



# The Stopping Place

**Advice & Information**

**Pupils from Gypsy, Roma and  
Traveller (GRT) communities**

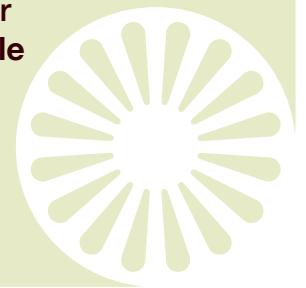
**Best Practice Evaluation Tool:  
Closing the gap  
Primary Schools and Academies**

**[thestoppingplace.eastsussex.gov.uk](http://thestoppingplace.eastsussex.gov.uk)**

## Why is GRT considered a vulnerable group?

GRT' is statistically considered a vulnerable group based on data relating to a wide range of education, health and socio-economic factors. They are more likely to be overlooked or failed by systems based on misunderstanding of their needs. While many Gypsy, Roma and Traveller families thrive without any additional support, those who are vulnerable to under-achievement often have challenges that are multi-generational and deep-set, requiring culturally sensitive support.

Not all GRT families will disclose (ascribe) their Traveller background. GRT describes ethnicity, historical background and cultural heritage rather than living arrangements. The majority of GRT families in East Sussex live in houses, and are settled rather than highly mobile. When reflecting on your practice in each area of this tool, consider the extent to which it has an impact on all of your children and parents, **especially those who may be more vulnerable to underachievement, or more challenging to engage, and consider what small changes could make a significant difference.**



## How should this tool be used?

This self-evaluation tool will support schools in evaluating their own policy and practice in raising achievement for Gypsy, Roma and Traveller pupils. It can be used to inform the school's development plan.

The tool is divided into the following sections:

- Leadership and management;
- Using data to target groups and track progress;
- Developing learning and teaching;
- Effective partnership with parents and community

It is suggested that the tool is first used by schools' Senior Leadership Team and governing bodies to audit the school's policy and practice thoroughly, by assessing each area in terms of whether it is well established (green), developing (amber) or not yet in place (red). Each school will be at a different point on the development continuum; schools can therefore build on their present practice, either identifying new areas for development that will have the greatest impact on outcomes for Gypsy, Roma and Traveller pupils, or to enhance existing areas of practice.

This evaluation tool should be used alongside the GRT Best Practice guidance available on East Sussex County Council's 'The Stopping Place' GRT website, or from ISEND's Teaching and Learning Provision team.

[thestoppingplace.eastsussex.gov.uk](http://thestoppingplace.eastsussex.gov.uk)

## Overarching priorities in East Sussex for GRT early years outcomes:

- Even where the school has no ascribed GRT pupils, to support all pupils to develop an awareness and positive attitude towards GRT culture, countering any negative stereotypes and racist attitudes they may be exposed to elsewhere;
- Ensuring all GRT pupils, including those who may not be ascribed, can see their culture and interests positively included and valued within their school;
- Building and maintaining parents' trust in the safety and relevance of the education system for their child, including those parents with high levels of anxiety and/or other barriers to full engagement;
- Maximising the success of transitions into school (for parents and children), and improving rates of attendance - building a positive association with the education system, laying strong foundations for parental engagement, and supporting the high levels of wellbeing and involvement that are essential for accelerating progress;
- Increasing the number of pupils who are ascribed as Gypsy/Roma or Traveller of Irish Heritage on the ethnicity form, so that there is a clear picture of the GRT community's engagement with education, and to ensure any cultural needs are identifiable;
- Promoting high expectations for GRT pupils, with early intervention to support any emerging difficulties relating to learning, wellbeing and safeguarding.

Please contact ISEND  
Teaching & Learning  
Provision for further  
information or advice.

[TLP@eastsussex.gov.uk](mailto:TLP@eastsussex.gov.uk)  
01323 464215



## Leadership and management

|    |  | Date |       |       | Review Date: |       |       |
|----|--|------|-------|-------|--------------|-------|-------|
|    |  | Red  | Amber | Green | Red          | Amber | Green |
| 1  | The headteacher provides an active lead on raising the attainment of Gypsy, Roma and Traveller pupils, as part of a commitment to the development of an inclusive ethos.   |      |       |       |              |       |       |
| 2  | The school development plan has clear objectives and strategies for raising the attainment of Gypsy, Roma and Traveller pupils including newly arrived pupils.   |      |       |       |              |       |       |
| 3  | The school's CPD cycle includes regular provision for training for all staff related to the achievement of Gypsy, Roma and Traveller pupils.   |      |       |       |              |       |       |
| 4  | School staff, including non-teaching staff who have contact with parents, are familiar with the East Sussex GRT website and use information and advice from the professionals' section to inform their practice. |      |       |       |              |       |       |
| 5  | Performance management targets include those related to raising the achievement of Gypsy, Roma and Traveller pupils including newly arrived pupils.  |      |       |       |              |       |       |
| 6  | ISEND Specialist Teaching Service – is used strategically to support areas of whole school development and contacted for advice and guidance.  |      |       |       |              |       |       |
| 7  | The school actively recruits governors and school staff representative of wider community groups including Gypsy, Roma and Traveller groups.   |      |       |       |              |       |       |
| 8  | Underachieving Gypsy, Roma and Traveller pupils are targeted for support at key enrichment activities such as breakfast, homework and revision clubs and their attendance is monitored.                          |      |       |       |              |       |       |
| 9  | The school actively engages Gypsy, Roma and Traveller pupils by involving them in all aspects of school life and seeking their views in a variety of ways.   |      |       |       |              |       |       |
| 10 | There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/ carers.                        |      |       |       |              |       |       |
| 11 | The senior leadership team (SLT) has developed a strategic approach to the management of mobility and distance learning.   |      |       |       |              |       |       |
| 12 | The school is aware of the particular challenges regarding transfer and transition for Gypsy, Roma and Traveller pupils and works closely with other schools and settings to support pupils who may be at risk.  |      |       |       |              |       |       |
| 13 | Racist incidents are reported, investigated, monitored and managed effectively. Racism awareness and respect is taught within the curriculum.  |      |       |       |              |       |       |
| 14 | Displays in classrooms and corridors positively reflect the languages, experiences and heritage of Gypsy, Roma and Traveller pupils.   |      |       |       |              |       |       |

### Notes/Actions - Sense of belonging, identity and cultural value:

.....

.....

.....

.....

.....

.....





