

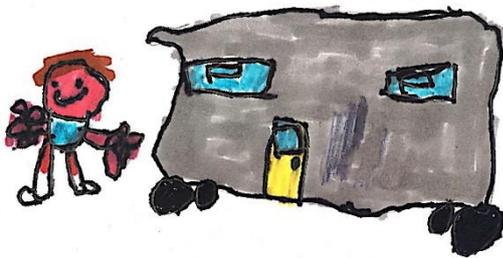


From mountain to sea

Guidance to Support Learners from Gypsy/Traveller Communities

November 2020

Home is where I will always stay



Contents

Learning about travelling communities in Scotland	3
Enrolment guidance	4
Learning Provision and School Attendance	9
Notes to support: Primary – Secondary Transition.....	7
Options of Secondary Schooling for Gypsy / Traveller Young People.....	7
Partnerships with Families.....	8
Leaving Guidance 1.....	10
Leaving Guidance 2.....	11
Resources to Support Gypsy/ Traveller Education	12

Date	Version	Status	Reason
May 2018	1.0	Guidance	Interim guidance
June 2018	2.0	Guidance	Interim guidance: notes added regarding primary – secondary transition
June 2018	3.0	Guidance	Interim guidance : further section added Partnerships with families and Leaving Guidance 2
Aug 2018	4.0	Guidance	Cover amended and page numbering
November 2020	5.0	Guidance	Primary to Secondary Transition information was amended and order of guidance was amended

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Learning about travelling communities in Scotland

Good relationships depend on all parties having a good knowledge and respect for the other's vision, values and cultural background. STEP (Scottish Travellers Education Network) recent research highlights the need for educators and mobile families to work together in partnerships to achieve better educational outcomes for young people.

Patterns of mobility

Before considering how to build partnerships with families it is necessary to understand the different patterns of mobility a family may experience and how each may differently affect the families' capacity to engage with the education system.

These would include:

- Settled
- Semi-sedentary
- Highly mobile
- Out of School

Some families are completely **settled**. Although the children may come from a travelling background the family will have decided through necessity to settle in one area, often in a house for economic reasons or to gain access to services such as health for an older relative. Although settled Traveller children may attend school, families may not ascribe to their cultural or ethnic background for fear of discrimination. Whole school approaches to recognizing and valuing the culture will be necessary.

When families are **semi-sedentary** the children will usually have enrolled in a base school but families will travel fairly predictably during the travelling season for work. Schools will have opportunities to plan how to keep in touch with young people when they travel and may provide schoolwork packages usually based on the use of digital technology.

Highly mobile families have unpredictable travelling patterns and seek access to a range of different schools. Children often find it difficult to settle into school life and form relationships. Schools will need to be able to engage families quickly and access previous attainment and achievement records. Flexibility and nurturing strategies will be necessary to reassure children and build confidence

Some families have no tradition of attending school. The families can be fairly settled, live on sites or houses or be continually mobile. The families may educate

their children at home and children will develop skills in line with family work traditions.

Enrolment guidance

Pupil wishes to enrol in your school

The information recorded on SEEMiS relating to children and young people from Gypsy/Traveller communities and Ethnic Origin category is recorded as “White – Gypsy/ Traveller”.

It is suggested, by ScotXed, that for pupils up to and including those in stage S2, parents or guardians are asked to declare the ethnic background of pupils. Pupils in stage S3 or above may declare their own ethnic background. In cases where an individual does not wish their ethnic background to be recorded please use ‘Not Disclosed’. This category should only be used in cases where **this selection has been made by the appropriate individual on the admission form**. In other cases where no selection has been made by the appropriate individual, please use ‘Not Known’. This means that there will be a value from the code list for every pupil. All schools are asked to make reasonable efforts to ensure that ethnic background data are available for all pupils.

For further information on ethnic background categories : pg 15

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SurveyDocumentation>

Is pupil enrolled in another school as a base school?
(Base school explanation: refer to Note 1 below)

No

Yes

Option 1

- Enrol pupil at your school. Ask the family if they wish your school to be known as the base school. If yes then you become the 'base school' and may be contacted at a later date, by another school, to send a copied record if the family intend travelling.
- Advise MIS Support
missupport
missupport@aberdeenshire.gov.uk

Option 2

If family does not wish to enrol at your school as base school then:

- Ask if they already have a base school and if not then enrol pupil at your school as per usual enrolment

- Ask family for contact details of base school.
- Advise MIS Support and ask the base school to send a copied record to you.
- Liaise with base school regarding updating attendance on a weekly basis. When the pupil leaves for another establishment end the copied record and advise the base school.
- When the pupil leaves the current school to return to base school or to travel to another area (school) then the current school should notify the base school. The copied record should then be ended.

Note 1 (Base school explanation)

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'.

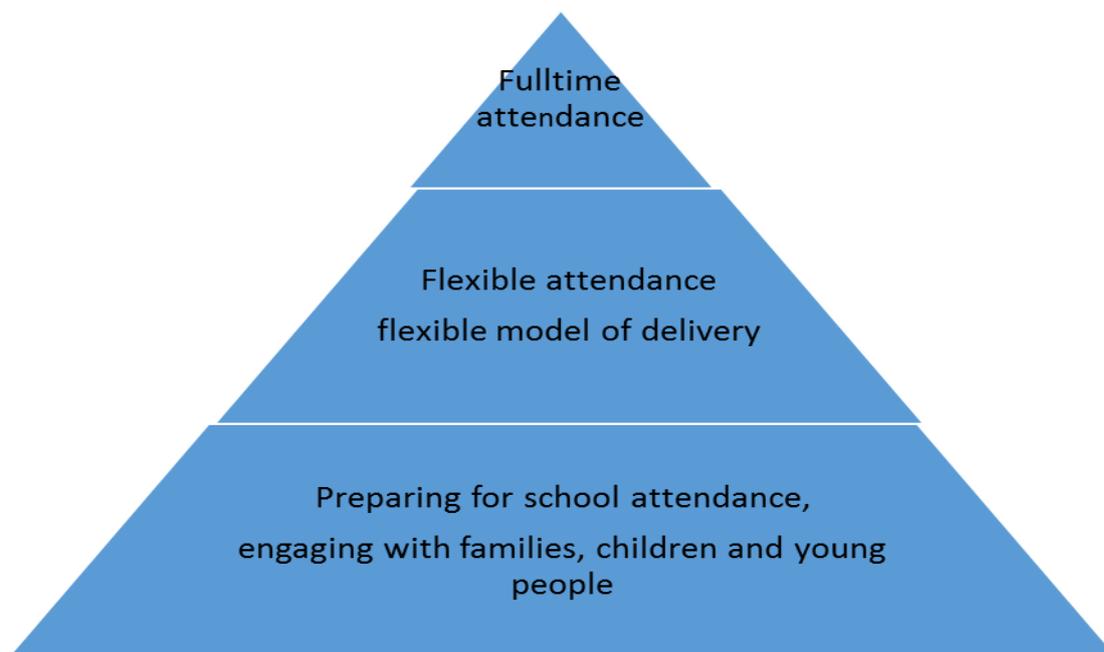
Page 24" Improving educational outcomes for children and young people from travelling cultures

Learning Provision and School Attendance

Learning provision/ school attendance

We recognise that a “one –fit” model is not appropriate and within Aberdeenshire we already have a model of flexible learning.

For children and young people from Gypsy/Traveller communities, the following diagram illustrates a flexible approach to learning provision



Flexible learning options include:

- ✓ Flexible school attendance pattern.
- ✓ Community based learning e.g. CLD, links to Further Education options e.g. college, Work Placement opportunities
- ✓ E –learning.
- ✓ Learning packs that can be made up for learners for use when travelling (exemplar packs for BGE available).

Notes to support: Primary – Secondary Transition

The numbers of Gypsy/Traveller young people who transition to secondary school from primary is particularly low. This is due to a number of reasons including the

community believing that the secondary curriculum is not relevant to Gypsy/Travellers.

Transition conversations should start between school and Gypsy/Traveller families when the young person is in Primary 6.

Examples of good practice for primary-secondary transition

Early engagement with parents and young person, at the latest January of P6 year

Extended transition procedures followed

Parent and pupil visits with a trusted staff member

Discussions with parents and young person around flexible learning/flexible attendance

Options of Secondary Education for Gypsy / Traveller young People

Young person enrolls in Secondary School and attends full time

Young person enrolls in secondary school and attends on a part time basis.

Timetable is agreed in discussion between school, parents and young person.

Young person accesses the Learning Hub on a part time basis

Young person enrolls in secondary school but does not attend. Accesses e-learning materials via Gypsy/Traveller teacher

Young person does not enrol in secondary school and home education options are explored.

Partnerships with Families

Steps to building and maintaining positive relationships

- Build positive relationships as per normal practice; please note that the Gypsy Traveller Liaison Officer (GTLO) can provide further advice.
- Use of Scottish Travellers Education Programme (STEP)



- If there is a breakdown in relationship between family and school then:
- School should continue to maintain contact as per normal practice
- School advises Named Person
- HT or other member of staff with a good relationship with the family, continues to maintain contact with the family.
- School contact works with the family to resolve the issue.



Where the relationship breaks down and communication with the school ceases, the Gypsy Traveller Liaison Officer (GTLO) and QIO with the Gypsy / Traveller Remit should be contacted.

They will work with the school to re-establish communication with the family and work to resolve the difficulty. This may involve the GTLO/ QIO directly contacting the family.

The GTLO can arrange to visit the family to discuss the issue.

Leaving Guidance One

Normal procedures for children and young people leaving or transferring school should be followed. The following 5 exemplars should be taken into account as appropriate.

Exemplar 1:

Family leave and the children will transfer to another school.
You should follow the usual leaving procedure.

Exemplar 2:

Family leave, advising that they are intending to travel. The reason for leaving should be “authorised absence travelling as part of a culture/tradition (education authority consent required)”.
School should contact QIO.

Exemplar 3:

Family advise that they are Travelling and wish their children to remain on school roll (Base School).

If children are not registering with another school then they can remain on the roll of your school but their attendance should be marked with the appropriate code which is as follows:

Seemis code	DESCRIPTION - short	DESCRIPTION - long	ScotXed Cross Reference
A (often referred to as ABS or Absent)	Other Authorised Absence	Other Authorised Absence includes sanctioned extended leave for travellers’.	OTHER AUTHORISED ABSENCE

Pupils can, for part of the year, take authorised “Extended Leave with Parental Consent” for periods of travel.

Exemplar 4:

Family is leaving area and their children will transfer to another school. However, the family wishes your school to remain the Base school.

Pupils can be registered on SEEMiS with two schools at the same time. For example, some families arrange for their children to remain in a “base school” but the children may temporarily enrol in other schools as they travel, and these schools provide attendance and other data to the “base school”. This is, effectively, a “copied record”.

Please advise MIS Support and send a copied record to the school they intend to enrol whilst travelling. .

Liaise with the copied-record school regarding updating attendance.

Exemplar 5:

Family leave without advising school.

- Follow usual attendance procedures and then, as appropriate, Children Missing in Education (CME) practice guidelines.
- Contact Gypsy/Traveller Liaison Officer (GTLO) and the QIO with Gypsy/Traveller Remit.

Leaving Guidance Two

Learner from Gypsy/Travelling communities ceases to attend school



Refer to Leaving guidance
School should contact family as per normal practice and try to establish reason for pupil not attending



Continue to maintain good relationships with family.

School advises Named Person HT or other member of staff with a good relationship with the family, continues to maintain contact with the family.

School contact works with the family to resolve the difficulty and get the child back into school.



Breakdown in relationship between family and school.

Where the relationship breaks down and communication with the school ceases, the Gypsy Traveller Liaison Officer (GTLO) and QIO with Gypsy / Traveller Remit should be contacted. They will work with the school to re-establish communication with the family and work to resolve the difficulty. This may involve the GTLO/QIO directly contacting the family. The GTLO can arrange to visit the family to discuss the issue.



The GTLO/QIO working collaboratively with the school will investigate strategies to support learning. This can involve:

- Flexible school attendance
- E-learning
- Off-campus learning.
- Providing learning packs

Resources to Support Gypsy / Traveller Education

STEP (Scottish Travellers Education Programme) provides resources for families from Gypsy/Traveller communities.

<http://www.step.education.ed.ac.uk/>

The “Making learning relevant” section of the website provides useful information.

<http://www.step.education.ed.ac.uk/making-learning-relevant/>

<https://step-families.co.uk/about-step-2/>

For information regarding Home Education in Aberdeenshire; please refer to:

<https://www.aberdeenshire.gov.uk/media/24972/homeeducationpolicyaugust2019.pdf>