

Sources of Support

Traveller Education Support in your own and other Scottish authorities can be found on

http://www.scottishtravellered.net/resources/travteachers_list.pdf

Scottish Traveller Education Programme (STEP)

www.scottishtravellered.net

- Inclusive Educational Approaches for Scotland's Travelling Communities within the context of interrupted learning 2011
- My Learning at a Glance (My Learning Record - Updated 2011)
- Keeping in Touch Leaflet

Taking a Closer Look at: Inclusion and Equality - meeting the needs of Gypsies and Travellers HMIe 2005

Safe and Well: Good practice in schools and education authorities for keeping children safe and well. Page 10/11 Safe and Well A-Z, section G

Included, Engaged and Involved. Part 1: Attendance in Scottish Schools. Scottish Government, 2007. Page 15, 3.5

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Enrolling pupils from mobile families in your school



Inclusive Educational Approaches for Scotland's Travelling Communities



Enrolling in school

Parents or carers and children from Scotland's Travelling Communities have the same rights as any other family in relation to accessing school places, even if they are only staying temporarily within the Local Authority.

Previous experiences

Previous school experience varies greatly. Many Travelling families frequently transfer between schools as part of a pattern of mobility. However some may have little or no experience of school. Simply being in a large group of people within a large building may be daunting. It is important to make a positive start to attendance.

First things first

- Have a named person in the school who will meet new families (contact details for the person should be available on any nearby local authority or private Traveller sites)
- The school handbook should be shared with parent or carer and pupil (this discussion doesn't rely on the adults having good literacy skills)
- Explain the need for the school to hold accurate personal details and up to date contact numbers
- Consider a phased entry, flexible timetable or curriculum to encourage attendance and build confidence - but some pupils will cope with full days from the outset
- Take the family on a tour of the school (include security, fire drill, procedures for entering and leaving the building) Show parents or carers the best place to meet the children at the end of the school day

- Explain to the families that keeping in touch with the school is vital - absence and Children Missing from Education (CME) procedures apply to all pupils - a routine phone call to ascertain whereabouts is not tracking the family, simply ensuring the safety of all children
- Explain any partnerships with parents but be aware that lack of participation does not equate to lack of interest (embarrassment / limited literacy / fear of prejudice)
- Explain the school dress code - what is acceptable if the stay is temporary
- Ask for any previous school reports, a *My Learning Record* or *My Learning at a glance* (Updated 2011 version) - ensures continuity when pupils move to a different school - keep it up to date or put one in place
- Introduce the family to adults who work in the school (including non-teaching staff)
- Assign a buddy to the new pupil - someone to help them with school and classroom routines - introduce them to the family (a buddy checklist or training leaflet is helpful)
- Ensure that parental views on religion, sex education, photographs and school trips are recorded.
- Anything you are not sure about - ask the family rather than make assumptions or mistakes
- Explain the *Keeping in Touch* leaflet and the implications if the family move on without informing the school