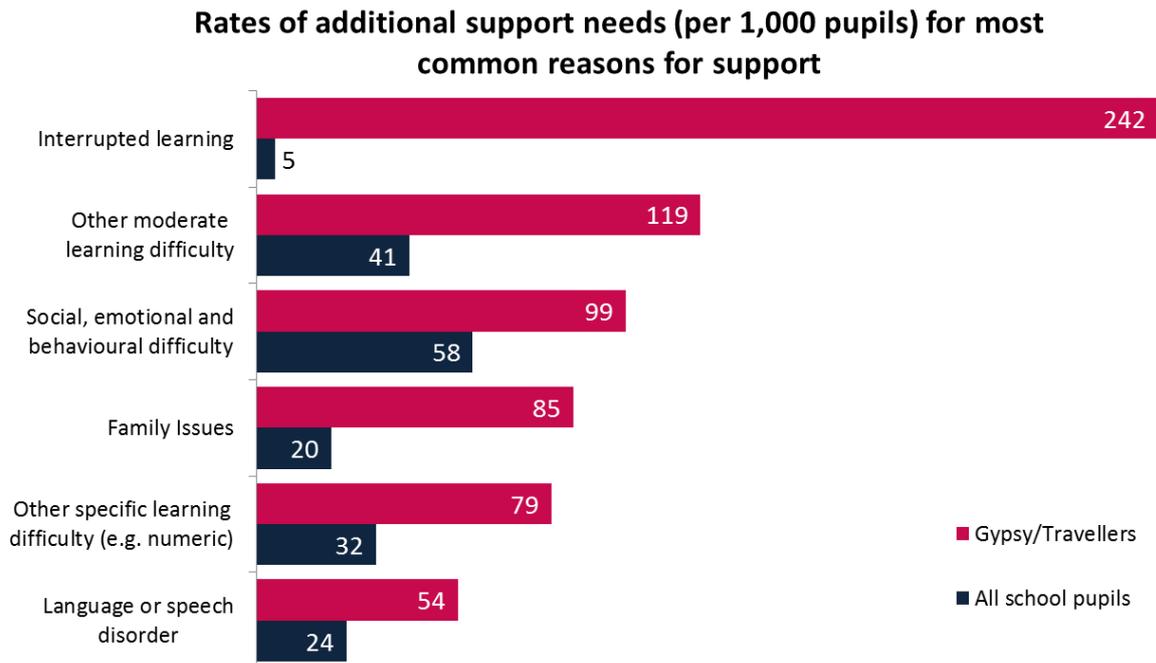
Source: Summary Statistics for Schools in Scotland, No: 8-2017

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[11] Fluctuations in population and small numbers mean that year on year comparisons may not be fully reliable. For example, one or two pupils being excluded numerous times could account for the difference.

Section 2. Leadership and Management

How good is our leadership and approach to improvement for the education of Traveller children and young people?

This section aligns with existing policy and guidance to illustrate where leaders and managers can improve outcomes for Travellers. It is recognised that those working most closely with Traveller families have the greatest opportunity to build and sustain relationships, and therefore much of this guidance is directed to schools.

Where appropriate, reference is made to the Leadership and Management Quality Indicators (QIs), How Good is Our School 4 (HGIOS4). This section is organised around the following headings and sub-headings:

- Local authority strategic leadership and management
- Leadership and management in schools
- Leading improvements in schools
- Self-evaluation for self-improvement – using intelligence and data to measure impact on learners
- Leadership of learning and staff development
- Management of resources to promote equity

Local authority strategic leadership and management

By adopting an ethos, culture and values which demonstrate a strong commitment to inclusion and diversity, a local authority will provide a good grounding for supporting Travellers in schools. To meet their legal duties under the Equality Act 2010, and in line with their public sector equality duty (PSED), local authorities should assess and review, and if necessary revise, all policies and practices which will impact, directly or indirectly, on the education of Traveller children and young people[12].

Local authority policies, guidance and systems for which Traveller needs should be considered include:

- Attendance
- Getting it right for every child (GIRFEC), including Named Person arrangements where these have been put in place
- Parental *involvement* in the life and work of their child's school, and parental *engagement* in their child's education and learning
- Support services such as home/link workers
- Curriculum, assessment and improvement activities
- Inclusion

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[12] See The Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

- Additional support for learning, including EAL (English as an additional language) services
- Relationships and positive behaviour, including anti-bullying, attendance and exclusions
- Nurturing approaches
- School admissions/ enrolment/ placements
- Early learning and childcare provision
- Home education
- Community learning and development/ family learning
- Children Missing from Education (CME)
- Translator arrangements
- Digital Learning
- SEEMiS (School management information system)
- [Planning and reporting](#) on the duty to reduce pupils' inequalities of educational outcomes as a result of socio-economic disadvantage under the Education (Scotland) Act 2016
- Children's services plans
- Equality and diversity

It may be necessary to involve a range of partners in developing education and related policies that will support Travellers, particularly where families have no history of engaging with schools. Effective leadership and partnership working is likely to involve: health, social work and housing services; community groups; community learning and development teams; the third sector; and Traveller Education Network ([TENET](#))[13] partners. The more diverse and broad the partners, the greater the chance that the voice of Traveller children and their parents will be brought to the discussion.

Also, education authorities are encouraged to work together at a strategic level to address topics of regional significance relating to Traveller education. For example, by sharing intelligence on Traveller mobility patterns and working together, local authorities may be able to better plan for pupil moves, for example by allocating reserved places in advance where appropriate.

Practice Insight

A local authority with a large number of European Roma families in one local area, established a strategy group led by a member of directorate and including: a Quality Improvement Officer; headteachers of all local schools; Head of EAL Service; and appropriate representatives of other services. The strategy group is a forum for raising local issues relevant to these families, and members work together to find local solutions. For example, the group has developed a local procedure to ensure school placement does not pose a barrier to families enrolling their children in school.

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[13] TENET is a formal forum, supported and administered by the Scottish Traveller Education Programme (STEP) with Scottish Government funding. It is a professional learning community dedicated to the education of all mobile communities, including Show families and European Roma.

As part of the cycle of planning and review, SEEMiS (School management information system) data can be used by local authorities to drive improvements. For example, where data indicates that few Travellers who attend primary school transition to secondary school, local authorities are encouraged to work with the local secondary schools to explore patterns of transition and plan for improvements. It is important that each local authority has, and shares with schools, appropriate procedures for using SEEMiS to record data for Traveller pupils, despite the challenges that mobility can pose for the system.

The use of an evidence base to drive improvements is particularly relevant in light of the requirements of Education (Scotland) Act 2016 where education authorities must have due regard to the need to reduce pupils' inequalities of educational outcomes as a result of socio-economic disadvantage and a duty to report progress. The associated National Improvement Framework and Improvement Plan supports this work.

Finally, but very importantly, local authorities need to consider, strategically, how they manage resources to support the improvement of educational outcomes for Travellers. Decisions around allocation of resources, including staff, to support projects or schools to improve equity should to be evidence based, systematically monitored and regularly reviewed by the local authority to ensure that Travellers are not disadvantaged. Resources for professional learning and continuing professional development for local authority and school staff, in particular senior management teams, will be a consideration here.

Leadership and management in schools

A school's leadership team, and particularly the headteacher, has a fundamental role in raising and improving the achievement and attainment of children and young people from travelling cultures as well as raising the expectations and aspirations of parents and families from these communities. They should seek to understand, and then take action to mitigate, circumstances which might negatively impact a Traveller's learning.

A key aspect in engaging travelling communities in education is recognising the value of diversity and ensuring that equality and social justice are addressed in all aspects of the school's work. To effectively lead improvements in Traveller education, school leaders need to create the conditions in their school for change, ensure that their aspirations are well understood by all involved, and lead the school to continually improve. School senior management teams should recognise and support leadership at all levels within their school community.

Schools and ELC settings should not assume that they have no Traveller children or young people on their roll or in their catchment area. Authority education colleagues who belong to the Traveller Education Network (TENET) and housing colleagues are likely to be aware of Travellers in the local community. Subject to information sharing protocols, Health or other partners may also be able to advise.

From time to time, school leaders may need advice, information and support from colleagues in relation to specific matters. Annex B provides a summary of resources and support available.

Leading improvements in schools

The media frequently represents Traveller lifestyles negatively and, as a result, some travelling families can feel that they are wrongly branded with media-generated stereotypical behaviours such as crime, low hygiene and care standards, and even child neglect. Some Travellers can view any direct involvement by services – and this may sometimes include education services – as an unwelcome intrusion into their private lives. The following section sets out ways in which school leaders can work to build relationships with Travellers which are based on trust.

An inclusive school ethos

'We are committed to ensuring that we achieve the highest possible standards and success for all learners…..Our vision evolves through ongoing reflection and debate across the school and community……These are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice. Through effective leadership at all levels, our community works together to turn the shared vision into a sustainable reality.'

From Section 1.3, Leadership of change – Developing a shared vision, values and aims relevant to the school and its community, How Good is Our School 4 (HGIOS4).[14]

Improvement must start with 'developing a shared vision, values and aims relevant to the school and its community'[15]. With strong leadership and vision, schools can create a positive, inclusive culture and ethos which creates a safe and welcoming place for all Traveller children to learn, develop and thrive. Improvement plans should clearly support an inclusive experience for children and young people from Traveller communities.

Practice Insight

For one inner city secondary school in Glasgow, supporting the Travelling and Showpeople community over an extended period of time has seen them build positive relationships with these families. This is considered a significant factor in raising the achievement and attainment of the young people and led to an increase in the number of young people from this community moving into further and higher education. The school has developed a variety of approaches and support which include:

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[14] HGIOS4 and HGIOELC are designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement.
[15] HGIOS4 Section 1.3

- extra support for the children and young people when they return from a period of travel to enable them to catch up with their course work
- ensuring access to the curriculum during periods of travel by providing work to the family when they are traveling
- using a range of technologies to provide and assess work and maintain a connection with the school and the teachers

In addition, the young people and their families who benefited from intensive literacy support provided by the school in previous years are now able to support the learning of the next generation of children and grandchildren.

At the heart of an inclusive school ethos is an understanding of children's rights. This is fundamental in the organisational context and for any professional working with children and young people. School leaders will want to consider how they promote and support children's rights within school and within the curriculum, particularly in relation to global citizenship (see also the Curriculum subsection in the Learning Provision Section). The practical tool the Common Core of values and practices focuses upon establishing respectful and meaningful relationships between children and those supporting them, and can be helpful in developing effective relationships with Traveller communities.

Policies and policy development

The school's policies and procedures bring the vision, values and aims alive. By developing policies which recognise and address the concerns of different Traveller groups and the particular barriers to inclusion they may face, schools will demonstrate that school leaders are serious about the aims they have set. Schools should involve Traveller pupils and their parents in developing policies and should adapt approaches to pupil participation and parental involvement and engagement to meet the particular, and varying, needs of Traveller families. See the Pupil participation subsection, below, and the Learning Provision section, particularly the subsection Involving Traveller families in learning, for guidance on engaging with Traveller families.

Some policies may be particularly relevant. For example, research shows[16] that, for Gypsy/Traveller children and young people, concerns about safety and previous experience of discriminatory behaviour, including parents' experiences, are negative factors which may lead to low levels of enrolment and poor attendance, and may affect transitions. Concerns about bullying are particularly acute for secondary schools. In schools, Gypsy/Traveller families are likely to therefore benefit from the reassurance of a clearly developed **anti-bullying policy** which strongly promotes equality, makes clear that all forms of discrimination are challenged, and sets out what actions to take, including who to approach, should bullying happen. The national anti-bullying service respect*me* can provide support to schools to review, formulate, implement and evaluate anti-bullying policies, and can also provide

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[16] Derrington, C. (2005). Gypsy Traveller students in secondary schools: perceptions of behaviour and patterns of exclusion. *Journal of Research in Special Educational Needs*, 5 (2), - 55-61

training. In early learning and childcare settings, a developmentally appropriate approach to relationships will be more fitting.

Respect for All, the Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People, now has a greater focus on prejudice-based bullying. The updated (2017) guidance is clear that organisations must monitor bullying incidents. It sets out what information school recording systems must include, such as any underlying prejudice or protected characteristics, to help organisations identify recurring patterns and encourage early intervention. Supplementary guidance on recording and monitoring of bullying incidents in schools, to be read in conjunction with Respect for All, was published in 2018 and the school management information system, SEEMiS, updated.

> "Travellers have a great sense of justice and have high expectations around respect for others."
>
> Primary School Teacher

Given the impact of interrupted learning and extended absence from school due to travel, policies and approaches to **enrolment, transition and attendance** may impact Traveller children disproportionately. Scottish Government guidance Included, Engaged and Involved – Part 1: Attendance in Scottish Schools (2007) provides specific guidance on managing authorised absence for Traveller children and wider guidance on promoting good attendance (note that the guidance is due to be updated in winter 2018). STEP provides advice about keeping in touch with children and young people and their families during periods of mobility, including advice on supporting learning during these periods to enable continued learning and engagement. (See also the Learning Provision subsection on Transitions.)

Similarly, given the relatively high proportion of Gypsy/Travellers excluded from schools, and the negative impact of exclusion on educational outcomes, for some Travellers policies around **positive behaviour and exclusion** will also be important. The national guidance Developing a positive whole-school ethos and culture: relationships, learning and behaviour (2018) encourages the development and implementation of school policies which promote positive relationships and behaviour through whole school approaches. Also, the revised guidance Included Engaged and Involved Part 2: a positive approach to preventing and managing school exclusions (2017) guides schools to consider contributing factors, including protected characteristics, when making decisions related to exclusion. For example, that guidance is clear that staff should reflect on the triggers which may have led a Traveller young person to act in a challenging way and then put in place a plan of strategies to support positive behaviour.

Considering the needs of a range of Travellers during development and review of policies and approaches provides a significant opportunity to impact *positively* on the education of Traveller children and young people. Leaders should also routinely measure the impact that their policies have on their Travellers' learning experiences. (See also subsection Self-evaluation for self-improvement.)

> "Our nurture programmes have been age and stage appropriate and really supported our boy Travellers who often feel they can't discuss their feelings. It has contributed to their positive feelings about school."
>
> Primary Headteacher

Pupil participation

School leaders should ensure effective arrangements for the promotion of children's voice or pupil participation in all aspects of the life and work of the school. Traveller children should be supported to understand what their participation rights are and why it is important that they are listened to and have their views taken seriously. By supporting pupil participation, school leaders will be realising a right under the UN Convention on the Rights of the Child (UNCRC) for children to have their voices heard in decisions that affect them. By providing Traveller children and young people with real opportunities to share and discuss their individual and collective life experiences, schools will be better placed to support them, through school-wide policies and, in terms of personalised learning and providing for additional support needs, as individuals. Leaders will also learn how Traveller pupils and their families can contribute to the school community.

[How Good is Our Early Learning and Childcare](#) and [How Good is Our School 4](#) enable reflection on learner participation. The Children and Young People's Commissioner for Scotland (CYPCS) 7 Golden Rules for Participation will be useful to those working with Travellers as they help the children and young people tell adults about things that are important to them.

Getting it right for every child

Getting it right for every child is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people by offering, if needed, the right help at the right time from the right people. Getting it right for every child requires services to work together and in partnership with children, young people and their parent(s) to support children and young people's wellbeing.

Under the Getting it right for every child approach, making available a clear point of contact or 'Named Person' ensures that there is someone identified who can help children and young people get the support they need, if and when they want it. They are also a clear point of contact for parents should they wish to seek advice or if they wish to discuss a concern about the wellbeing of their child.

Named Persons are also a point of contact for other services if they have concerns about a child's or young person's wellbeing. Working in partnership with children and young people and parents, this helps to ensure services can provide more effective support by being better coordinated. Generally the responsibility for providing a Named Person service lies with the NHS board before the child starts primary school, and the local authority or the independent school which they attend once the child is of school age.

It is recognised that Traveller children often have a non-standard use of the universal services of health and education, and in some cases can experience difficulty

accessing services. For this reason, local authorities may need to give particular consideration to arrangements to make a Named Person available to Traveller children while they are living in their area. These arrangements should be responsive to the needs of children and families where ever they are in Scotland, and sensitive to cultural diversity and difference. Specific considerations may apply in respect of Traveller children, depending on the nature of their engagement with services and their pattern of residence and travel.

Practice Insight

A primary school invited two Traveller parents and their children to a meeting to contribute to the development of the school's anti-bullying policy. A member of the local secondary school staff (a depute headteacher) also attended. As a result, a section of the policy was dedicated to teachers taking positive action against race-related (specifically Gypsy/Traveller) bullying through whole class sessions. The Traveller parents felt that the school understood their concerns, that they were being listened to and that their contribution was valued. It also engendered positive relations with the secondary school, therefore contributing to the possibility of positive transitions.

Practice Insight

A headteacher's tips for enrolling new Gypsy/Traveller children:

- On the first visit provide a tour of the school led by the school's key contact person for day-to-day contact with Traveller pupils and their families. Introduce the child's teacher and the headteacher if available. This will help the parents and child feel included, part of the school, straightaway.
- Let parents know what documents you need to formally enrol the child – birth certificates etc. – and ask them to let the key contact person know of any problems in supplying the documents. Staff should support families through this process, particularly where the enrolment requires a tailored approach.
- Provide support to parents during enrolment, for example by offering to fill in the form for them if they would like to tell you the information. Do this sensitively. For example, to save embarrassing a parent with limited literacy skills say 'If you just want to tell me the information, I'll fill in the form if you would like'.
- Ask if the Traveller already knows someone in the school community – a parent of a child already at school for example – and consider if their acquaintance can help in some way to support the transition into the school.
- Don't be tempted to visit a Traveller site or a Traveller's home without an invitation. Although this would be done with good intentions, this may be considered intrusive and is potentially counter-productive.

"Success for us has been welcoming the travelling family into our community, making contact from the beginning."

Primary Headteacher

- How effective are our processes for involving local families from mobile cultures in the ongoing review of our vision, aims and values, school policies and approaches to communicating with parents?
- Do we consider the needs of children from travelling cultures in our approach to pupil participation and learner voice? Do we provide purposeful, participatory opportunities in all arenas of school life? Do we use participatory approaches to encourage relations that are equitable?
- How effective are the links with other agencies and people (e.g. social work services, local health board, Family Learning Professionals, CLD (Community Learning and Development), Traveller Education Network (TENET)) in engaging and addressing the needs of Traveller communities, including families where children are not at school?
- How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?
- How effectively are incidents relating to racial discrimination acted upon to ensure lessons are learnt and prevent future occurrences?
- Are staff up to date with processes for travelling communities and are our systems regularly reviewed?

Further information

- The report Improving Outcomes for Gypsy, Roma and Traveller Pupils sets out six constructive conditions which appeared instrumental in impacting positively on education to improve outcomes
- respect*me*, Scotland's national anti-bullying service
- Respect for all - the National approach to anti-bullying for Scotland's children and young people, SG 2017
- Supplementary guidance on recording and monitoring of bullying incidents
- Included, Engaged and Involved Part 1: attendance in Scottish schools
- Included, Engaged and Involved Part 2: a positive approach to preventing and managing school exclusions
- Education Scotland Engaging parents and families: A toolkit for practitioners
- Education Scotland Working with the travelling Showmen community
- STEP leaflet Let's talk about bullying

Self-evaluation for self-improvement – using intelligence and data to measure impact on learners

'The most important thing is being able to demonstrate impact in relation to improved outcomes for your learners. To achieve this you must continuously track and monitor children and young people's successes and achievements and use your self-evaluation to identify where your school is performing well and where it could do better. Weaknesses in these outcomes are usually the result of weaknesses within the learning provision or leadership and management, and often both. Where outcomes are either not improving or deteriorating, you need to take swift action.' HGIOS4, 2015

How Good is Our School 4 (HGIOS4) and How Good is Our Early learning and Childcare (HGIOELC) provide guidance on supporting and developing effective self-evaluation. To understand how to impact the educational outcomes for children and young people in their schools, school leaders need to ensure that self-evaluation, supported by robust analysis of a range of intelligence and data, is the norm and that all staff recognise and actively participate in this approach to continuous improvement. Only by drawing on intelligence will schools be able to answer the questions 'how are we doing' and 'how do we know' which are key to self-improvement and then go on to decide 'what are we going to do now?' The National Improvement Framework and Improvement Plan, aimed at achieving excellence and equity in Scottish education, provides schools with new and better information to help identify where improvement is needed.

Annex C sets out some examples of data and intelligence which are likely to be key to improving outcomes for Traveller children and young people, as well as some reflective questions to help with its analysis. This data and intelligence will be useful for the senior management team, but it is also important that teachers and other staff draw on it. It can inform improvements and help measure the impact of changes.

By way of example, data analysis can be used to support improved attendance. Where data highlights poor attendance which cannot be explained by family mobility, schools should explore the reasons behind the attendance pattern with the pupil and parent. Once the causes are understood, schools can work with the pupil and family to support improved attendance and address any other concerns. Schools should critically review any of their own procedures which may be impacting negatively on attendance levels. Early intervention to address declining attendance is particularly important for older Traveller children and young people who may be at greater risk of disengaging. Effective tracking, monitoring and analysis procedures which are backed up by school leaders and local authority policies will support such work. Schools should ensure they adapt communications about absence to suit Traveller parents who do not speak English, have limited literacy or have other barriers to communication or engagement.

"My attendance isn't very good but I am getting better at it now because I am in a special dance class. They are in the morning so I miss if I am late."

P6 Traveller

Included, Engaged and Involved Part 1: Attendance in Scottish Schools provides useful guidance around follow-up on absence.

SEEMiS and record keeping

There is flexibility within SEEMiS (the school management information system) to record periods of travel for Traveller children and young people. Schools need to support administration staff to understand and follow local authority procedures to ensure data is accurate and up-to-date. Travellers need to have confidence in the accuracy of the information held by the school at any time and particularly at the point of transition. This becomes increasingly important when families are highly mobile and opportunities for planned transitions limited. Authorities will need to identify clear systems for sharing information with receiving schools and authorities.

Schools should note that:

- Pupils can be registered on SEEMiS with two schools at the same time. For example, some families arrange for their children to enrol in a 'base school' for part of the year and take authorised 'Extended Leave with Parental Consent' for periods of travel. The children may temporarily enrol in other schools as they travel, and these schools provide attendance and other data to the 'base school'.
- The correct SEEMiS code to use when a pupil is travelling for cultural reasons is code 24, see the Included, Engaged and Involved Part 1 guidance
- If there are child protection/wellbeing concerns for a child or young person who is travelling and their whereabouts are unknown and no communication has been made from the family explaining that they will be travelling for a period, Children Missing from Education (CME) procedures must be followed.

Practice Insight

A primary school headteacher identified an emerging pattern of some Traveller children not attending school on a Friday. The key Traveller contact member of staff established that some families thought it unnecessary to send their children to school on a Friday, as it was a half-day. Revising the week's timetable so that Friday mornings included creative activities which the Traveller children were known to enjoy, led to attendance rates improving significantly.

SEEMiS is used for schools and local authorities to record bullying incidents (see Policies and policy development subsection).

Reflection

- How effective is our communication with families around expectations?
- What range of data and information do we use to understand the social, economic and cultural context of the mobile cultures within our local community?
- How reliable is our evidence of impact on the learning of the pupils?
- How effective are our planning, recording and information transfer processes for children from mobile communities?

Leadership of learning and staff development

"It is important that schools develop a culture of cooperation between teachers, support staff, parents, carers, children and young people and the wider learning community. The strengths and assets of children and young people should be recognised by staff and an ethos of participation and decision making by young people seen as a core part of how the school is managed."

From Recording and monitoring of bullying incidents in schools: supplementary guidance, 2018

It is likely that many teaching and other staff may know little about Travellers and different travelling cultures and may have limited understanding of the barriers they can face in accessing an education, and consequently can lack confidence in

engaging with Traveller pupils and their families. Leaders therefore have a responsibility to support *all* staff to develop their knowledge and understanding and help them recognise and fulfil their own role in improving Travellers' educational experiences. This is obviously important in schools with Traveller children, where staff who engage with Traveller children and their communities should be encouraged to develop their practice in leading learning in this area. It is also important in schools that do not seem to have any Traveller pupils. Improved knowledge and understanding will prepare staff should Travellers enrol (which may happen without notice) and may persuade existing Traveller pupils to volunteer their identity.

Training for staff, including core aspect for probationer teachers and induction and on-going training for non-teaching staff, needs to include awareness-raising around travelling cultures and to examine the challenges that schools and families face in developing positive working relationships. Some of the best learning will come from engaging with children and their families. For example, awareness-raising activities developed with Traveller children can be a positive and interactive way of sharing examples of Traveller cultures with other staff and children in the school, as well as with other schools in the local area. To enable them to support Travellers, teaching staff should be helped to develop their knowledge and understanding of relevant learning and teaching, family engagement in the classroom, managing distance and digital learning, and monitoring and assessment procedures (particularly during periods of mobility). For teachers, such Career-Long Professional Learning (CLPL) is consistent with the Social Justice element of the GTCS Professional Standards and the Professional Values and Personal Commitment core to being a teacher.

Headteachers need to ensure that the leadership of learning and staff development is a continuous process which is reinforced with positive role models. They should aim to: set clear expectations; support staff to develop relevant knowledge and skills; monitor and evaluate the impact of staff development interventions on Traveller pupils' progress and relationships with Traveller communities; and then adapt, repeat or reinforce staff development approaches as necessary. Regularly modelling positive and respectful engagement with Traveller parents, for example in the playground at the start and end of the school day, may be a simple but effective way for a headteacher to demonstrate their expectations of staff.

The need to support non-teaching staff in their understanding of Travellers should not be underestimated. Many Traveller families will get their first impression of a school from the office staff and effective relationships at the front desk can be fundamental to building relationships with parents and Traveller communities. It is essential that, in addition to building their knowledge of travelling cultures, office staff are supported to develop the skills, including interpersonal skills, to engage sensitively and diplomatically with Travellers.

Reflection

- How well do all staff understand their role and responsibility in supporting Travellers' wellbeing?
- To what extent do we critically engage with research, policy sources and developments in learning and teaching for mobile cultures?

Management of resources to promote equity

School leaders need to promote equity for Travellers through effective resource management. To ensure that resources are targeted to approaches which lead to improved, more equitable outcomes for Travellers, resource decisions should be evidence-based, systematically monitored and regularly reviewed.[17]

For example, schools may consider investing in learning resources to support Travellers and other children who need additional support. These could be resources to support EAL learners, resources known to help children quickly catch up on their literacy ability or digital resources which help children continue learning during periods of mobility. Before purchase, schools should look for research or other evidence, perhaps from other schools or local authority areas, on the product's effectiveness, or first pilot the product or approach themselves. The impact of different Travellers' lifestyles should also be considered. For example, resources which lack the flexibility to work around a pattern of interrupted education or different levels of English competence are unlikely to provide effective support for some Travellers. It may be critical too that when purchasing learning resources, schools invest in the appropriate associated staff training to ensure that the full benefits of such investment are realised.

Of course, not everything needs to have a financial cost and school leaders should consider how using their existing resources, including premises and staff, effectively and flexibly can support Travellers. For example, identifying a staff member to act as a key point of contact with Travellers can have significant benefits (see also Leadership of learning and staff development subsection). Schools should consider

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[17] Resources include Pupil Equity Funding which is to be spent at the discretion of headteachers/ school leaders working in partnership with each other and their local authority to close the poverty related attainment gap.

how the challenges faced by Traveller children and young people might impact on how they arrange and use the learning environment. For example, schools without existing nurture spaces should consider the benefits of creating a safe, quiet space for use at times when children are struggling to transition into a new school or just feeling unsafe. Such a space could also be used to support a 'soft start', helping a child prepare themselves for class if they have arrived late and/or in an anxious state.

"The most successful area for us as a school has been the Performance Programme. Talents have been uncovered from singing and acting to dancing. Parents have made the effort to come in and see their child perform out with school hours and this has contributed immensely to the child's self-esteem and parents' experience of school life."

Primary Headteacher

Also, school leaders can get involved in, or draw on the expertise of, Scotland's Traveller Education Network (TENET), a national professional network where ideas around management and resourcing are shared. Many Scottish education authorities encourage their designated Traveller education support staff to join TENET.

Practice Insight

One school has a number of families who travel so they can experience their culture and traditions meaning that they are often away from school between November and February. The school works hard to build positive relationships and good communication with their learners and families prior to, and during this time providing them with learning resources and extra support for catch up when they return. To further develop this support, Pupil Equity Funding will help deliver a new homework club for all children which will particularly support interrupted learners.

Reflection

- How effectively do we use our resources to meet the learning needs of children from travelling cultures and ensure equity?
- How reliable is our evidence of impact on the learning of the pupils?
- Do we need to adjust our learning to meet Travellers' needs, and if so, how?

Further information

- Respect for all - the National approach to anti-bullying for Scotland's children and young people, 2017
- Included, Engaged and Involved Part 1: attendance in Scottish schools
- Included, Engaged and Involved Part 2: a positive approach to preventing and managing school exclusions
- http://www.step.education.ed.ac.uk/tenet/
- http://www.step.education.ed.ac.uk/training-menu/

Section 3. Learning Provision

How good is the quality of the care and education we offer Traveller children and young people?

This section aligns with existing policy and guidance to illustrate where practitioners can improve outcomes for Travellers. Each subsection draws attention to issues where it can be common for some Traveller communities to benefit from support or positive interventions. Where appropriate, reference is made to the Learning Provision Quality Indicators (QIs), How Good is Our School 4 (HGIOS4). This section is organised around the following headings:

- Curriculum
- Learning, teaching and assessment
- Personalised support
- Involving Traveller families in learning
- Transitions

Travellers' perceptions of education

Most Traveller families can see the benefits of education to the future of their children and most will want to take advantage of the services schools can offer. However, some communities can find it difficult to participate in the school education system due to the differences between schools' and their own cultures. This means that schools and local authorities may need to put in place additional measures so that Travellers can experience easier and equitable access to education services. This is likely to involve working with the communities to gain an understanding of their cultural and employment aspirations.

Consideration should be given to the various barriers faced by Travellers who do not attend school as well as those already in education. By engaging with families, staff will learn how different Travellers can be supported to attend and therefore how education services might best be improved. Schools should have information on the mobile families in their community, regardless of how temporary their stay. There may be a need for interventions or partnership work with other agencies to establish initial relationships. Local TENET[18] members will be able to provide information and broker relationships.

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[18] See http://www.step.education.ed.ac.uk/project/find-a-contact/ and http://www.step.education.ed.ac.uk/tenet/

Curriculum

> "By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."
> UN Sustainable Development Goal 4.7

Curriculum design

The curriculum is all of the experiences that are planned to ensure that young people develop the attributes, knowledge and skills they will need for learning, life and work. Children and young people from Traveller communities have the same entitlement as all other pupils to a coherent curriculum that reflects their rights and wellbeing needs, as well as their cultural and future employment needs. To achieve this, schools will need to engage with and involve a range of stakeholders and agencies, including Traveller parents, children and young people.

This aim sits well with the concept and process of Learning for Sustainability, an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society and supports learners to acquire the knowledge and skills to support human rights, global citizenship and cultural diversity (see Annex A).

The guidance document Promoting Diversity and Equality – Developing Responsible Citizens for 21st Century Scotland' considers good practice examples across the four contexts of Curriculum for Excellence. It demonstrates how support is essential to remove barriers that might restrict young people's access to the curriculum because of their circumstances and illustrates how to make provision for diverse groups including Travellers.

Practice Insight

A local authority Gypsy Traveller Education Group (GTEG) provides a bespoke educational provision for secondary school age young people living in, or travelling through, their area. The work began over a decade ago with a teacher from a local secondary school meeting Traveller pupils for 1.5 days a week. The approach was noted as an example of excellence at an HMIE inspection, and grant funding was sourced for a full time promoted post, after which it was mainlined in the council's budget, and shared between two teachers. GTEG operates with youth workers out of community premises and pop-up sites across the local authority 2.5 days a week.

GTEG offers individual learning programmes covering literacy, numeracy, health and wellbeing, and employability needs. The young people can access a wide range of subjects and awards, including SQA qualifications, to develop skills for learning, further education, life and work. Some young people also attend day release college courses. The GTEG team provide advice and support to education staff and professionals across all sectors to ensure that children and young people who attend school are also supported.

Learning pathways

Traveller families will benefit if they can see the value and relevance of the 3 -18 Scottish curriculum as well as the positive impact on their children's outcomes of continuity and progression in their education. Children and young people should also understand the value of what they are learning and its relevance to their lives, now and in the future. Learning pathways support the child or young person's journey through their education and the choices made within the pathway help to develop existing skills and knowledge. Schools should be flexible and support young Travellers to select courses and qualifications that will improve their outcomes and prospects for employment, and flex the curriculum for younger Travellers too. All Travellers should experience learning that:

- recognises and values prior experiences, particularly those skills which have been gained from their cultural and family based experiences
- provides access to a range of opportunities which will support their skills development needs
- supports the development of an appropriately challenging and achievable progressive learning pathway designed to meet their needs
- are appropriately challenging and enjoyable and well matched to their needs and interest
- includes opportunities for appropriate tracking and monitoring

"I have been taking travelling children to outdoor residential settings for a number of years and they have been great examples to the other children in terms of taking on the challenges with confidence; they often become the natural leaders of the group."

Primary School Teacher

Schools should set clear and high expectations for all Traveller pupils, which, used in conjunction with teacher judgement, should inform learning pathways. There will be a need for shared systems to show where Travellers have missed stages in learning due to interruptions.

Pathways should recognise cultural skills and strengths; it is not unusual for some Travellers to excel in some curricular areas while experiencing difficulties in others creating what might be called a 'jagged' profile of learning and achievement. Schools will need to use the flexibility of the curriculum to support Travellers to achieve to the best of their ability in all curricular areas[19]. This will mean supporting them to progress and reach their full potential, without imposing artificial limitations in curricular areas in which they excel. This is particularly important where Travellers may not make the transition to secondary school or the traditional route to further or higher education. Where gaps in learning are identified, Travellers' learning is known to accelerate quickly with appropriate short-term support.

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[19] See for example the Scottish Network for Able Pupils' 'Snapshot 11: High Ability and the Travelling Community'

Skills for Learning, Life and Work

Significant to learning pathways is the work of the [Developing the Young Workforce](#) (DYW) programme which is seeking to ensure all young people are developing employability skills as part of their learning from the early years onwards. A key aim is closer partnerships between schools, colleges and employers to ensure opportunities for learning are available to meet the needs of all young people, including Travellers, who can then leave school with the work-related skills, qualifications and experience that equip them for their next step, whatever that is.

Appropriate Senior Phase planning, together with involvement with families, will help sustain post-school participation in learning, training and work. The careers service in schools should use a blended approach that offers people the chance to tailor their support levels and ensure those most in need of in-depth help can access it easily. Career services within schools should facilitate links between schools, colleges and employers, including DYW Regional Groups, where required.

An important aspect of Developing the Young Workforce is starting careers advice and guidance earlier in schools. The Careers Education Standard aims to improve the careers support school pupils receive, introduce those services earlier in school and embed careers information and guidance within Curriculum for Excellence. All pupils, regardless of age and stage, will have the opportunity to learn about the world of work and possible career pathways. This can be particularly important for Travellers who do not progress to secondary school.

Skills Development Scotland (SDS) recognise that Traveller children and young people may need enhanced careers support, in and after school. SDS aim to deliver careers information advice, guidance and employability support through a person-centred, coaching approach which recognises, and adapts to, individual needs. For example, careers guidance for Travellers may need to take into account family business opportunities for Travellers, and should also recognise that extra support might be needed for young people who want to pursue post-school pathways which are unfamiliar to the family or community. It is important that career information, advice and guidance is accessible for Traveller families and young people.

The DYW Work Placements Standard are helpful in supporting young people in making their career choices by providing relevant, challenging, enjoyable and appropriate learning experience within the workplace; and the DYW guidance on School/Employer Partnerships provides information on how collaborative partnerships can help improve young people's understanding and readiness for employment. All the DYW Standards and guidance have a strong equality focus and may be very relevant in supporting Traveller young people.

It will be the responsibility of all partners to address the issue of equality. While this standard is expressed as a universal entitlement for young people to gain experience of work, it needs to be clear that not all young people enjoy the same advantages, nor face the same challenges. Their backgrounds and circumstances must never limit their potential and all partners will seek to develop practice which ensures improved outcomes for all young people. All stakeholders involved in any work placement should provide advice, guidance and opportunities that contribute to:

> • eradicating discrimination; and
>
> • promoting mutual respect and equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions.
>
> From Developing the Young Workforce Work Placements Standard September 2015

Vocational qualifications

Offering Senior Phase opportunities for accreditation across different forms of vocational learning can match the aspirations of Traveller communities and the young people themselves. Colleges have an important role to play here not least in supporting learners at risk of disengaging from learning,[20] or those who have already disengaged. Vocational qualifications such as Foundation Apprenticeships can help young people gain valuable, real-world work experience and access work-based learning while they're still at school. See also the 'Transitions' section for information on post-16 transitions, including Modern Apprenticeships.

"The first time he came home with something he had made himself was remarkable … it's not something that his family would have known how to make."

Gypsy/Traveller mum of boy attending college course

Activity agreements

Activity Agreements and Educational Maintenance Allowance (EMA) may also help Traveller young people continue learning. Activity Agreements provide one-to-one Trusted Professional support and a tailored learning plan aimed at (re)engaging young people in learning and training beyond school with a view to ultimately progressing toward and into employment. A trusted professional can provide consistency required to build relationships both with the Traveller young person and their families, and if needed, could act as a local authority link for families to access wider employability support.

Practice Insight

Some secondary schools have done specific work to promote positive destinations for Roma young people. One school organised a careers event for parents and young people from BME groups, including Roma. The aim was to motivate and encourage these young people to widen their horizons by introducing them to the range of opportunities available to them and explain the support they could get. There were information stalls from employers, colleges and advice and guidance agencies, such as Skills Development Scotland, covering apprenticeships, college courses, work placements, and more. Interpreters were provided so that everyone could access fully all information.

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[20] http://www.collegedevelopmentnetwork.ac.uk/projects/curriculum-teaching-and-assessment/developing-the-young-workforce/

- How do you ensure Traveller young people and their families are well supported to engage with careers services?
- Have you ensured the right partnerships and support is in to help Traveller young people participate in learning, training and work on leaving school?

- [The 15- 24 Learner Journey Review](#)
- [How the Activity Agreement approach can support flexibility and choice in the development of Curriculum for Excellence senior phase learning and pathways.](#)

Learning, teaching and assessment

Learning and engagement

Just like all children and young people, children and young people from travelling cultures are likely to demonstrate higher levels of engagement when they understand how their educational achievements can help develop knowledge and skills for future employment. As some children may come from families where there is no tradition of schooling, or where parents have had negative educational experiences, it will be important to emphasise how the curriculum is personalised to meet the individual needs of each learner. To sustain motivation, learning activities should be appropriately challenging and enjoyable and matched to the learner's interests.

Where Traveller children have periods of interruption it will be important that aspects of school life remain constant. Recognition of familiar elements such as school timetables and personal learning intentions will enable them to gain confidence quickly in returning to class learning.

Careful consideration of the range of learning activities and approaches will ensure that the curriculum builds on, and promotes, Traveller young people's learning strengths and their culture and lifestyle. The following features are identified as being motivational, inspiring and relevant to their learning needs:[21]

- **Cultural relevance** - Young people and their families need to understand the connections between their learning and its future value. Activities based around active and outdoor learning such as integrating problem-solving and the construction of natural and synthetic materials provide useful starting points for learning, as do entrepreneurial activities such as setting up small businesses, integrating numeracy, literacy and communication skills.
- **Leadership and ownership** - Opportunities to make use of planning and leadership skills learned from an early age within the Traveller community, including leading learning and taking an active role in the school community.

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[21] An investigation of family literacy programmes for Scottish Travelling communities and European families. STEP, 2015 http://www.step.education.ed.ac.uk/research/

Young people are also concerned that they have a 'voice' and that their views are listened to and acted on.

- **Flexibility** - Travelling communities need flexibility in both the content and processes of school education. Unpredictable travelling patterns will need additional levels of flexibility. Schools will need to consider how education can be delivered in terms of time, space, contexts, facilitators and forms of delivery.
- **Creativity** - Opportunities for creative learning in the arts and also in cross-curricular settings are felt to be motivational, perhaps also as Travellers are known to feel challenged by subject-specific boundaries. Creativity is known to arise when activities are presented in a permissive and game-like way.[22] Research cites[23] four conditions for schools to pursue when planning creative learning activities:
    - ° giving pupils assignments that extend over a significant period of time and address central themes in subjects to foster investigative work;
    - ° teachers emphasising both process and product, and providing ample opportunity for research, experimentation and revision to foster inventiveness;
    - ° encouraging pupils to integrate production with perception and reflection to foster the ability to use models;
    - ° giving pupils opportunities to assess their performance and to get feedback on explicit criteria from peers and teachers to foster the capacity for self-assessment.
- **Accessible formats** – The use of several modes or methods (multimodal) should provide alternative and accessible ways of learning. Information and communication are more effective when they take a range of formats, including audio, visual, textual, material and virtual. Activities should offer choice and be appropriately challenging, matched to a range of higher order skills, needs and interests and not restricted by literacy levels.

"Travellers bring richness to our school. They are skilled story-tellers and are proud of their heritage."

Primary School Teacher

Practice Insight

Although very willing to learn and gain qualifications 'diving in' to formal learning can be daunting for some young Gypsy/Travellers. To address this, the organisation Article 12 in Scotland developed a set of bespoke qualifications for young people – Article 12 Achievement Awards [ATTRAs]. These are delivered at their home site and designed to start young people on the road to achievement by developing their natural skills, introducing new skills, and recognising progress. The awards, which progress through 3 levels, include a combination of tasks which can be tailored to

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[22] Runco, M. Creativity, *Annual Review of Psychology* Vol. 55: 657-687 (Volume publication date February 2004)

[23] Lindstrom , L. Creativity: What Is It? Can You Assess It? Can It Be Taught?, *International Journal of Art & Design Education* Volume 25, Issue 1, 21 Feb 2006

match the young person's interests and aspirations, and can be completed at the participant's pace. As young people progress through the ATTRA levels, receiving a certificate for each award, they grow in confidence and look forward to new challenges.   The experience of these awards has supported some young people to return to school or to gain SQA qualifications delivered on site, such as the Core Skills Unit, Problem Solving, Level 4.

Reflection

- To what extent is our school an inclusive learning environment for children and young people from travelling cultures?
- How well does our curriculum planning meet the needs of children and young people from travelling cultures?
- Are there further opportunities for flexibility in the way we provide education which will benefit Travellers?

Digital Learning

If used appropriately and effectively, digital technology can enrich learning and teaching across all parts of the curriculum[24]. In recognition of this, the Scottish Government has published a Digital Learning and Teaching Strategy for Scotland. The strategy contains a number of national level actions and local level expectations centred around the following objectives:

- develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching
- improve access to digital technology for all learners
- ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- empower leaders of change to drive innovation and investment in digital technology for learning and teaching

Taken as a whole, the actions and expectations outlined in the strategy will help to ensure that all learners in Scotland can experience an education enriched by digital technology.

Digital technology has numerous benefits for learners from travelling cultures and can support them in the following ways:

- Education can be delivered through digital devices and online platforms. Research shows that most Traveller families have access to digital devices, however, these devices are rarely used for educational purposes. Schools therefore have an opportunity to support families to use their existing digital devices to access educational content. Apps, websites and games can all support mobile learners in this way[25].

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[24] http://www.gov.scot/Resource/0048/00489224.pdf

[25] See for example http://www.step.education.ed.ac.uk/young-people/

- Digital technology can provide a catalyst and a mechanism to work with parents to identify relevant learning plans for their children. Family support is seen as a key success factor in maintaining children and young people's engagement in learning while travelling.
- Digital technology offers a way for learners to stay up to date and communicate with their teachers and school friends. Schools can utilise digital platforms such as websites, blogs and forums to keep mobile learners informed and engaged with the work of the school.
- Schools and learners can access a range of up to date digital tools and services through Glow, Scotland's nationally available digital environment for learning. These tools and services are available free of charge and can be accessed from any internet enabled device. There is therefore significant potential for Glow to support Traveller learners who cannot attend school regularly.

"I looove technology! I would diiiie without it!"

Traveller young person

Digital technology also offers opportunities to educators in understanding how best to support learners from Traveller communities. For example:

- Local authorities can form clusters and work with Traveller Education Network (TENET) colleagues to share materials on digital platforms that are known to be effective in engaging Traveller learners.
- Digital platforms such as forums, online TeachMeets and MOOCS (massive open online courses) can support a range of career long professional learning opportunities for classroom teachers and school leaders. These opportunities can focus on how best to support the education of learners from Traveller communities.

Reflection

- Are there further opportunities to use digital delivery of learning and teaching to reach Traveller pupils?
- Can technology support better communication and engagement with families?

Practice Insight

A programme implemented by secondary school in Wales targeted Occupational Traveller families and used digital technology to support continuity of learning during periods of travel. Pupils were provided with laptops with Wi-Fi access for periods of mobility. A staff member maintained email contact and ensured that completed work in all subjects was forwarded electronically, to agreed deadlines.

The programme allowed the students to maintain continuity in learning and contact with friends. This was invaluable in ensuring a smooth return after long periods of absence. On the whole, the strategy was considered a success. On account of the successful impact of the pilot on pupils' achievement and social skills, the school planned to make similar provisions for all other pupils from Occupational Traveller families in the future.

"This student is now about to start a further education course and can't envisage post-16 learning without having a laptop and internet access."

FE Tutor

"Having the laptop has involved (the father) in supporting schoolwork for the first time ever!"

Mother of a young Traveller

Effective use of assessment

The National Improvement Framework for Scottish education has been introduced to help all children to achieve their full potential. It highlights the importance of gathering and sharing accurate information and, essential to this, are the new national standardised assessments which aim to support high quality teaching and learning. Evidence from the assessments will be shared openly with parents to enable them to engage more effectively in their child's learning. The consistency of approach across all local authorities in Scotland should be supportive of mobile pupils.

Assessment is integral to the planning of learning and teaching. Where young people have interrupted learning, it can be challenging for staff to ensure that their learning is assessed regularly. However, teachers and school leaders need to ensure that targets are reviewed when learners return from travel, and that they take quick action where progress slips.

Teachers should ensure that they assess a wide range of sources and celebrate achievements, particularly in skills that are valued by the different Traveller communities, enabling parents to understand the value of the continued progression of their children's learning. There should be opportunities for dialogue with parents across the school year. Schools can demonstrate the processes used to share learning intentions and chart achievements. Visual methods such as charts and visual timetables will be particularly engaging for some Traveller families.

Practice Insight

An inner-city primary school is proactive in its efforts to celebrate the Showpeople community. The achievements of children from the community are recognised and commended, for example the skills for life and work which the children develop when they are travelling and supporting their community at fairgrounds.

Members of school staff are invited to attend the annual 'Showman's Guild lunch' and take with them 8 children who share their experiences of being at school and network with members of their wider community and family. This is seen as a very positive experience for all involved.

Reflection

- Does the school have effective assessment systems in place to identify the needs of the children and young people from travelling cultures?

Practice Insight

A primary school with a high population of Travellers living in the catchment hosts "House Coffee Mornings' several times a year. Parents, families and friends are invited to meet a section of P1-7s in an informal environment and hear about their attainment and achievement. All achievements are equally valued – from dance performances to citizenship activities. Staff are available to provide additional information. Where families do not attend, staff and other members of the school community will engage with learners to share their successes.

Further information

- [Education Scotland, Embedding Inclusion, equity and empowerment](#)
- [Education Scotland, Supporting Learners - legislation, policies, strategies and frameworks](#)
- [Education Scotland - Supporting learners – from early years to positive, sustained destinations](#)

Personalised support

The curriculum should respond to individual needs and support particular aptitudes and talents of all children and young people, including those from the Traveller community. Delivering the entitlement to personalised support will require individualised planning and possibly support to overcome barriers linked to a learning environment that is not, whether the family is mobile or not, easily described as "Traveller friendly". Following periods of interruption teachers will need to be continually responsive, often providing one-to-one support and teaching at the point of learning.

Supporting learning underpins the delivery of the curriculum for all children and young people and it is the responsibility of all practitioners and partners to deliver this universal entitlement within their own teaching environments. The level and

support required will vary from child to child, but all children and young people should;

- have frequent and regular opportunities to discuss their learning with a key adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning
- be involved as active participants with planning and reflecting on their own learning and development through assessment, evaluation and personal learning planning
- be able to identify and plan opportunities for their progress and achievement, in and outwith school
- receive support for barriers to learning they may experience

To improve educational outcomes, practitioners will need to consider carefully how they deliver these entitlements for Travellers. For example, a Traveller's key adult will need to understand the cultural background and the challenges this may pose as well as the particular benefits and opportunities it may provide.

Examples of practice are given in the following table:

Individual support entitlements	Examples of practice to support children and young people from travelling cultures
Review learning and plan for next steps	To support interrupted learning, schools and class teachers should: • share tracking and learning information • provide a learning log/profile • provide curriculum work, which can be completed out with school • moderate and assess the curriculum work
Gain access to learning activities, which will meet individual needs	Ensure that the curriculum is accessible for the children and young people from travelling cultures. This could take the form of: • engaging with families to enquire about access to digital devices at home • maximising the use of digital media through the use of teaching and learning resources that connect home and school • maximising the use of freely accessible software – share information with the family e.g. text recognition software, learning apps, GLOW • identifying most appropriate methods for communication such as sending and receiving course work
Plan for opportunities for personal achievement	Recognition of achievements/attainments gained within the travelling culture, for example: • experiences gained within the family business • sporting activities – martial arts, dancing, boxing • cultural activities - musical, art, creative writing, storytelling
Prepare for changes and choices and be supported through changes and choices (including transitions)	Provide timely support for transitions and course choices. Sensitive and well planned support may be required to support the child and family transition from P7 to S1 and beyond school.
Schools working with partners	Flexible and shared educational placements. For example, some Traveller children and young people are being supported with their learning by community learning officers and the catchment school is supporting them with SQA accreditation.

Practice Insight

An inner city primary school celebrated the problem-solving and construction abilities of young Travellers when creating a set for the annual school performance. Several Traveller children took leadership roles in the design and construction of the set and one of the Traveller parents also offered support, providing a positive link with the community. The parents expressed their pride in their children's achievements and they felt that their contribution was meaningful and valued. The initiative also encouraged a large number of the young people's families to attend the school play performance further supporting community cohesion.

Additional Support for Learning

All children and young people need support to help them learn and develop but, where there is a particular barrier to learning, some children will need extra help to benefit fully from school education. For a variety of reasons, Traveller children may require additional support. National statistics show that, compared to all other ethnicities combined, Gypsy/Traveller children and young people are twice as likely to be recorded as having additional support needs. The Education (Additional Support for Learning) (Scotland) Act 2004, as amended, provides the legislative framework for providing support. It requires education authorities to identify, provide for and review the additional support needs of their pupils and, in line with the Getting it right for every child approach, requires that the support offered is individualised, appropriate, proportionate and timely.

To enable schools to deliver the additional support for learning that some Traveller children and young people may require, schools should develop flexible, targeted support[26] which could be at any point of their learning journey or, for some, throughout the journey, and which takes into account the Traveller's culture. 'Targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a primary school the support will be coordinated by the Senior Management Team and in a secondary school, by guidance/pastoral care/pupil support staff. In both settings those involved could be:

- EAL (English as an additional language) services
- Specialist pupil support teachers (support for learning)
- Community Link Workers

Targeted support for individual Travellers should ensure opportunities for more choices and more chances to achieve positive, sustained post-school destinations. Targeted support recognises the additional needs which requires highly personalised approaches to be considered and which meet the needs of the young person.

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[26] See 'Meeting additional support needs' diagram under para. 31, Chapter 3, of the Supporting Children's Learning Code of Practice (Third edition)

Practice Insight

For some European Roma young people who are new arrivals in secondary schools, access to the curriculum can be a real challenge because they need to develop their skills in English and often also in literacy. One EAL Service has designed a pack to develop phonics skills in older learners, supporting them to develop their literacy skills in an age appropriate context. A range of resources allow them to study aspects of the mainstream curriculum while simultaneously developing their phonics and literacy skills.

In the senior phase, young people can be presented for SQA ESOL[27] qualifications from National 2 – Higher. This means there will be an appropriate level for all learners, from those who are new to English and literacy to those who need a qualification in English to access further or higher education. At senior phase, European Roma young people who are recent arrivals should have an individual pathway that includes appropriate ESOL qualifications and other areas of study that reflect their ability and aspirations. This requires flexibility and individual planning, involving the young person and their family.

"I get help with my reading and I am getting really good at it. Before I didn't want to come to school because it was too hard but now it is easier."

P5 Traveller

Reflection

- How effective are our approaches for Traveller children and young people to ensure that there is effective curriculum planning and opportunities for their entitlement to support?
- How do we know if support is having the desired impact of improving outcomes for children and young people from travelling cultures?

Further information

- Supporting Children's Learning Code of Practice
- Enquire - the Scottish advice service for additional support for learning
- Learning journey: A celebration of gypsy/traveller communities in Scotland

Involving Traveller families in learning

Travelling families and their children's learning

Some Traveller parents have traditionally viewed the education of children and young people as the responsibility of the extended family. In this case, many parents will have no experience of school education and can view schools as 'threatening' formal institutions. Some Travellers believe that the family can provide

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[27] English for Speakers of Other Languages

adequate socialisation and education, which also supports their concerns over community cohesion and security.[28] However, it is a misconception that all parents undervalue learning.[29] There is evidence to suggest that many parents, particularly mothers, increasingly believe there is value in school educating their children.[30] [31]

What can schools do?

The Scottish Schools (Parental Involvement) Act 2006 provides the legal framework to support and encourage parental involvement, to ensure that parents are supported to be:

- involved with their child's education and learning
- welcomed as an active participant in the life of the school, and
- encouraged to express their views on school education

The Act contains specific duties on both local authorities and headteachers to support parental involvement.

Some parents have traditionally resisted being involved in the life of the school or even expressing their views. This resistance can stem from forums, such as parent council meetings, appearing formal, intimidating and unfamiliar to their culture. It is therefore important that headteachers find ways to involve the entire parent community, not just the Parent Council, and in doing so consider both parental involvement (in the life and work of the school) and parental engagement (in their children's learning) as being equally important.

Learning together the National Action Plan on Parental Involvement, Parental Engagement, Family Learning and Learning at Home 2018-21, is important here. This joint Scottish Government/ Convention of Scottish Local Authorities (COSLA) plan, which has benefited from detailed input by the National Parent Forum of Scotland, includes goals and actions which set a national vision while allowing for local and community innovation and flexibility. The plan includes actions to tackle inequality by supporting the positive involvement and engagement of specific groups, such as Gypsy/Traveller parents.

Practice Insight

A Gypsy/Traveller Interrupted Learning Officer worked in partnership with a nursery teacher and Additional Support teacher from a local pre-school centre to run a mums and children's group. While one member of staff worked with the children on 'school readiness' activities, the others worked with mums to develop approaches to supporting their children's learning. Together they worked on developing shared

[28] Ureche, H. and Franks, M., This is Who We Are: A study of the views and identities of Roma, Gypsy and Traveller young people in England, The Children's Society, 2007
[29] Lloyd, G. and McCluskey, G. (2008). 'Education and Gypsies/Travellers: 'contradictions and significant silences", International Journal of Inclusive Education, 12, 4, 331-345.
[30] Bhopal, K. (2011) 'This is a school, it's not a site': teachers' attitudes towards Gypsy and Traveller pupils in school in England, UK', British Educational Research Journal, 37 (3): 465-483.
[31] http://scottishshowmensguild.org/elosite/Education.html

reading, environmental print awareness and everyday literacy. The mums built confidence in supporting their children while also developing relationships with staff and learning about the nursery and school curriculum. A positive outcome was that two of the mums enrolled their children in nursery where previously there had been reluctance to engage in mainstream provision.

Practice Insight

A primary school's experience was that many Roma parents found it difficult to engage in the life of the school. Many wanted to be more involved but lacked confidence and understanding of how they could support their child, and many felt disempowered in having a say in the life of the school. To support parents, the school planned a programme of family learning to encourage them into school and, in an informal way, join in with their children's learning through a variety of sessions, clubs and activities.

The most successful part of this programme has been the "Cook Book Club". This has given children who are new learners of English practice in speaking and manipulating the English language, and has also given their parents the opportunity to learn English in a setting in which they feel comfortable. Views gathered by the school from children and parents show just how much they enjoy the club and the benefits it provides.

Traveller parents can also find supporting their children's learning challenging due to lack of confidence, subject knowledge, poor literacy or English language skills. Schools should be proactive in supporting family involvement and take appropriate practical steps to adapt and respond to the individual needs of parents. For example:

- Schools can provide opportunities for Traveller parents to meet teachers on a one-to-one basis to share information about classwork and help them to support their child in home learning – this will also establish relationships and build trust.
- Parents can be invited to contribute to planning the curriculum in ways that engage and motivate the parents. This is often best done by shaping opportunities around the priorities and interests of the parents rather than via an overly formal or structured input. This may involve "peer discussions" and the opportunity for parents to share information or artifacts that represent their Traveller culture. Parents will feel that their culture is valued and that their child is respected in the class.
- Schools should develop strong partnerships with community, third sector and any other stakeholder groups who may already be delivering support to parents through other programmes such as family learning, ESOL (English for Speakers of Other Languages) and adult learning.
- Parents should be reassured that previous knowledge and skills learned within the community will be valued and used as a foundation for the child's future learning.
- Schools should be mindful that school-home communication may be best done through a phone call or a chat at the school gate as parents may be unable to read written communication. For those unable to understand

English, oral and visual communication approaches can be used as well as well as translated information leaflets.
- Schools should explore creative approaches to learning, which build on their local travelling communities' strengths and invite parents to become involved.
- Arrangements should be in place to respond promptly and fully to any concerns raised about the relationships, sexual health and parenthood education programme, and these should be proactively shared.

When good relationships and trust have been established, schools may be in a position to support the parents' own learning and development, which in turn will help them support their child's education. They can offer advice about adult literacy classes, family learning programmes, parenting groups, digital learning or English courses for speakers of other languages, and signpost the range of support agencies in the wider community.

A tailored community learning programme for Gypsy/Travellers under the Child Poverty Delivery Plan 2018-22 is planned to deliver on-site adult learning to improve parents' literacy and numeracy so they can support their children's learning. The programme also includes specially tailored play and early learning opportunities for pre-school children and their parents, as well as support for older siblings not attending schools.

Practice Insight

Roma parents and children from two primaries and one secondary school in Glasgow were supported to create a film to describe their experiences of beginning school. The parents speak in their native language with subtitles provided in English. Some of the mums offer practical advice about enrolment procedures or the structure of the school day, for example. Others describe the range of ways that the school can support them, such as finding them an interpreter to help with accessing health or other services. Some of the older children describe their experiences of secondary school. The film promotes the benefits of education, particularly by showing the young people's aspirations for their future. It can be viewed here: http://www.step.education.ed.ac.uk/project/project-4/

Reflection

- In what ways is the family support we provide encouraging young people to learn?
- How are we ensuring that our provision is responsive to the needs of Traveller families?

Further information

- Scottish Schools (Parental Involvement) Act, 2006
- Learning together: Scotland's National Action Plan on Parental Involvement, Parental Engagement, Family Learning and Learning at Home 2018-21
- Education Scotland Engaging parents and families: A toolkit for practitioners
- Education Scotland Engaging parents and young people from Gypsy/Travelling communities through an alternative education provision

- A 'genogram' can be a useful visual tool to help display a family network and relationships that go beyond the traditional family tree
- Learning journey: A celebration of gypsy/traveller communities in Scotland
- Supporting Children's Learning Code of Practice – Particular Chapter 7, Working with Children and Families
- Supporting Traveller Family Literacy, STEP, 2015
- Scottish Traveller Education Programme (STEP), A factsheet for parents about the law and education
- Enquire's Parents' Guide
- National Parenting Strategy
- Parentzone guidance for Travellers

Transitions

The times of transitions into, within and beyond education are particularly critical to the success of education for Travellers. Due to the need for family involvement, the barriers are similar to those set out in the preceding sections and can include low parental literacy, low family value placed on schooling, and concerns about bullying and safety.[32]

Practice Insight

In one local authority, schools welcoming New Scot's families have produced a welcome and information booklet for children and families which contains basic information and pictures of staff, locations in and around the school and a picture and name of the child's class "buddy", completed with the consent of all involved. This is then translated into Arabic and given to the child and family. This could easily be adapted for any language and would also provide a pictorial support for those with little or emerging literacy skills.

Transitions can be negatively affected by a Traveller's cultural beliefs at various different school stages. For example, the time of transition between primary and secondary school is usually the time when young Gypsy/Travellers are taught traditional skills within the extended family and so school can be seen as unnecessary. Parents may also have concerns about their children starting secondary school knowing they will need permission to withdraw them once enrolled.[33] This can create a culture of withdrawal from primary schools around primary 6 or 7. Reversing this trend by enhancing transitions from primary to secondary school might be expected to have a significant impact on improving family attitudes to secondary schools.

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[32] For research detail and the literature see 'School transitions and mobile communities - What the research says', STEP, 2015

[33] Statutory guidance states that consent is not needed from the local authority to withdraw a child at this stage in their schooling – see section 3.24 in the Scottish Government's Home Education Guidance

Transitions into early learning and childcare can similarly be impacted by culture. For example, some Travellers may view mothers as failing in their maternal roles if they put their young children into pre-school education.

In recent years there has been a trend for young Gypsy/Travellers who have left formal education at the end of P7, to seek access to education and qualifications around age 14 to 15. In these cases, most young people bypass schools and approach further education (FE) colleges, Community Learning and Development teams or local authority outreach services. Supporting young people back into education after several years' absence from school learning can be challenging for professionals. Quality Indicator '5.2. Fairness, equality and diversity' in the evaluation resource How Good is the Learning and Development in Our Community will be particularly relevant here.

Early learning and childcare transitions

The first transition that children experience might be the transition into ELC. A positive ELC experience is particularly important to Traveller families as this might be the first time that parents have engaged with the education system since their own experience. Building the Ambition includes guidance on the importance of transitions, as well as the different type of transitions that young children in ELC experience. Settling in periods are often used to help with the transition. There is often more interaction with parents when a child first starts ELC, as well as at drop off and pick up time. This provides an opportunity to engage positively with parents.

Before the transition to ELC, families may benefit from support to understand their options. Research shows that trusted relationships are key in improving uptake[34]. Health visitors often play an important role in making families aware of their entitlement to ELC – particularly those who are eligible for 2 year old places. Given the importance of these personal contacts, local authorities may wish to continue to promote awareness among professionals likely to have contact with eligible families and supporting them to promote the provision effectively.

Since the implementation of the Children and Young Peoples (Scotland) Act 2014 local authorities have a duty to consult with families about the ELC provision and to develop provision to meet local need. This consultation can also be used to understand barriers to uptake. Many local authorities been developing more flexible options for ELC. Families are increasingly able to access different types of provision according to their preference – including childminders or 'stay and play' sessions, which might be of more interest to families who feel uncomfortable leaving their child in a more formal setting.

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[34] https://beta.gov.scot/publications/drivers-barriers-uptake-early-learning-childcare-amongst-2-year-olds/pages/6/

Practice Insight

Building on the success of teenage education sessions at an on-site portacabin, one local authority set up a pilot programme to: encourage Gypsy/Traveller parents of younger children to share learning with their children; illustrate the potential in using technology for learning; and develop links with pre-school provision. Previously no children from the site had attended pre-school provision.

The facilitators visited families at home first to build relationships and provide information. The programme initially offered baking activities, then shared arts and craft activities, and, when parents' confidence increased, language development activities. Using their own i-pads the children walked around the site photographing their favourite objects in funny places. The images informed discussions with parents, and the children were supported to use storytelling apps to create audio stories and animations and characters.

The programme was extended through contact with the local pre-school centre. The headteacher visited the project to build relationships, and two children were enrolled in the school-based nursery.

Practice Insight

One local authority ran a pilot programme built on an established partnership between a Traveller site and the local primary school. The aim was to encourage parental involvement in children's learning, at school and home, and to build families' confidence in transitions to school.

The programme was delivered collaboratively between local authority staff, the P1 class teacher, and STEP. It ran for 5 weekly half hour sessions during which one practitioner worked with parents while another worked with the children. As parents gained confidence they also contributed to planning and delivery. A shared reading programme of literary activities developed which included, for example: reading at home with the child; activities around road signs, shops signs and food packaging; and exploring rhyme and song in literacy.

All the children involved made a successful transition to primary school. There were also improved levels of independent parental involvement linked to the strengthened relationship between them and the school.

School transitions

Most Traveller families will benefit from the same school transition strategies as others but they may need to begin earlier and they may require more family involvement and inter-agency support. Recent research suggests that to make smooth transitions, three levels of readiness are required: school readiness, pupil readiness and family readiness. The summary below should be relevant to all transitions, planned and unplanned, standard and non-standard, and between or within countries:

- **Pupil readiness** - Gradual familiarisation is the key to achieving school readiness for pupils from mobile cultures. Where most settled pupils will be

surrounded by a culture of going to the local school, some young people from mobile cultures may be the first in their families to attend school and may have to learn new social practices, behaviours, rules, and learning styles. Schools should aim to build gradual connections, for example by providing opportunities for pupils to meet staff and other pupils informally, arranging school-type activities, and rehearsing social practices. It will be important to show flexibility until the pupil is school ready. Similarly, transitions beyond primary should make meaningful connections by involving familiar people and resources.

- **Family readiness -** Parental involvement in transitions is essential. Positive relationships between the school and home will reassure pupils. Some parents and carers are likely to have heightened concerns about children's safety, social relationships and whether their children will be treated fairly. Open, consultative approaches – asking parents what would work best for them – will tend to work better from parents' perspectives. Schools can help by providing opportunities, well in advance of transitions, for parents to: tell them what they would like to know more about; meet staff; voice their concerns; and address specific issues. Parents should be invited to participate in the life of the school – this will demonstrate openness, trust, and a recognition of the value of Traveller family lives. Similar to family involvement, strategies might include: identifying skills and experience which parents could share; encouraging parents to support classroom activities and outings; and consulting on school inclusion strategies in formats that parents understand.

- **School readiness** - Many strategies can be adopted to improve the readiness of educational settings and prepare staff for engaging Traveller families. The readiness of an educational setting is achieved by adopting three key approaches:
    (i) a whole-school approach where schools adopt a clear transition framework, a positive culture, consistent teaching and relevant curriculum;
    (ii) outreach to improve and support family access and engagement with education;
    (iii) targeted programmes for early intervention, to foster school 'readiness' and target anticipated barriers such as family literacy.

Schools will need to ensure that transitions approaches are shared with previous or receiving schools and/or agencies who have been in contact with the child (such as health services). Receiving schools will need to reach out, promote a positive ethos and provide teaching and learning that are consistent, relevant and familiar. They will need to work with other schools and agencies to plan a curriculum where children and families can see the benefits of continuity of learning, building on their knowledge to the next stage (see Curriculum and Learning, teaching and assessment subsections). Schools should ensure that they pass on information about family-based learning and achievements so that they are valued and developed in the receiving institution.

"My mum was worried, my granny was worried, my whole family were worried, but I wanted to go."
"I felt that I wasn't going to fit in, but realise now that everyone else felt the same."

> "Granny tells my mum to keep me in school now because I am getting a good education."
>
> Gypsy/Traveller girl starting secondary school

Where schools or families identify that a Traveller child is likely to experience difficulties with the transition process (for example, because of bullying or racial discrimination, or social or emotional factors) the school should assess the extent of the support needs and prepare a plan to help ease the transition. In this situation the family may benefit from an integrated service approach. All partners, including the family, should agree responsibilities in supporting the transition process.

Practice Insight

In an area with a high Roma population, early in P7, the local primary schools identify any children who they think may have difficulty making the transition to secondary. The secondary schools identify a number of "ambassadors" who are S1 Roma young people who have made a successful transition from the same primary schools as those about to transition in. They visit the primary school to meet with the children and their parents. There are additional visits to the secondary school arranged for the children and their parents. This approach has been particularly successful when parents have been given a tour of the secondary school by Roma young people who are able to provide a first-hand account of the school in the parents' first language. Some parents have found it very reassuring that the school trusts young people from their community with this responsibility.

Practice Insight

A secondary school in Wales created a Transitions Council with representatives from each of the feeder primary schools and Year 5 pupils from the secondary. The staff ensured that there was representation from the travelling communities at each stage. The Council members were responsible for representing the concerns of their peers. They discussed issues such as bullying and isolation and it was the task of the senior pupils to assure the P6 pupils and build good relationships with them.

The Education (Additional Support for Learning) (Scotland) Act 2004 and supporting Regulations, and the Getting it right for every child approach, are central to effective transition planning and ensuring that Traveller young people can access the support they need. Education authorities have specific duties under the 2004 Act in relation to transitions. In the Additional Support for Learning Report to Parliament, 2014, Education Scotland identified the key features of successful transitions. This provides a useful guide for schools working with Traveller children and young people.

Reflection

- To what extent do our processes for involving children and families and other agencies ensure effective transitions for Traveller learners?
- To what extent does our curriculum provide opportunities for support and induction into the next stage of learning?

Practice Insight

A Scottish Traveller family were keen for their child to go to school. It was important to the family that the child did not have to begin school full-time as there was little experience of previous schooling. The family also had consistent health issues which made continuity of education challenging.

Working closely in partnership with the Traveller teacher and family, the school realised they had to adopt a more individualised approach to support this child's transition to formal schooling and offered part-time placement first. The school also offered additional visits so that the child could grow accustomed to the setting. The Traveller teacher engaged in one-to-one conversations with the child, and visited the school with the family. The school and Traveller teacher maintained regular communication with the family to keep the child and family informed and reassured.

Through the individualised, flexible and sensitive approach, the family was supported, and the pupil continues to attend school.

Post-16 Transitions

All young people are entitled to support in moving into positive and sustained destinations beyond school age. Some Traveller young people may need inter-agency support and bespoke approaches to help overcome potential barriers to successful transitions. The recently published 15-24 Learner Journey Review will in time help shape how we better support learners from travelling cultures to progress through the education system over this period.

Apprenticeships

In response to Developing the Young Workforce (DYW) recommendations, Skills Development Scotland (SDS) published its Equalities Action Plan (EAP) for Apprenticeships in Scotland in December 2015. The plan has a focus to increase the number of ethnic minority groups, as well as young disabled people and care leavers, entering apprenticeships and to tackle apprenticeship areas where there are gender imbalances.

SDS are committed to supporting individuals, such as young Travellers, who experience barriers to pursuing an apprenticeship after school. Their work includes supporting training providers to develop networks with under-represented groups and help them understand how barriers can be overcome. They also work with schools to explore Modern Apprenticeships as a vocational pathways option. All schools will have existing contacts with SDS through their careers contacts (see Skills for Learning, Life and Work subsection).

Where young people are not attending school, SDS have experience engaging with young people and their families on local authority sites. They take a local or regional approach, as appropriate, and can help broker relationships between Traveller young people and their families and apprenticeship providers.

Scotland's Employer Recruitment Incentive (SERI) is a specific intervention which encourages employers to recruit diversely into Modern Apprenticeships. The

incentive can benefit young people aged 16-29 years who fall within an eligible group including: Gypsy/Travelling community; a young person who was receiving additional support for learning in school; and a person with lower than SCQF Level 5 qualification. SDS supports training providers to develop networks with under-represented groups and help them understand how to support individuals, such as young Travellers, who experience barriers to pursuing an apprenticeship.

Further and Higher Education

The Scottish Funding Council (SFC) Outcome Agreements are a key vehicle through which colleges and universities remove barriers and support full participation and successful outcomes for all groups of learners in their community. The SFC are considering Gypsy, Roma and Traveller communities within their work around additional groups who may be 'at risk of not achieving their full potential, from aspirations through to successful outcomes and appropriate employment'.

Evidence from responses to a SFC questionnaire in 2017 showed that although few colleges or universities offer specific support to this group, some institutions had taken steps to support some Travellers. Examples included:

- encouraging schools to identify and nominate pupils from Gypsy/Roma/Traveller communities for participation on a suite of pre-entry programmes
- providing a named contact for Travellers, such as a Senior Widening Participation Development Officer
- working closely with the local authority to ensure that school pupils who have identified as Travellers receive support to transition to university; for example by always offering a meeting to discuss the support and guidance options available, and creating a personal learning support plan
- running a pilot event on a university campus for secondary school Traveller pupils, engaging inspirational Traveller role models as speakers
- in the absence of formal academic qualifications, helping with diagnostic testing to ascertain a Traveller's academic level and then supporting them onto the appropriate level of course

Schools can be proactive by approaching local colleges and universities about existing, or anticipated Traveller pupil populations and exploring opportunities which might appeal to, or be in demand by, some of these pupils.

Further information
- Transition for young people with additional support needs in the ASL Report to Parliament, 2013
- School transitions and mobile communities - What the research says, STEP
- Supporting transitions for mobile families, STEP[35]
- A stage by stage approach to transitions, STEP
- The Education (Additional Support for Learning) (Scotland) Act 2004
- Children and Young People (Scotland) Act 2014
- Supporting Children's Learning Code of Practice –Chapter 6 on Transitions
- The 15-24 Learner Journey Review

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[35] Includes further information on a transitions model and more practice insights, including those in a review of Scottish and International models of school transitions

Section 4. Annexes

Annex A. The policy and legislative context

Many national policies and frameworks contribute to the Scottish Government's vision for inclusion and support. A number of these are summarised here, alongside relevant legislation and the wider equality context.

The **Education (Scotland) Act 1980** requires that education authorities must provide adequate and efficient school education within their area.[36] The **Standards in Scotland's Schools etc. (Scotland) Act 2000** places education authorities under a duty to secure that the education provided by them is directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.[37] In this way the Act incorporates in Scots law the right to education under the United Nations Convention on the Rights of the Child (UNCRC).

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) introduced the broad and inclusive term 'additional support needs', that applies to children or young people who, for whatever reason, require additional support, long or short term[38], in order to help them make the most of their school education and to be included fully in their learning.

The legislation provides the statutory framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. It aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out the rights of children, young people and parents within the system. Further information on the functions and duties of education authorities can be found in the statutory guidance to the Act, The Supporting Children's Learning Code of Practice.

The provisions relating to transitions, as set out in the Code of Practice and the Additional Support for Learning (Changes in School Education) (Scotland)

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[36] Section 1 of the Education (Scotland) Act 1980
[37] Section 2 of the Standards in Scotland's Schools etc. (Scotland) Act 2000
[38] Section 1 of the Education (Additional Support for Learning) (Scotland) Act 2004,

Regulations 2005, may be of particular relevance to Traveller children and young people and their parents.

The Scottish Schools (Parental Involvement) Act 2006 sets out the role of parents in Scottish Education, in terms of their involvement in the child's school and engagement in their child's learning. The act identifies three areas of particular importance: Learning at Home; Home/School Partnership; and Parental Representation. The Scottish Government will shortly consult on proposed amendments to the 2006 Act aimed at strengthening, modernising and extending the Act. The legislation is accompanied by a strong focus on parental involvement and engagement within the National Improvement Framework and Improvement Plan, which provide the context for improvement at a school, local and national level. Local authorities are required to develop local parental engagement strategies which set out their approach to parental involvement/engagement across the council area. The Scottish Government will develop a national Action Plan on Parental Engagement during 2017/18.

The Equality Act 2010 prohibits discrimination and harassment based on 'protected characteristics' such as race in a range of settings, including school education[39]. It further places a public sector equality duty (PSED) on public bodies and certain other bodies which carry out public functions. Education authorities and managers of grant-aided schools are subject to the PSED, as well as the more specific requirements of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 which are designed to assist those subject to the PSED in meeting their general duty[40]. Those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As part of its work to deliver the PSED, in 2013 the Scottish Government publishes and reports on equality outcomes. The issue of inequality in education has been framed around three protected characteristics which evidence show need to be priorities, including race and specifically Gypsy/Travellers. Bullying was also identified as a key issue impacting on educational experience and outcomes. The Scottish Government published Equality Outcomes and Mainstreaming Reports in 2015 and 2017. Revised equality outcomes have been set for 2017-21.

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[39] The Equality and Human Rights Commission Technical guidance for schools in Scotland outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational.

[40] While the PSED does not apply to independent schools, they are subject to the other requirements of the Equality Act 2010, such as the prohibition of discrimination, harassment and victimisation on grounds of the protected characteristics.

The Children and Young People (Scotland) Act 2014 supports the Scottish Government's ambition for Scotland to be the best place to grow up. It seeks to improve the way services work together to support children, young people and families and ensure those children's rights are respected across the public sector. Specific duties embed the UNCRC within Scottish primary legislation (see also Children's Rights and Pupil Participation below). For example, part 1 (sections 2 and 3) of the 2014 Act places duties on public authorities, as defined at Schedule 1 to the Act, to report every 3 years on the steps they have taken in that period to secure better or further effect to the UNCRC. The first reports are due in 2020.

Part 3 of the 2014 Act places a duty on each local authority and the relevant NHS board to jointly prepare a children's services plan for the area of the local authority, covering a 3 year period. These plans should be prepared with involvement of the service providers capable of having a significant effect on the wellbeing of children. Plans should cover services for children generally and for children with specific needs (Traveller children could be considered as children with specific needs) and related services (services that aren't children's services but are capable of having a significant effect on the wellbeing of children).

The Education (Scotland) Act 2016 (the "2016 Act") includes a mix of measures covering education in Scotland and sends a strong signal of the value placed on ensuring that all children and young people receive the best education they can and achieve their full potential. The 2016 Act has a clear focus on narrowing the attainment gap and enshrines in legislation the Scottish Attainment Challenge and the National Improvement Framework (see below).

Getting it right for every child is Scotland's approach to promote and improve wellbeing to help children and young people thrive. It puts their rights and wellbeing at the heart of the policies and services that support them and their families – such as early years services, schools and the NHS.

Getting it right for every child empowers services and families to work better together to offer the right help at the right time, from the right people. That means all children and families have access to high quality support wherever they live or learn with access to a Named Person as a clear point of contact if and when they need it.

Getting it right for every child recognises that children and young people will have different experiences in their lives, but that every child and young person has the right to expect appropriate support from adults to allow them to grow and develop to reach their full potential.

Curriculum for Excellence (CfE) provides the curriculum framework for early learning and childcare settings and schools in Scotland. It is a flexible and inclusive curriculum with an increased emphasis placed on inter-disciplinary learning, skills development and encouraging personal achievement. CfE aims to foster four capacities in all young people: successful learners, confident individuals, responsible citizens and effective contributors. The curriculum comprises a broad general education up to the end of S3 followed by a senior phase of learning from S4 to S6. Of importance for Traveller pupils is that there is now much greater flexibility in how schools design their Senior Phase Curriculum. There is a range of different

approaches being adopted across the country, aimed at meeting the particular needs of learners in different areas.

The National Improvement Framework for Scottish Education outlines the Scottish Government's vision and priorities for children's progress in learning. The Framework and Improvement Plan will be key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity. Over time, the Framework will provide a level of robust, consistent and transparent data, to extend understanding of what works to drive improvements across all parts of the education system.

The Scottish Attainment Challenge is about achieving equity in educational outcomes. Equity can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. This is set within the context of Curriculum for Excellence and targets improvement in the areas of literacy, numeracy and health and wellbeing.

There is evidence emerging through the Attainment Scotland Fund (which includes funding to Attainment Challenge Authorities as well as Pupil Equity Funding direct to schools) that action is being taken to ensure that children and young people in equality groups are provided with the support they need to benefit from the activities and interventions in place. Examples include investment in speech and language development, additional support for pupils who speak English as an additional language, and funding for educational psychologists, counsellors and nurture bases.

The Children and Young People Improvement Collaborative (CYPIC): Through the CYPIC, the Scottish Government are supporting local authorities, health boards and the third sector to embed quality improvement (QI) in their work. This is strengthening services for children, young people and families and schools, as part of a wider range of measures to tackle inequality, improve outcomes and make Scotland the best place to grow up and learn.

At the heart of the CYPIC is prevention and early, effective intervention in line with Public Service Reform, Getting it right for every child, Child Poverty Strategy for Scotland and the Scottish Attainment Challenge; so that children and young people get support for their health, wellbeing and learning wherever they live. Through embedding QI, practitioners gather/share evidence about interventions and approaches that make the biggest difference in improving life chances and closing the poverty-related attainment gap.

The CYPIC is aligned with the **Maternity and Children Quality Improvement Collaborative** which focuses on maternity, neonatal and paediatric healthcare.

Children's Rights and Pupil Participation - In addition to the specific duties on Scottish Ministers within the Children and Young People (Scotland) Act 2014 (see above), the Scottish Government is committed to enhancing children's rights in all aspects of Scottish life. Understanding children's rights is fundamental for any professional working with children and young people and is the basis of the practical tool the Common Core of values and practices. The tool focuses on establishing respectful and meaningful relationships between children and those supporting them,

as well as within practitioner partnership relationships. It can be used for personal and/or organisational self-evaluation and reflection.

The Children and Young People's Commissioner for Scotland (CYPCS) has produced the rights based 7 Golden Rules for Participation - a set of principles for anyone working with children and young people. They help children and young people tell adults about things that are important to them. A CYPCS research report looks at the relationship between pupil participation and rights and achievement and attainment.

Also, The Scottish Government supports schools becoming environments in which rights are respected. Each school should have the flexibility to determine how to do this. Our priority is to ensure that children and young people learn and understand their rights – in doing so we support the use of different approaches. We welcome UNICEF's 'Rights Respecting Schools' accreditation scheme as one method to promote rights education, however we are aware some local authorities have already established their own approaches. Education Scotland's 'Recognising and Realising Children's Rights is a professional learning resource to promote self-evaluation and improvement planning.

Learning together: Scotland's National Action Plan on Parental Involvement, Parental Engagement, Family Learning and Learning at Home 2018-21, is a joint 3 year plan between Scottish Government and COSLA which has had detailed input by the National Parent Forum of Scotland. It provides a national vision for parental involvement and engagement but allows for local and community innovation and flexibility. It covers the journey that a child takes from pre-birth to age 18. It takes account of the national and international evidence base as well as policy and practice expertise across the Scottish education system. Importantly, it highlights the leadership of those who make the difference day in and day out: parents and families, teachers, headteachers, managers and professionals. This plan is based on the guiding aim of Getting it Right for Every Child. It is informed by the central role of the family, whatever form that may take. The theme that lies at the heart of this plan is relationships - relationships based on trust, mutual respect and collaboration.

The **15-24 Learner Journey Review** was published in May 2018 and makes 17 recommendations on how to improve learner pathways for all young people. The recommendations fall into 5 key priorities: Support, Provision, Alignment, Leadership and Performance. As part of recommendation 4 there is a specific focus on helping young people from gypsy-traveller communities to receive appropriate and consistent access to support that meets their needs at different times throughout their pathway.

Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour outlines policy guidance in response to the Behaviour in Scottish Schools Research conducted in 2016. The Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) have identified the next steps, outcomes and priority actions to support local authorities, establishments, practitioners and partners to further improve. This is central to the successful delivery of Curriculum for Excellence, implementation of Getting it Right for Every

Child and the aspirations of the Scottish Attainment Challenge and the National Improvement Framework.

Included, Engaged and Involved Part 1: Attendance in Scottish Schools sets out national policy around attendance and absence [due for review late 2018]. In addition to the classification of attendance and absence, this guidance seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence. The guidance recognises that school communities are diverse, and that Traveller children may require authorised absence to travel as part of their tradition, family connections or work commitments.

Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions has a fundamental role to play in helping realise the Scottish Government's vision for all children and young people by supporting those who are at risk of becoming disengaged or excluded from education. It recognises that children and young people need to be included, engaged and involved in their education in order to achieve equity and attainment for all. The guidance was revised in 2017.

Respect for All - The National Approach to Anti-Bullying for Scotland's Children and Young People outlines the Scottish Government approach to all types of bullying – including prejudice-based bullying. The National Approach was refreshed in 2017 in recognition of the changing policy and legislative landscape, including the increased emphasis on the responsibility of those working with children and young people to support those with a protected characteristic.

Developing the Young Workforce **(DYW),** Scotland's Youth Employment Strategy, published in December 2014. It sets out the Scottish Government's plans to implement the recommendations from the Commission for Developing Scotland's Young Workforce to reduce youth unemployment. The third annual progress report on the implementation of the recommendations, published in January 2018, includes information on progress in equalities.

The Career Education Standard (3-18) was published in September in 2015. The policy is for an all age careers service in Scotland which is delivered locally and co-ordinated nationally. It sets out the entitlements and expectations every young person in Scotland should expect ot receive in terms of careers information advice and guidance. Skills Development Scotland are the national agency responsible for the delivery of career information, advice and guidance and they work with regional partners to shape and provide the services that people need in their local area.

Opportunities for All sets out Scottish Government's explicit commitment to 16-19 year olds not already in education, training or employment, of an offer of an appropriate place in learning or training, to develop the skills they need to get a job. It builds on the post-school transition planning and offer process already in place for young people moving on from school. Delivered in partnership by Local Authorities, with national and local Third Sector partners, the aim is to identify and re-engage young people who are not participating in learning, training or employment in order to support them to plan for their move, beyond school and subsequent learning and

training opportunities up until their 20th birthday. **Activity Agreements** are core element of this policy.

Learning for Sustainability is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. It incorporates three main aspects: sustainable development education, global citizenship and outdoor learning. In March 2013 Scottish Ministers accepted all thirty-one recommendations of the Learning for Sustainability (LfS) report. The report called for every school and centre to develop a coherent, whole school approach that impacts on their establishment's culture, curriculum and campus and connects them fully to their wider communities. The 2013 Report was followed in 2016 by the Vision 2030+ Report which contains a set of recommendations intended to help realise the vision of every learner receiving their entitlement to LfS, every practitioner demonstrating LfS in their practice and every establishment having a whole school and community approach to LfS. Education Scotland have developed a Learning for Sustainability (LfS) self-evaluation and improvement framework which is closely aligned with How Good Is Our School 4.

Race Equality work - The Race Equality Framework for Scotland sets out the Scottish Government's approach, over a fifteen year period from 2016 to 2030, to promoting race equality and tackling racism and inequality. It sets out how the barriers that prevent people from minority ethnic communities from realising their potential will be addressed. In relation to Gypsy/Travellers specifically, in spring/summer 2017 Scottish Government officials engaged directly with members of the Gypsy/Traveller community by visiting a number of sites in parts of Scotland. The Race Equality Action Plan, published at the end of 2017, includes specific Scottish Government-led activities for Gypsy/Travellers. A Gypsy/Traveller Strategic Programme of Work will follow which will bring together all the relevant Scottish Government policies aimed at improving outcomes for the community.

Annex B. Additional sources of information, advice and support on specific matters relating to Travellers

	Information on local Traveller communities and cultural awareness	Information on a tailored approach to enrolment	Advice on unauthorised absence	Advice on permission/application for Home Education	Advice on CME (Children missing from education)	Information on SEEMIS codes etc.
Sources of Guidance	Local Authority Gypsy/Traveller Policy and Strategy STEP (Scottish Traveller Education Programme) including: information; research; and TENET (Traveller Education Network) contacts Local demographic data Community Planning Partnership (CPP)	Local Authority Enrolment Policy Local Authority Gypsy/Traveller Policy STEP	Local Authority attendance guidance Included, Engaged and Involved Part 1 (IEI1 – attendance)	Scottish Government Home Education guidance 2007	Scottish Government CME guidance	Local MIS guidance Scotexed Guidance IEI1 Included, Engaged and Involved Part 2 (IEI2 - exclusions)
Sources of advice, information and support in local authority	Local Education Inclusion/ ASN (Additional Support Needs) Officer QIO (Quality Improvement Officer)	Local Authority School Team	Local Education Inclusion/ ASN Officer QIO	Local Home Education Officer/ Local Education Inclusion/ ASN Officer	Local CME Coordinator in consultation with Local Education Inclusion/ASN Officer/QIO	Local MIS SEEMiSTeam

Annex C. Data and intelligence key to improving Traveller outcomes

Data/ intelligence relating to:	Reflective questions and how the data/ intelligence might be used
Attendance	How does attendance of Traveller children when they are in school compare to non-Travellers? If children attend other schools whilst travelling, do you have arrangements for sharing information with those other schools?
Exclusions and behaviour	What does data/ intelligence tell you about the behaviour of Traveller pupils? Do you understand the reasons behind any negative behaviour and have they been considered in developing plans and strategies to support behaviour?
Record of racist incidents/bullying	Do you capture information about race or other relevant characteristics in your incident reporting? Are Travellers more likely to experience a racist incident, and if so, do you understand why? Are your school's ethos and values clear that racism will not be tolerated? Could your anti-bullying policy do more to prevent incidents?
Feedback from pupils and parents (including on engagement, enjoyment, and health and wellbeing)	What does this tell you about how well you are meeting the needs of traveller children/young people and their family? Do you need to do more to seek and enable good feedback?

Parental engagement	What levels of parental engagement do you have with Traveller families compared to others? How effectively are parental engagement approaches adapted to meet the particular needs of Traveller families?
Evidence of considering Traveller children's cultural background	Do you provide relevant and meaningful learning activities which reflect the cultural background of Traveller children? Do you promote personal development and encourage pupils' self-esteem, cultural identity, aspirations and career choice? Are you taking into account culture differences and inter-personal relationships to develop appropriate, and sometimes flexible, learning opportunities to suit individual learning styles?
Transitions data	What does transitions data tell you about the effectiveness of transitions arrangements for Traveller children? Do you have effective practices for promptly accessing information about children's prior learning (when they either enrol or return to your school) which is then used to develop an appropriate plan for learning? Do you consider whether a personalised transition plan would be of benefit for Traveller children?
Additional support for learning	Do you fully understand the types of additional support needs your Travellers have, or may have? How well does the school meet their additional support needs? What assessments have been undertaken, and what has been the outcome?
Performance data used to track progress and achievement	What does this tell you about progress of Travellers in your school? What do you recognise as 'achievements' and do these reflect achievements relevant to different Traveller cultures? Are targets set for Travellers who experience interrupted learning or other barriers to learning sufficiently stretching? Do you understand what expectations Traveller children have for themselves, and what expectations Traveller parents have for their children?

Attainment and positive destinations	How does data for Travellers compare to data for peers?
	Do you understand the reasons behind these differences?
	Do you set stretching targets for Travellers to drive improvements in learning provision?
Evidence of good practice	Do you look for evidence of good practice, in and out of school, and share it with practitioners?
	Do staff share their experience and learning with colleagues?
The local Traveller community/ies	Do you know whether Travellers live in your school community?
	What local information will help you better understand your local Traveller community's education needs?

Annex D. Reflection

This Annex lists the reflective questions in Sections 2 and 3 of this guidance. It may be a useful in helping consider the Traveller perspective against the reflective questions set out in HGIOS4.

A further source of reflective material is Education Scotland's Recognising and Realising Children's Rights, a professional learning resource to promote self-evaluation and improvement planning. Additional reflective material can be found in the children's rights based Common Core of values and practices that has been designed by and for children working with Scottish practitioners. It can be used for personal and/or organisational self-evaluation.

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Section 2. Leadership and Management – Reflective questions

- How effective are our processes for involving local families from mobile cultures in the ongoing review of our vision, aims and values, school policies and approaches to communicating with parents?
- Do we consider the needs of children from travelling cultures in our approach to pupil participation and learner voice? Do we provide purposeful, participatory opportunities in all arenas of school life? Do we use participatory approaches to encourage relations that are equitable?
- How effective are the links with other agencies and people (e.g. social work services, local health board, Family Learning Professionals, CLD (Community Learning and Development), Traveller Education Network (TENET)) in engaging and addressing the needs of Traveller communities, including families where children are not at school?
- How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?
- How effectively are incidents relating to racial discrimination acted upon to ensure lessons are learnt and prevent future occurrences?
- Are staff up to date with processes for travelling communities and are our systems regularly reviewed?

- How effective is our communication with families around expectations?
- What range of data and information do we use to understand the social, economic and cultural context of the mobile cultures within our local community?
- How reliable is our evidence of impact on the learning of the pupils?
- How effective are our planning, recording and information transfer processes for children from mobile communities?

- How well do all staff understand their role and responsibility in supporting Travellers' wellbeing?
- To what extent do we critically engage with research, policy sources and developments in learning and teaching for mobile cultures?

- How effectively do we use our resources to meet the learning needs of children from travelling cultures and ensure equity?
- How reliable is our evidence of impact on the learning of the pupils?
- Do we need to adjust our learning to meet Travellers' needs, and if so, how?

Section 3. Learning Provision– Reflective questions

- To what extent is our school an inclusive learning environment for children and young people from travelling cultures?
- How well does our curriculum planning meet the needs of children and young people from travelling cultures?
- Are there further opportunities for flexibility in the way we provide education which will benefit Travellers?

- Are there further opportunities to use digital delivery of learning and teaching to reach Traveller pupils?
- Can technology support better communication and engagement with families?

- Does the school have effective assessment systems in place to identify the needs of the children and young people from travelling cultures?

- How effective are our approaches for Traveller children and young people to ensure that there is effective curriculum planning and opportunities for their entitlement to support?
- How do we know if support is having the desired impact of improving outcomes for children and young people from travelling cultures?

- In what ways is the family support we provide encouraging young people to learn?
- How are we ensuring that our provision is responsive to the needs of Traveller families?

- To what extent do our processes for involving children and families and other agencies ensure effective transitions for Traveller learners?
- To what extent does our curriculum provide opportunities for support and induction into the next stage of learning?

Annex E. Transitions data for White Gypsy/Traveller pupils in publicly funded primary and secondary schools in Scotland

Source for all data http://www.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus

Table 1: Size of White Gypsy/Traveller cohort in P7 and S1

	P7	S1	% difference
2016 to 2017	112	73	-35%
2015 to 2016	101	51	-50%
2014 to 2015	88	50	-43%
2013 to 2014	103	58	-44%
2012 to 2013	85	42	-50%

Notes:

P7 figure is number of G/T pupils in census in one year (eg 2016)

S1 figure is number of G/T pupils in census in following year (eg 2017)

Table 2: Numbers of White Gypsy/Traveller recorded in school census from 2012 to 2017

Stage Year	S3	S4	S5	S6
2017	53	52	25	13
2016	58	44	29	7
2015	48	50	*	*
2014	54	41	22	10
2013	42	36	17	7
2012	36	35	16	19

Notes:

* Fewer than five pupils

Table 3: Size of Gypsy/Traveller Pupil cohorts of through secondary school

	S1	S2	S3	S4	S5	S6
Class of 2011		27	28	29	13	5
Class of 2012	34	31	30	27	21	9
Class of 2013	38	35	33	30	16	7
Class of 2014	28	27	33	35	17	10
Class of 2015	30	40	36	36	22	*
Class of 2016	42	40	42	41	*	7
Class of 2017	55	60	54	50	29	13
Class of 2018	42	45	48	44	25	
Class of 2019	58	61	58	52		
Class of 2020	50	56	53			
Class of 2021	51	50				

Notes:

* Fewer than 5 pupils

The class of 2011 are defined here as those who would have been in S6 in the school year 2010/11

Table 4: Change in Cohort Size

	S3-S5 Number of pupils in S5 as a % of pupils in S3		S3-S6 Number of pupils in S6 as a % of pupils in S3	
	All Pupils	Gypsy/ Travellers	All Pupils	Gypsy/ Travellers
Class of 2011	82%	46%	56%	18%
Class of 2012	83%	70%	58%	30%
Class of 2013	85%	48%	60%	21%
Class of 2014	86%	52%	62%	30%
Class of 2015	87%	61%	63%	*
Class of 2016	88%	*	63%	17%
Class of 2017	87%	54%	62%	24%
Class of 2018	87%	52%		

Notes:

* Fewer than 5 pupils

The class of 2011 are defined here as those who would have been in S6 in the school year 2010/11