**Ascription**

- Ensure pupils have their ethnicity recorded accurately.
- There is significant under representation of Gypsy/Roma because many families do not ascribe correctly. If a Traveller pupil lives in a house they still are a Traveller. It is quite easy for them to remain invisible as they often ascribe as White British (WBRI). If you suspect they are of Traveller heritage it is important to have a conversation with the parent and pupil to address this issue.
- Contact EMTAS for advice on ascription. Download our parents’ ascription leaflet from our website.

**Background information**

‘Traveller’ is an umbrella term that encompasses the following groups:
- Gypsy
- Roma
- Traveller of Irish Heritage
- Showmen
- Circus
- Bargees
- New Travellers
Ensure you are clear about the background of your pupils.

**Distance Learning**

- Showmen pupils travel for work purposes and may be absent for long periods of time.
- Early communication and planning with pupil, parents and staff is vital before the travelling season begins in order for pupils to have access to distance learning materials to support their learning whilst travelling.
- Careful planning and interventions may be needed to support their return

**Attendance**

- Monitor attendance of Travellers closely.
- Do not mark Traveller pupils with the T code if they are not travelling.
- Have high expectations of attendance but maintain a flexible approach.
- If you are unsure about any aspect of attendance in relation to Traveller pupils, contact EMTAS for advice.

**Elective Home Education (EHE)**

EHE is an option some families choose. There may be various reasons for this. Ensure you know what the reasons are and that parents are opting for EHE for the right reasons. Follow County guidance on procedure.

**Transition**

Ensure parents apply for a school place within the deadline. Additional support may be needed. Also parents may choose to educate their child at home although they may not understand the implications. Please refer to EMTAS for support.
Culturally Relevant Curriculum
It is important to have high expectations of Traveller pupils. GRT pupils engage better in learning that enhances their sense of community identity. Ensure there are opportunities across the curriculum to incorporate Traveller culture.

Developing home-school links
Parents/carers may be unfamiliar with aspects of the education system even though they have lived in the UK. They or their community may not have had a favourable experience at school and may therefore be reluctant to come into school or be worried that their child will experience the same prejudice as they did. Have a named member of staff designated for GRT pupils with whom pupils and parents can discuss issues that arise. Parents/carers may not be aware of issues to do with attendance, when to apply for school places and free school meals. Where there are difficulties, EMTAS staff can support schools to work with parents on these and other issues. Ensure clear communication that helps parents feel valued and listened to.

Training
EMTAS offers raising awareness training for school-based staff on Traveller culture. See our website for further details.

Homework
Traveller pupils do not always complete homework as they will be learning about their culture when they are at home. Parents may also find it difficult to support their children due to their own literacy levels and the home environment may not be supportive. This can cause problems if pupils are punished for non-completion of homework tasks. Advice would be to look for alternatives and ensure good communication with pupils and parents.

Behaviour/Racist Incidents
Make sure parents are clear on behaviour policy and ensure it is discussed. It is important to investigate causes of behaviour – e.g. pupil hitting out as they have been called racist name – the racist term ‘pikey’ is extremely offensive to Travellers. Ensure any incident is dealt with fully and fairly – Traveller parents are highly sensitive towards racism and will want to be assured that appropriate action/sanctions have been undertaken. Bullying is the main cause cited by parents when pupils are removed from school to home educate.

Sex and Relationships Education (SRE)
Most Traveller families deal with any sexual issues within their own community and may not allow their children to attend lessons that deal with SRE. It is important to discuss SRE with parents so they are clear about what is involved. Note that parents may keep their children off school when these lessons take place.

Refer to EMTAS for:
• In class support from a Traveller Teaching Assistant
• Training session to raise awareness of Gypsy, Roma and Traveller culture
• Traveller resources
• Advice and guidance

Check our website for more information [http://www.hants.gov.uk/emtas](http://www.hants.gov.uk/emtas)
Contact us: EMTAS@hants.gov.uk Tel: 01256 330195