

Never Giving Up On Them

School exclusions of Gypsy, Traveller and Roma pupils in England



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About TM: The Traveller Movement (TM) was established in 1999 and is a leading national policy and voice charity, working to raise the capacity and social inclusion of Gypsy, Traveller & Roma communities in Britain. TM act as a bridge builder bringing GTR communities, service providers and policy makers together, stimulating debate and promoting forward-looking strategies to promote increased race equality, civic engagement, inclusion, service provision and community cohesion. For further information about TM visit www.travellermovement.org.uk

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¹ All data taken from Department for Education statistics, available online at:

<<https://www.gov.uk/government/collections/statistics-exclusions>> and <<https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers>>

Executive Summary

The 2011 Census² found that Gypsies and Irish Travellers are three times more likely to have no qualifications and are significantly more likely to be economically inactive compared to the average population for England and Wales. The poor outcomes experienced by Gypsy, Traveller and Roma adults are symptomatic of the marginalisation and non-inclusion they experience as children in school. Formal school exclusions are a key indicator of this, and frequently blight the educational and economic futures of children from these communities, which in turn impacts on their health and wellbeing.

Every child has a right to an education³ and too often Gypsy, Traveller and Roma children are denied this right through the exclusions process.

Department for Education (DfE) statistics are based on the ethnic identities chosen by parents and pupils; the categories offered include Gypsy/Roma and Traveller of Irish Heritage. Many families from these communities choose other categories to which they also belong, like White British or White Eastern European. As this report uses the DfE's school exclusion data, these two categories will be used throughout, despite relating to three separate groups: Romany Gypsies, Irish Travellers and Roma.

Across the country, the number of exclusions of all pupils is steadily decreasing. This is the case for both fixed-period and permanent exclusions, and is visible for every ethnicity other than Traveller and Gypsy/Roma pupils (see Table 1).

A 2012 report by the Office for the Children's Commissioner⁴ (CC) highlighted the fact that Gypsy, Traveller and Roma pupils are on average four times more likely to be excluded from school than the whole school population. This research also found that 100% of appeals against the exclusions of Gypsy, Traveller and Roma pupils were successful, suggesting that a large number of exclusions were unfairly given.

This report seeks to shed light on the CC's findings through a detailed analysis of DfE exclusions data: identifying trends in exclusion rates, reasons for exclusions and regional and local variations.

Key findings

Fixed-period exclusion trends

- In 2009/10, there were 660 incidents of fixed-period exclusions given to pupils who identified as Irish Traveller. This gives an incident per pupil rate (IPPR) of 16.57%. In 2013/14 this rose to 840 children, 18.64% of the total population of Traveller pupils.

²Office for National Statistics (2014), ['What does the 2011 Census tell us about the Characteristics of Gypsy or Irish Travellers in England and Wales?'.](#)

³Equality and Human Rights Commission (2009), ['Right to education'.](#)

⁴Office for the Children's Commissioner (2012), ['They never give up on you'.](#)

- For Gypsy/Roma pupils the fixed-term exclusion IPPR was 14.76% (1,620 incidents) in 2009/10, dropping slightly to (2,690) 14.33% in the school year 2013/14. However, the total number of exclusions given to Gypsy/Roma pupils has risen sharply in the last five years, reflecting an increase in the number of Gypsy/Roma pupils in schools.
- The 2009-10 fixed-period exclusion IPPR for all pupils was 5.03%, dropping to 3.96% in 2013-14.

Reasons for exclusion

- In the school year 2011/12 3.95% of Traveller pupil exclusions and 4.44% of Gypsy/Roma pupil exclusions were for 'persistent disruptive behaviour', in comparison with 1.11% of the total school population.
- In 2014 the DfE published a guide on behaviour and discipline⁵ stating that schools should consider if disruptive behaviour is a result of 'unmet needs'. 'Persistent disruptive behaviour' is a sign that a pupil is struggling to engage with lessons. School exclusions cause pupils to lose time in school which can make engagement more difficult, resulting in more disruptive behaviour.
- In 2011-12, Traveller pupils were four times more likely to be excluded for 'physical assault against a pupil' compared to the total pupil population, whilst Gypsy/Roma pupils were three times more likely to be excluded for physical assault.
- From TM's experience it is likely that a large number of these 'physical assaults' were the result of Gypsy, Traveller and Roma children reacting to discriminatory or racist bullying. This is supported by 2014 research from Anglia Ruskin University and the National Federation of Gypsy Liaison Groups⁶ that found "nearly 9 out of every 10 children and young people from a Gypsy, Roma or Traveller background have suffered racial abuse and nearly two thirds have also been bullied or physically attacked"(p.31).

Government and local variations

- Whilst nationally Traveller and Gypsy/Roma children are four times more likely to be excluded, these figures dramatically increase in certain local authority areas and are likely to change from year to year. For example, in the school year 2013/14:
 - Traveller pupils in Sheffield were 27 times more likely to be excluded than the whole school population (Table 12).
 - In the London borough of Merton, Gypsy/Roma pupils were 24 times more likely than other pupils to be excluded from a secondary school and 39 times more likely to be excluded from a primary school (Table 17).
 - Secondary schools in Sutton were 42 times more likely to exclude a Traveller pupil than all other pupils (Table 19).
 - Traveller pupils in East Sussex primary schools were 61 times more likely to be excluded than the total school population (Table 18).

⁵Department for Education (2014), '[Behaviour and discipline in schools. Advice for headteachers and school staff](#)'.

⁶ Lane, P., Spencer, S. & Jones, A. (2014), '[Gypsy, Traveller and Roma: Experts by experience](#)'. Anglia Ruskin University.

- There are six areas where Traveller and Gypsy/Roma pupils are excluded in large numbers each year: Greater London, Kent, Leeds, Hampshire, Surrey and Worcestershire.
- Nationally, a greater proportion of Traveller pupils receive exclusions. However, larger numbers of Gypsy/Roma pupils are excluded across the country than Travellers, reflecting the larger number of Gypsy/Roma pupils in schools.

Fixed-Period Exclusions in London

- Within Greater London, the percentage of Gypsy/Roma and Traveller pupils receiving exclusions falls under the national average for GTR pupils, but is still far higher than the average for the total school population.
- For Traveller pupils, the proportion receiving exclusions over the last five years has reduced in Inner London and risen in Outer London.
- The IPPR for Traveller pupils in Outer London in 2013/14 was 20.11%. In the same year, Traveller young people in Inner London had an IPPR of 14.38%.
- A significantly higher proportion of Gypsy/Roma pupils are excluded within Outer London boroughs than Inner London boroughs.
- In 2013/14 the IPPR for Gypsy/Roma pupils in Inner London was 4.43%, a figure very close to the national average for all pupils. The IPPR for Gypsy and Roma pupils in Outer London was 16.2% during the same year.

Recommendations

- DfE and the Children's Commissioner for England need to review how and why schools are excluding GTR pupils at such high levels.
- Government needs to ensure local authorities support, not cut, TESSs or other educational support services who work with GTR at the local level.
- Full assessment of needs should be carried out before any exclusion for persistent disruptive behaviour and permanent exclusion to be used only as a last resort.
- In local authorities where the exclusion rate of any ethnicity is more than double the average for all pupils, the Local Authority should conduct a full review of those exclusions. This review should involve academy schools as well as schools under the control of the LA.
- Schools with Gypsy, Traveller or Roma pupils should form links with relevant local community groups to develop best practice for inclusion and cultural awareness.
- We agree with the view of the Children's Commissioner that Independent Review Panels should be given back the power to reinstate excluded pupils.
- Schools and local authorities need to place a specific emphasis on community and family learning initiatives.
- A national GRT community mentor scheme should be developed.

Introduction

In March 2012, The Office of the Children's Commissioner published 'They Never Give Up On You', a report on inequalities in school exclusions. The report highlighted the disproportionate number of schools exclusions given to Gypsy, Traveller and Roma pupils when compared to all other ethnicities within UK schools, noting that in the school year 2009-10, "Gypsy and Roma Traveller and Irish Traveller children were four times more likely to be permanently excluded than was the school population as a whole" (p.13).

Within the report, the success rates of appeals against school exclusions made by families were examined; if a school has made a mistake in excluding a pupil then any appeal made is likely to be successful. The research found that 100% of appeals against exclusions given to Gypsy, Roma and Traveller pupils were successful, suggesting that a large number of exclusions were unfairly given. The Children's Commissioner wrote that "investigating why they remain so very likely to be excluded when their appeals are 100 per cent successful if they are, will be part of 2012-13's work by the Office of the Children's Commissioner" (p.71). Unfortunately no such research has been published in the years following 'They Never Give Up On You'.

The disproportionate exclusions of Gypsy, Traveller and Roma pupils were mentioned in the Children's Commissioner's following reports 'They Go The Extra Mile'⁷ and 'Always Someone Else's Problem'⁸. However, neither report mentioned any new research relating to why GTR pupils are so much more likely to be excluded than other groups. Within the three reports, we have found two recommendations made by the Office for the Children's Commissioner which are pertinent to Gypsy, Traveller and Roma young people:

"Schools' work to implement their statutory duties under the Equality Act 2010 must include efforts to reduce the differentials in exclusion rates between different groups. All public bodies working in education, bound by the same duties, should consider how best to address these differential rates of exclusions in their own work in implementing their equality duties." (They Go The Extra Mile, p.13).

"We share Ministers' conviction that a child's background should not limit our shared expectations of their achievement. We believe that this holds as true for behaviour as for academic attainment. We therefore recommend that all parts of the education system that disproportionately and adversely affect the most vulnerable children remain priorities for action. This includes the large differences in rates of exclusion." (They Go The Extra Mile, p.6).

While we share the view that implementation of these would be positive for the education system, we believe that some work specific to GTR pupils would be beneficial in supporting greater equality for this group of young people. For this reason, we have carried out detailed research to better understand the exclusion of

⁷Office for the Children's Commissioner (2013), '[They go the extra mile](#)'.

⁸Office for the Children's Commissioner (2013), '[Always someone else's problem](#)'.

Gypsy, Traveller and Roma pupils from English schools. Our research uses five years of government exclusion statistics to put together a detailed analysis of the current situation.

Methodology

All data within this report is taken from the statistics published annually by the Department for Education (DfE), unless stated individually.

DfE statistics place the Gypsy and Roma groups together (Gypsy/Roma), leaving a single category Traveller of Irish Heritage. As this report uses the DfE's school exclusion data, these two categories will be used throughout, despite relating to three separate groups; Romany Gypsies, Irish Travellers and Roma.

It is worth noting that many families will choose not to identify as Gypsy/Roma or Traveller within schools and other institutions in order to avoid the stereotyping, stigma and discrimination often experienced by GTR communities. Therefore no DfE statistics will be able to show the full range of GTR pupil's experiences in relation to attendance, attainment or exclusion.

Throughout the report, 'GTR' will be used as an acronym for these three groups collectively.

In some instances, graphs will show a percentage that is higher than 100%, for example, Table 16 (p.16). This shows instances where the number of exclusions given to a group of pupils is larger than the number of pupils. This could be due to each pupil receiving one or more exclusions, or could show where, for example, 10 out of 20 Traveller pupils each receive 3 exclusions with the other 10 pupils remaining without any exclusion.

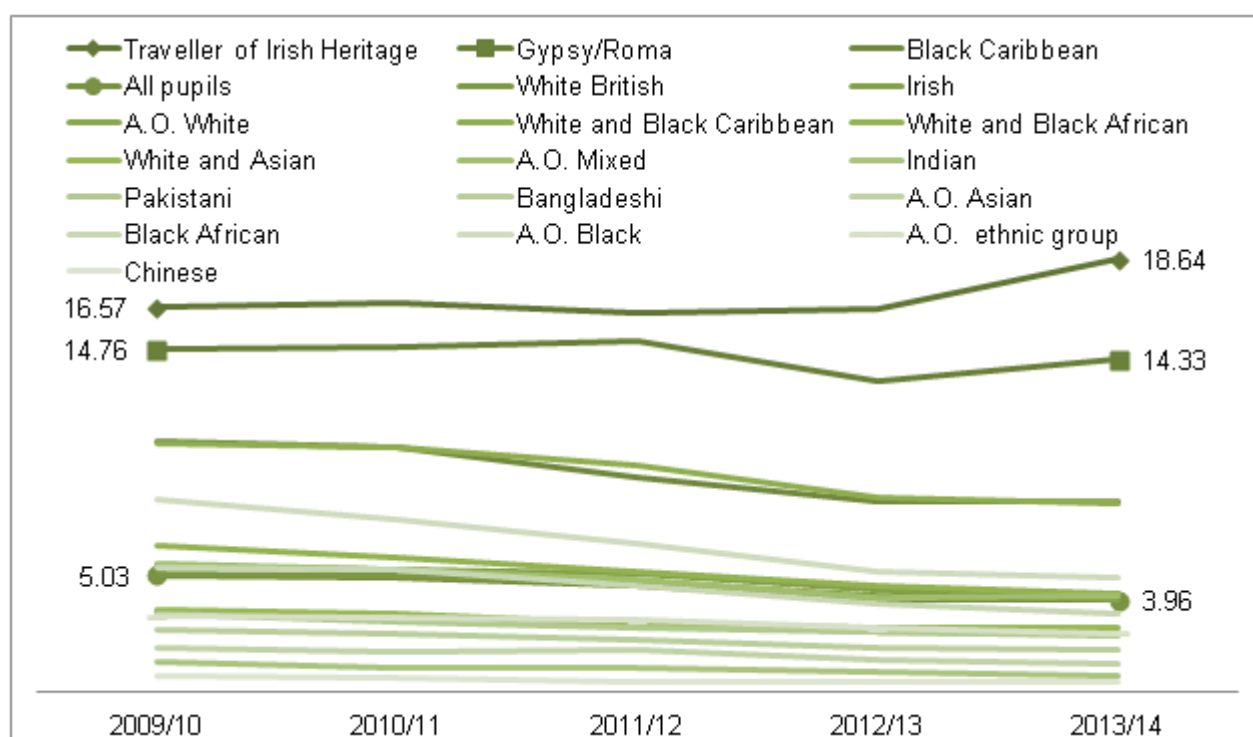
Where percentages are used, they refer to the rate of incidents of exclusion per pupil. The letter IPPR will be used throughout the report, representing the 'Incidents Per Pupil Rate'.

Fixed-period exclusion trends 2009-14

Across the country, the number of exclusions given to all pupils is steadily decreasing.

This is the case for both fixed-period and permanent exclusions and is visible for every ethnicity other than Traveller and Gypsy/Roma pupils. Although the number of Gypsy/Roma pupils receiving exclusions is larger, the percentage of Traveller pupils being excluded is higher on average across the country.

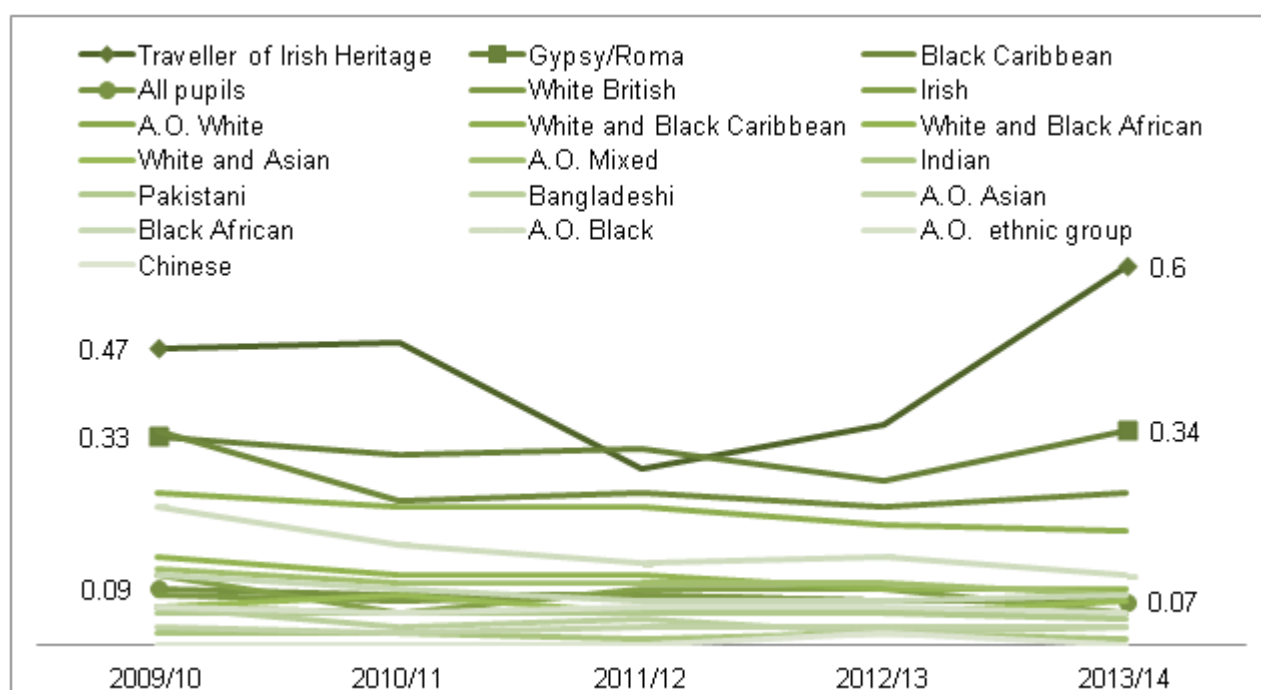
Table 1: IPPR, fixed-period exclusions, by ethnicity, across England



As illustrated in Table 1 above, the number of fixed-period exclusions received by Traveller pupils in the school year 2013-14 is higher than five years ago, with no significant dips in numbers during those five years. Slightly fewer Gypsy/Roma pupils across the country received fixed-period exclusions in 2013-14 than in 2009-10. However, the decrease has not been consistent throughout the five years.

The number of permanent exclusions for both these groups of pupils is harder to analyse as the numbers are small and therefore affected by individual situations. For example, the percentage of Traveller pupils excluded permanently in 2013-14 was almost double that of the previous year, caused by an increase of 10 pupils. For this reason, this report will focus on fixed-period exclusions as we believe that this is a more accurate measure. Table 2 below illustrates the variations in permanent exclusion rates for Traveller and Gypsy/Roma pupils between 2009-10 and 2013-14.

Table 2: IPPR, permanent exclusions, by ethnicity, across England



However, there is still a significant gap between the IPPR of Gypsy/Roma and Traveller pupils who are being excluded permanently when compared with all other ethnicities.

Reasons for exclusions

Over the last five years, the most common reason for excluding any pupil, either permanently or for a fixed-period, has been for 'persistent disruptive behaviour'. In the school year 2011/12, 3.95% of Traveller pupil exclusions and 4.44% of Gypsy/Roma pupil exclusions were for this reason, in comparison with 1.11% of the total school population (see Table 3 below).

The DfE recognise that frequent disruptive behaviour is a sign that a pupil is struggling to engage with lessons, stating in the 2014 guide to behaviour and discipline that schools should consider if disruptive behaviour is a result of "unmet educational or other needs" (p.7). The statutory guidance on exclusions⁹ states that schools should seek to "address underlying causes of disruptive behaviour" (p.7). This should be done through early intervention and multi-agency assessment in order to determine whether the behaviour is due to unidentified special educational or mental health needs. School exclusions cause pupils to lose time in school which can make engagement more difficult, resulting in more disruptive behaviour.

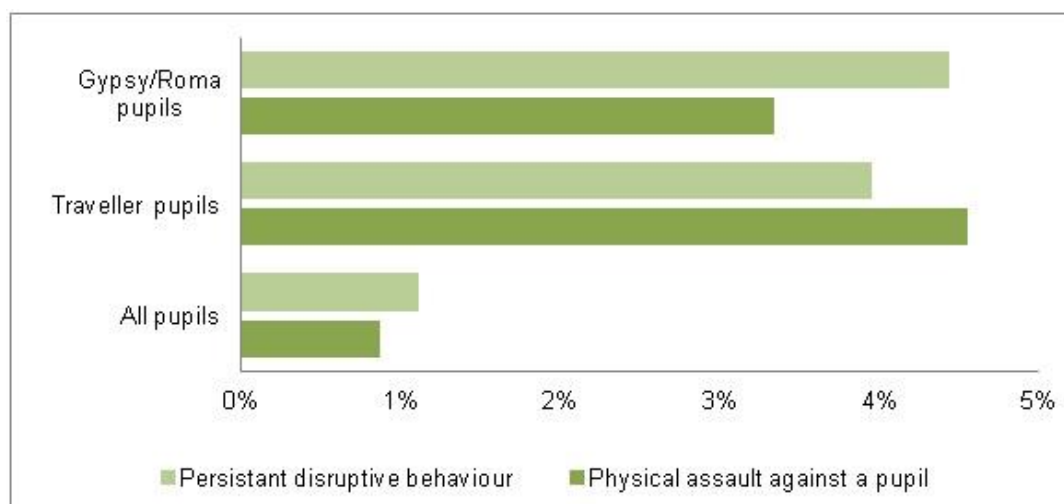
Among Traveller children, 'physical assault against a pupil' is the most common reason for any fixed-period exclusion, with 4.46% of Traveller pupil exclusions being given for this reason in 2011/12. In the same year Gypsy/Roma pupils were more than three times more likely to be excluded for 'physical assault against a pupil' than the total school population (see Table 3 below).

Research published in 2014 by Anglia Ruskin University found that "nearly 9 out of every 10 children and young people from a Gypsy, Roma or Traveller background have suffered racial abuse and nearly two thirds have also been bullied or physically attacked" (p.31).

Case studies from work with families across the country show that frequently schools do not do enough to tackle racist bullying against Gypsy Traveller and Roma pupils, acting only when a child reacts physically. This can cause verbal abuse against GTR children to go unpunished and a high level of exclusions for 'physical assault' that could have been prevented.

⁹Department for Education (2012), '[Exclusion from maintained schools, Academies and pupil referral units in England](#)'.

Table 3: IPPR of GTR pupils receiving fixed-period exclusions, by reason, 2011/12, across England



Regional and local variations

While nationally Traveller and Gypsy/Roma children are four times more likely to be excluded, these figures dramatically increase in certain local authority areas and are likely to change from year to year. Extremely high localised exclusion rates, where in some cases Traveller and Gypsy/Roma pupils are 20-60 times more likely to be excluded compared to the average exclusion rates for pupils from the local school population, is a source of serious concern. The Traveller Movement believe that in areas with high exclusion rates, local authorities should conduct a full review of those exclusions. This review should involve academy schools as well as schools controlled by the LA.

The next series of tables (Table 4 – Table 13) show how much more likely GTR pupils are to receive a fixed-period exclusion in different areas across the country, in both primary and secondary schools.

To produce these graphs, the percentage of the total pupil population receiving exclusions was compared with the percentage of GTR pupils in the same area. Each graph shows the five areas with the most disparity each year for GTR pupils.

For example, in Barnet during the year 2013/14, the total pupil population had an fixed-term exclusion IPPR of 2.68%. The same year, 53.57% of Traveller pupils in Barnet were excluded for a fixed period. This means that in 2013/14, a Traveller pupil in Barnet was 19.99 times more likely to be excluded than the whole school population.

How much more likely are GTR pupils to receive a fixed-period exclusion than the total primary and secondary pupil population across England

Table 4: 2009/10, Traveller pupils

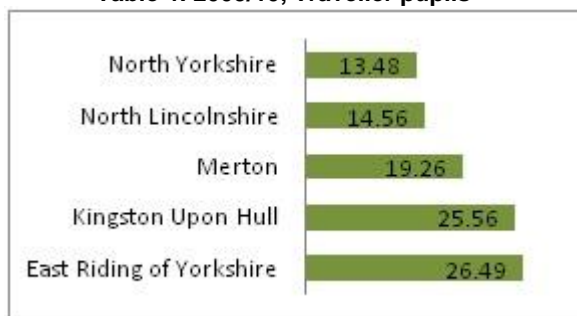


Table 5: 2009/10, Gypsy/Roma pupils

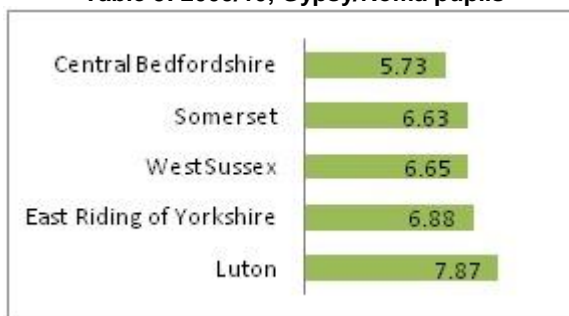


Table 6: 2010/11, Traveller pupils

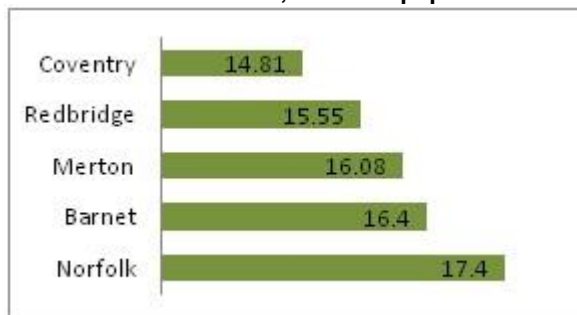


Table 7: 2010/11, Gypsy/Roma pupils

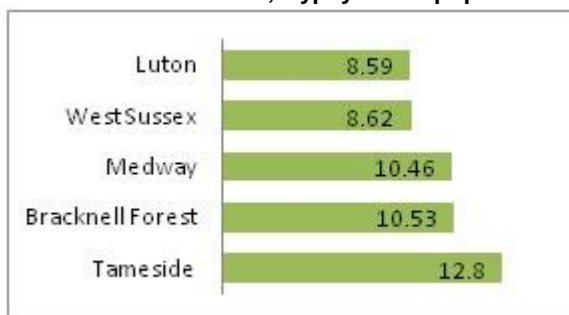
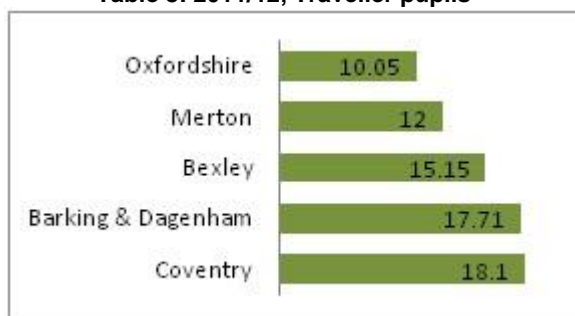
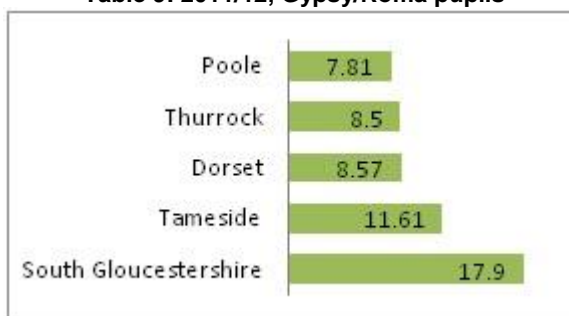
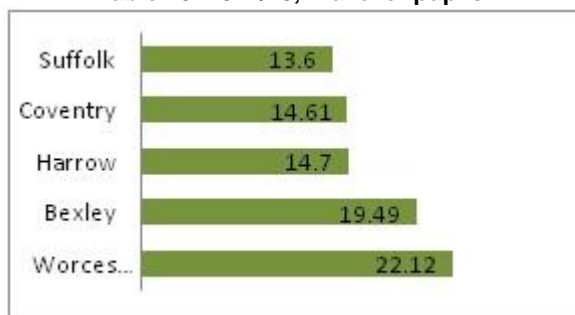
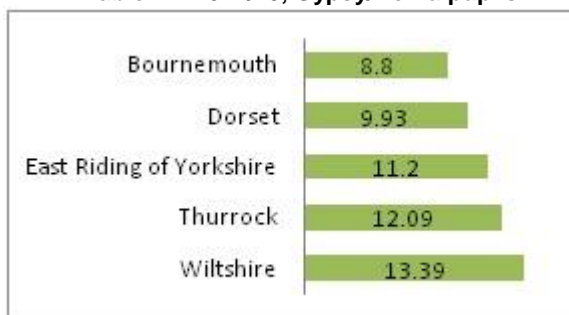
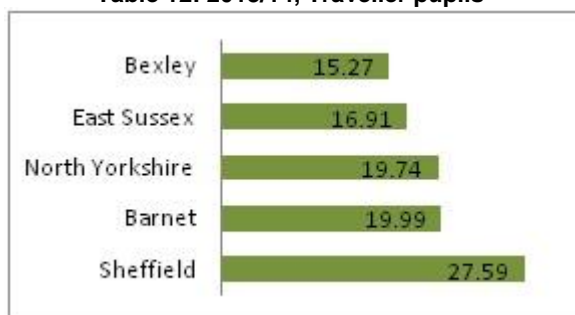
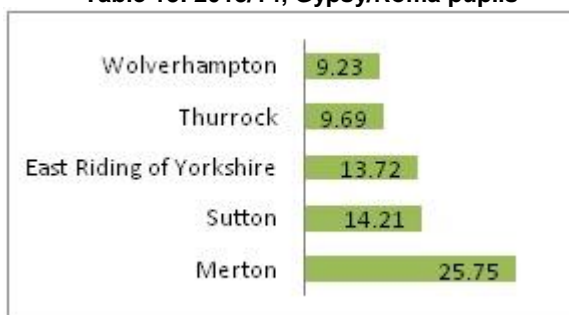


Table 8: 2011/12, Traveller pupils**Table 9: 2011/12, Gypsy/Roma pupils****Table 10: 2012/13, Traveller pupils****Table 11: 2012/13, Gypsy/Roma pupils****Table 12: 2013/14, Traveller pupils****Table 13: 2013/14, Gypsy/Roma pupils**

To contrast with the areas of high exclusions above, we researched areas that consistently exclude low numbers of GTR pupils in the last five years. Most of the areas that excluded few or no GTR pupils each year also had low populations of young people from these communities, with the exception of Birmingham, North Yorkshire and Blackpool:

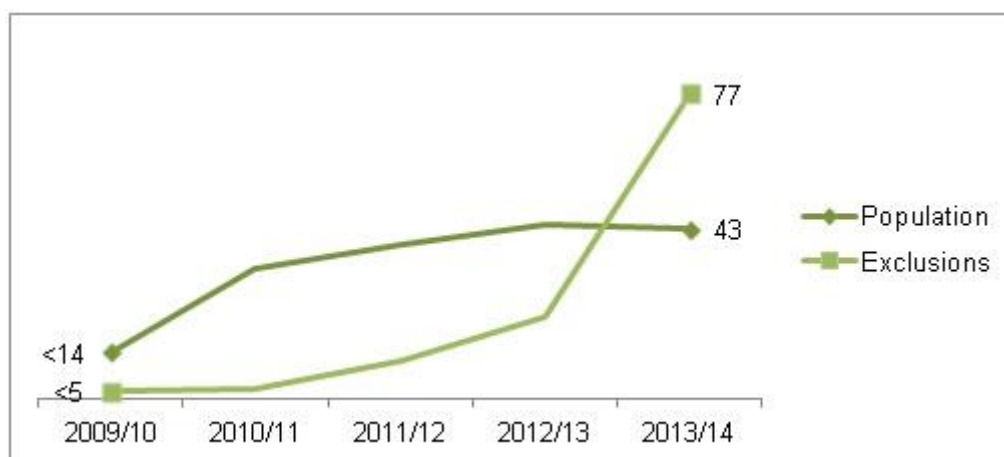
- There are over 100 Gypsy/Roma pupils registered at schools within North Yorkshire each year, yet the exclusion rate of these children falls well below the national average for Gypsy/Roma and Traveller pupils, never rising above 5%.
- Blackpool has a slightly smaller, although still substantial population of Gypsy/Roma pupils, yet the exclusion of Gypsy/Roma children in this area is very low; in three out of the last five years none of these children were excluded.
- Birmingham has around 25 Traveller pupils on school rolls each year and, with the exception of the year 2010-11, exclusion rates for these pupils have not risen above 5%.

These figures are highly unusual; there have been other areas which have had low exclusion rates for one year before returning to a number closer to the higher national average for GTR pupils the following year. However, North Yorkshire, Blackpool and Birmingham have all had consistently low exclusion rates over a five year period.

Case study- Sheffield

In the school year 2013-14, primary and secondary Traveller pupils in Sheffield were 27 times more likely to be excluded than other pupils. This amounted to 77 fixed period exclusions, as illustrated in Table 14 below. This is a significant increase on the proportion of Sheffield's Traveller pupils excluded in previous years and poses many questions as to why there has been such a dramatic increase.

Table 14: Traveller pupil population and fixed-period exclusion IPPR in Sheffield, 2009-14

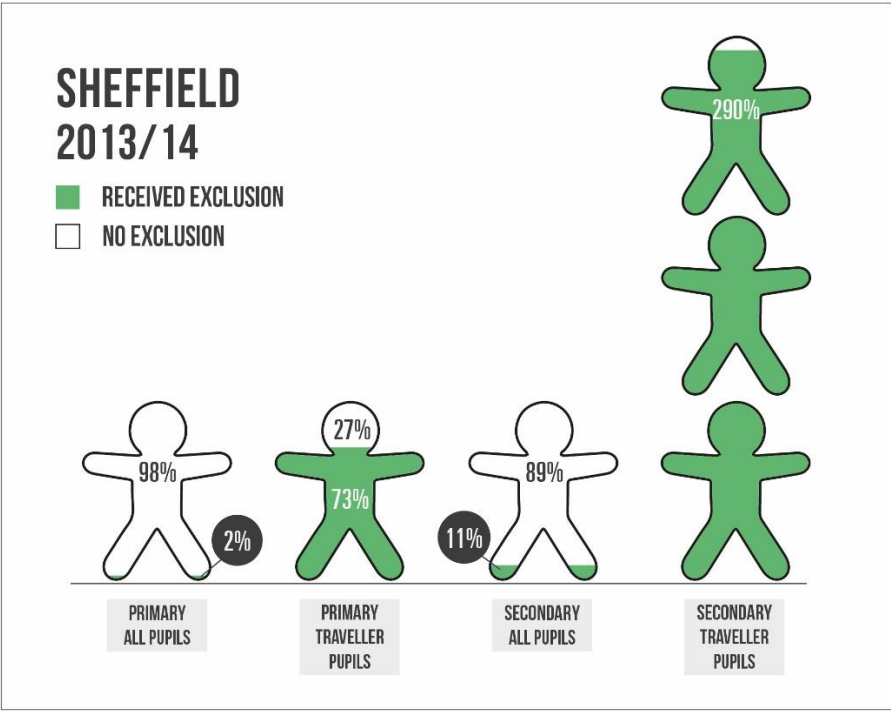


DfE records show that the population of Traveller pupils registered in schools within Sheffield rose between 2009 and 2011 but did not increase considerably between 2012 and 2014. It is possible that schools may have been accepting towards the new cohort of Traveller pupils for the initial year and then became less inclusive over the following years. The initial increase in pupil population may be attributed to a higher number of families deciding to send their children to school in recent years. The Children's Commissioner in Sheffield attributes this rise as due to mobility as a result of family circumstances.

Table 16 below illustrates the proportion of Traveller pupil exclusions in Sheffield in 2013-14 compared to exclusions given to all pupils. Such a dramatic difference in exclusion rates is a cause for concern, not only in Sheffield but in other areas of the country highlighted in the following section.

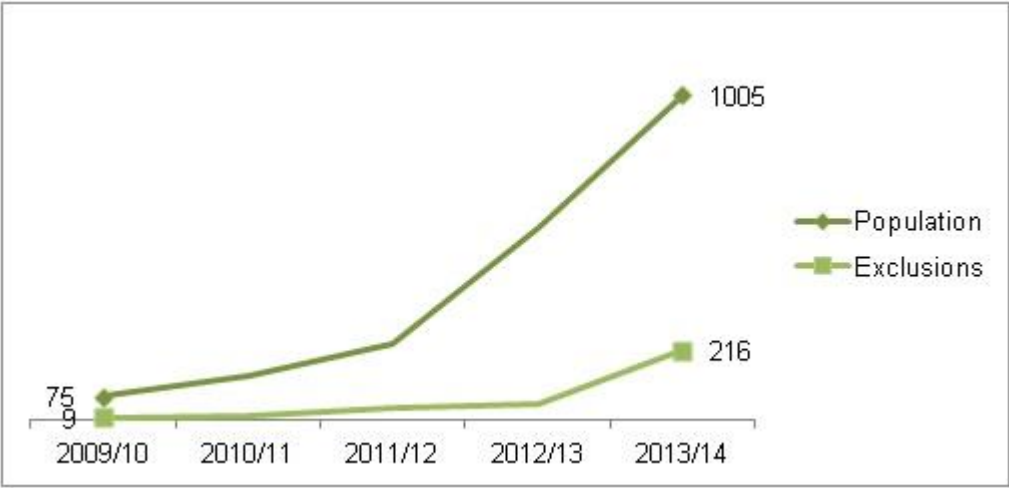
The Department for Education publish figures in percentages; the figure rises above 100% due to situations where pupils have been excluded more than once in the school year.

Table 15: Fixed-period exclusion IPPR of Traveller pupils in comparison to all pupils, Sheffield, 2013-14



The proportion of Gypsy/Roma pupils excluded in Sheffield is not as high as that of Traveller pupils. However, the numbers of fixed-period exclusions given to Gypsy/Roma pupils have increased substantially over the last five years (see Table 16 below).

Table 16: Gypsy/Roma pupil population and IPPR of fixed-period exclusions in Sheffield, 2009-14



This increase in exclusions correlates to an increase in pupil population: the number of pupils identifying as Gypsy/Roma in Sheffield has more than quadrupled over the last five years. It is likely that this increase in population size is linked to a rising number of Roma families settling in the area.

Other areas of note

Across the country, numerous areas have shown large disparities in GTR school exclusions in the year 2013/14.

Below are three areas with particularly worrying differences between the whole school population and GTR pupils.

Table 17: Fixed-period exclusion IPPR, Merton, 2013/14

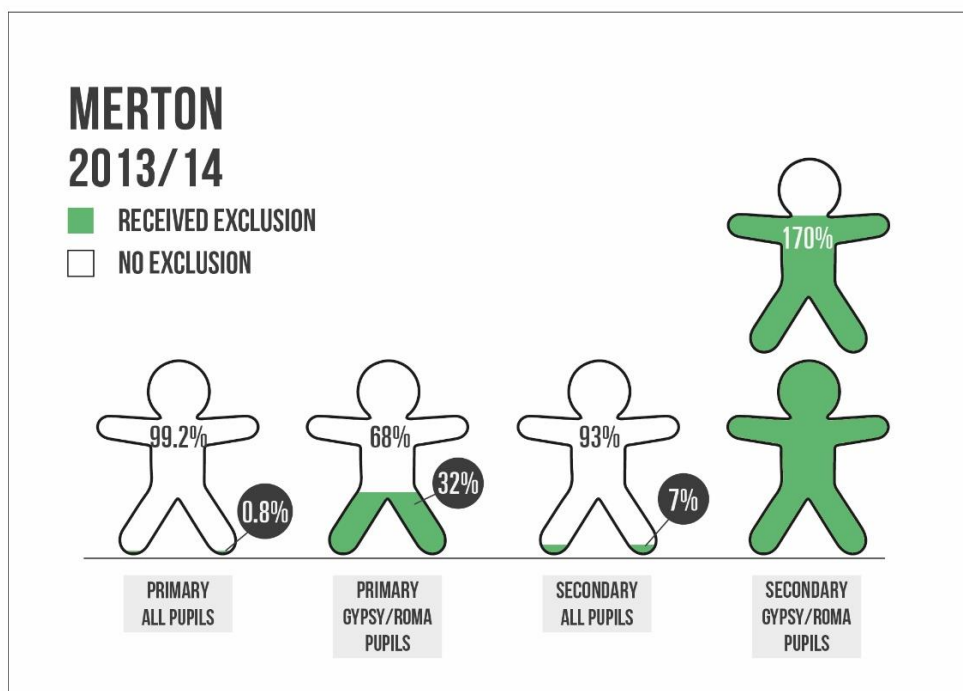


Table 188: Fixed-period exclusion IPPR, East Sussex, 2013/14

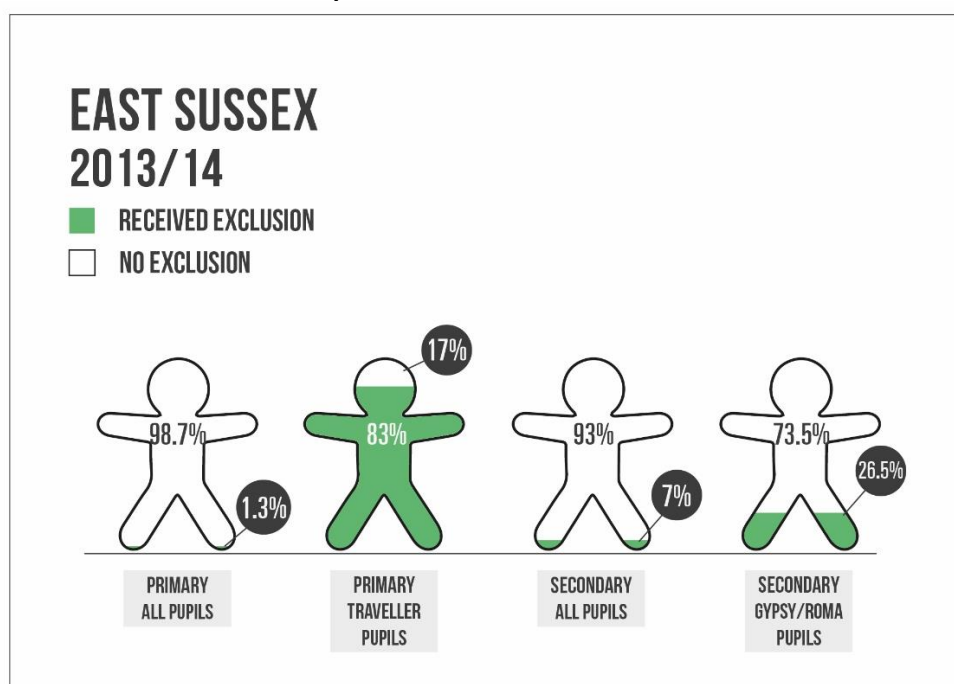
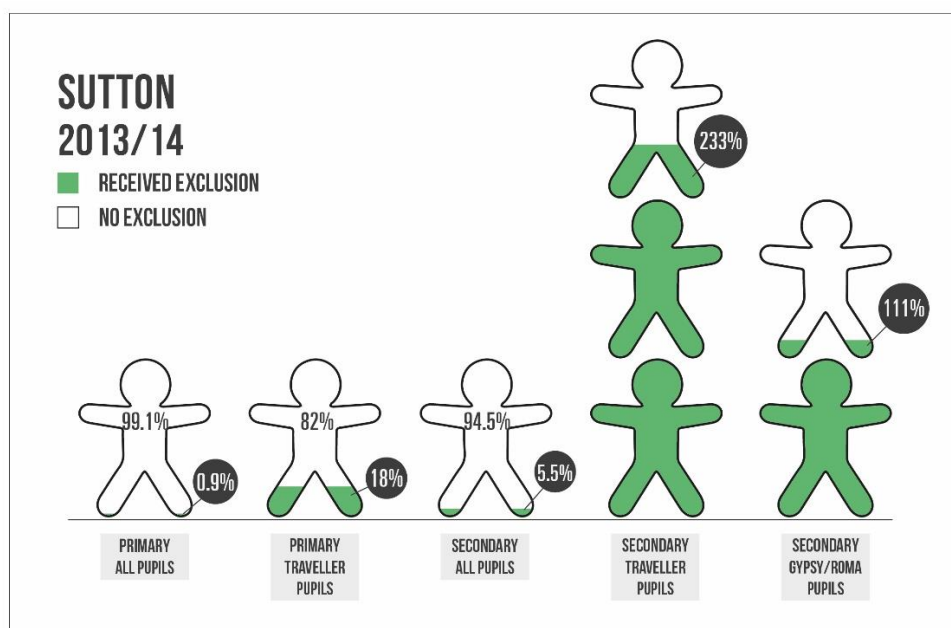


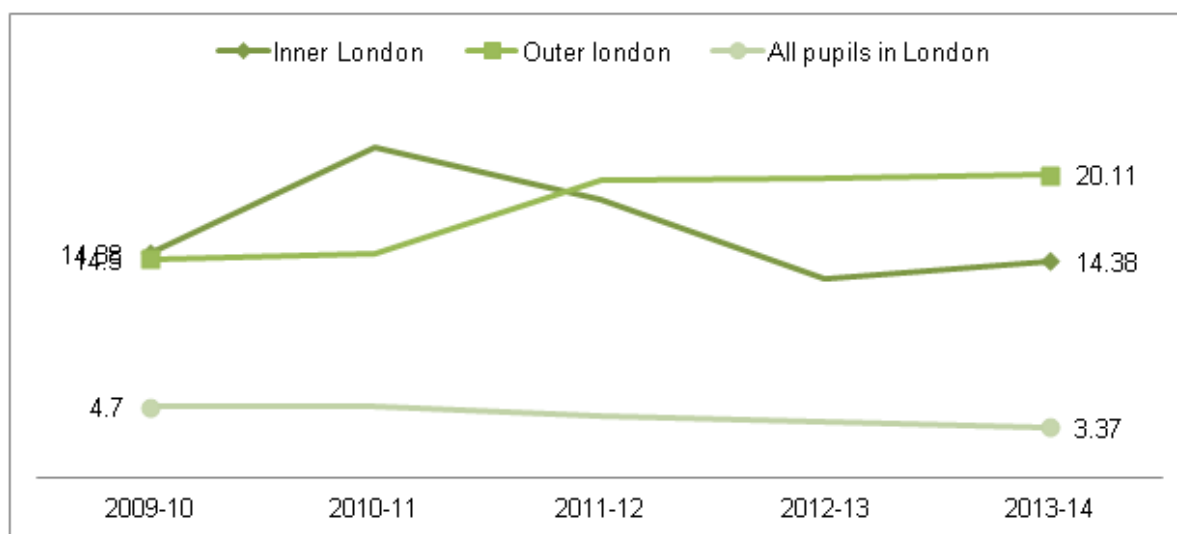
Table 19: Fixed-period exclusion IPPR, Sutton, 2013/14



Exclusions in London

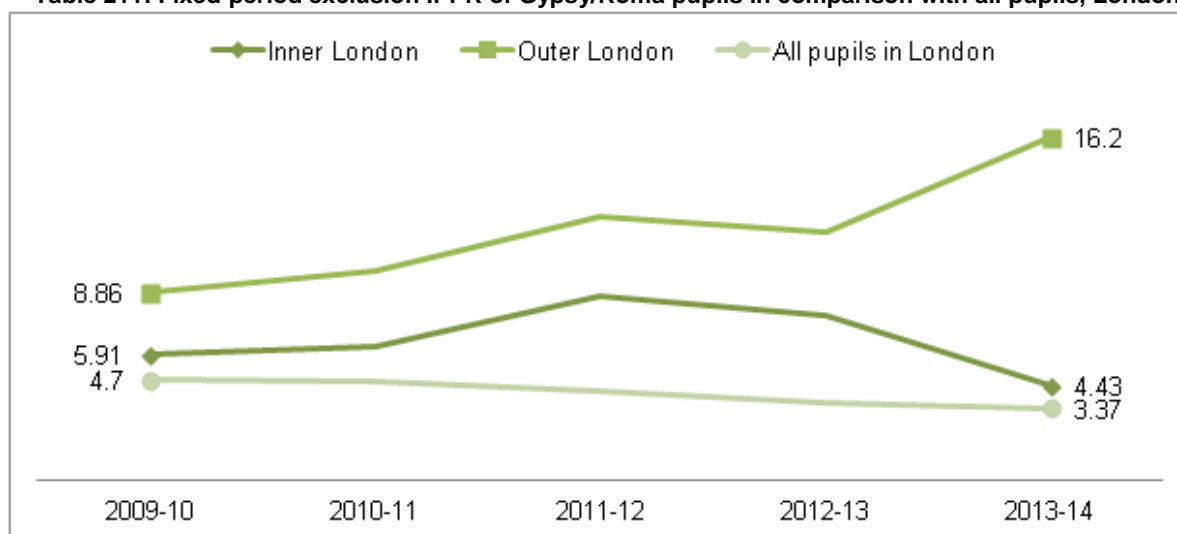
Three London boroughs have excluded particularly high percentages of GTR pupils over the last five years: Barnet, Bexley and Merton. For Traveller pupils there is less difference between Inner and Outer London. Between 2009 and 2011, a higher percentage of the population of Traveller pupils were being excluded from schools in Inner London. However, between 2011 and 2014, boroughs in Outer London saw an increase in the proportion of Traveller pupils who were being excluded, overtaking the Inner London average.

Table 200: Fixed-period exclusion IPPR of Traveller pupils in comparison with all pupils, London



The percentage of GTR pupils receiving fixed-period exclusions within Inner and Outer London falls just under the GTR national average but is still far higher than the national average for all pupils. Proportionately more Gypsy/Roma pupils are excluded within Outer London boroughs than boroughs that fall within Inner London.

Table 211: Fixed-period exclusion IPPR of Gypsy/Roma pupils in comparison with all pupils, London



Conclusion and Recommendations

Every child has a right to an education, and too often Gypsy, Traveller and Roma children are denied this right through the exclusions process.

Formal school exclusions are a key indicator of the failure of inclusion and the marginalisation that GTR pupils experience. This can blight the educational and economic futures of children from these communities, which in turn impacts on their health and wellbeing.

The exclusion IPPR for all pupils across England has dropped in the last five years to 3.96% fixed-period exclusions and 0.07% permanent exclusions.

This decrease is not found when looking at exclusions given to GTR young people: the numbers have risen.

The majority of GTR pupil's exclusions are for 'persistent disruptive behaviour' and for 'physical assault against a pupil'. DfE have advised teachers that disruptive behaviour is frequently a sign of unmet needs, therefore it could be argued that excluding pupils before seeking to address the cause of disruptive behaviour is unjust. Research has found that a high number of GTR pupils are victims of racist bullying during their time at school. Addressing this bullying before it escalates would likely result in a decrease in the number of GTR pupils reacting to other pupils with violence.

Across the country there are vast differences in the proportion of GTR pupils receiving exclusions in different areas. In some regions, GTR pupils are more than 20 times more likely to be excluded than other pupils. Areas that keep the number of GTR pupils below the national average show that this disparity is not inevitable.

Effectively addressing the unacceptably high levels of exclusions given to these children has the potential of dramatically improving their life chances as adults and improving wider socio-economic outcomes. As this report highlights, high exclusion rates for these groups should not be taken for granted, especially when there are schools and local authorities who are successfully addressing this issues, and where the exclusion rate for Gypsy, Traveller and Roma children is in line with the national average.

The following recommendations aim to directly address school exclusions, while also addressing the other factors that influence exclusions and the wider non-inclusion of Gypsy, Traveller and Roma children in the education:

- *DfE and the Children's Commissioner for England need to review how and why schools are excluding GTR pupils at such high levels and bring forward recommendations and measures to counteract this.*
- *The Department for Education have advised schools that continuing disruptive behaviour is almost always a result of unmet needs. Therefore, before excluding any pupil for disruptive behaviour, a full assessment of behavioural, emotional and learning needs should be carried out. This will address the causes of the behaviour and seek to engage young people with their education as opposed to removing them from the learning environment.*

- *Nationally, around 4% of all pupils are excluded for a fixed-period and 0.7% are excluded permanently. When the exclusion rate for a particular group are more than double the national average for all pupils - over 8% excluded for a fixed-period, 1.4% excluded permanently - the Local Authority should conduct a full review of those exclusions. This review should involve academy schools as well as those controlled by the LA: primary, secondary and special schools.*
- *Schools with GTR pupils should form links with relevant local community groups and organisations, seeking advice on best practice for inclusion and cultural awareness. This will allow pupils to feel welcomed and included within their school community and ensure that parents are involved with the life of the school. Good relationships between families and schools support early intervention, allowing communication before issues escalate to the point where exclusion occurs.*
- *Permanent exclusions should only be used as a last resort. Before excluding, schools should ensure that a supported place at a suitable alternative provider has been confirmed and agreed by both parents and pupil. Permanent exclusion should not result in children missing out on education as re-engagement with the education system after a break is more difficult to facilitate. Permanent exclusion should be used only to place a pupil in a setting that can better support their education.*
- *We agree with the view of the Children's Commissioner's that Independent Review Panels should be given back the power to reinstate excluded pupils. An IRP with the power to challenge schools' decisions is vital for a fair appeals system.*
- *As highlighted in the 2010 DfE report, 'Improving the outcomes for Gypsy Roma and Traveller Pupils'¹⁰, schools and local authorities need to place a specific emphasis on community and family learning initiatives (through schools, colleges etc) that ensure formal education and skills training is shaped, understood and participated in by both parents and children.*
- *A national Gypsy, Traveller, Roma community mentor scheme should be developed to support, guide and encourage young GTR pupils and parents in education, whilst engaging schools on improving how they engage the communities .*
- *Government needs to ensure local authorities support, not cut, TESSs or other educational support services who work with GTR at the local level.*

¹⁰Wilkin, A., Derrington, C., White, R., Martin, K., Foster, B., Kinder, K. & Rutt, S. (2010), '[Improving the outcomes for Gypsy, Roma and Traveller pupils: final report](#)'.