



Gypsy and Traveller Experiences of Education in York



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Introduction

This report was initiated by York Travellers Trust and funded by The University of York. It was written by Scott Butterworth with support from Abigail Darton and Eleanor Tunny. Interviews with children and parents from York's Gypsy and Traveller Communities were carried out by Eleanor Tunny, Abigail Darton and Scott Butterworth during 2022 and 2023.

City of York Education Department worked in partnership to gather data requested for the first section of this report. The University of York supported the transcription of interviews.

Scott Butterworth is an education professional and has twenty-four years of experience working in mainstream secondary schools as a teacher and Deputy Head. Eleanor Tunny is a Community Support Worker at York Travellers Trust and member of York's Gypsy and Traveller Communities. Abigail Darton is Community Development Lead at York Travellers Trust and has over 10 years experience working with communities in charities, education and the arts.

Methodology

This research was conducted in 2022/2023 and includes an in depth analysis of official data alongside interviews with 14 young people and 10 parents. All those interviewed had existing relationships with York Travellers Trust to enable open and honest conversations and a conscious decision was made to interview families that gave a cross section of York's Gypsy and Traveller Communities (GTC) including:

- At least one family from each of the three Traveller sites in York
- At least one family that lives in bricks and mortar accommodation (housed)
- Those who are on the school role
- Those who are Electively Home Educated (EHE)
- At least one young person from KS1, KS2, KS3 and KS4
- A mix of genders

York Travellers Trust works predominantly with ethnic Travellers and therefore all those interviewed fall under this umbrella, predominantly Romany Gypsies.

Part One: Essential Context

Inequalities Faced by Gypsies and Travellers in the UK

Across the UK, Gypsies and Travellers face multiple disadvantage across all outcome measures. In a 2018 report, The London School of Economics found that almost 25% of GRT children are deprived in three or more dimensions (housing, household economic activity, education and health), compared to just 2% of all other children. Only 15% of GRT children didn't face disadvantage in any of the dimensions, compared to 67% of all other children.

Gypsies and Travellers also face some of the worst racial discrimination in the UK, with a 2022 University of Birmingham report into Islamophobia finding that Gypsies and Travellers are the 'least liked group in the UK... with 44.6% of people viewing this group negatively'.

The traumatic impact of poverty, insecure housing, poor health and racial discrimination is well documented, especially when it occurs over generations. Therefore, the importance of this wider context cannot be overstated when considering the behaviour, challenges and educational experiences of Gypsy and Traveller young people in York today.

The History of Education for Gypsies and Travellers in the UK

For most communities that have lived in the UK for multiple generations, participation in formal education has gradually evolved over decades, with the shift from young people working during the industrial revolution to attending the current full-time education system being a gradual one. Initially, families might have sent one child to school, progressing to all children attending part-time while working, until a legal requirement for full-time education up until the age of 18 was established. Gypsies and Travellers, however, were largely not included in this transition and have had to fight for their education.

This was in part due to the developing structures of formal education and accountability not accounting for nomadic lifestyles, and because of a cultural focus on supporting young people to succeed in trades that supported those nomadic lifestyles. However, as many Gypsies and Travellers have moved onto permanent sites or into bricks and mortar accommodation this exclusion has largely continued, with an expectation on both sides that Gypsy and Traveller young people can leave school

at a young age without being checked up on.

This history is relevant to the experiences of Gypsy and Traveller young people in school today because many of their family members will have grown up without formal education, and many will consider themselves happy and successful adults in spite, or because of this. This means that Gypsy and Traveller parents are more likely than others to enact their right to remove their child from the school role and opt to educate them at home, especially when they see their child struggling or feel that school isn't working for them.

The Gypsy and Traveller Communities of York

Gypsies and Travellers are York's largest minority ethnic group and have a history in the city spanning at least 430 years. The vast majority of people who fall under the Traveller umbrella in York are Romany Gypsy, and as ethnic Travellers their status as a Traveller is not dependent on travelling or their housing situation. There are 3 council run sites within CYC boundaries but the vast majority (over 60%) of York's GT population live in bricks and mortar. This long history and a lack of transit sites means that York's Gypsies and Travellers are well established in the city, with many families having lived on the same site or in the same area for multiple generations. Whilst some families do still travel, the York community is unique in that a large number rarely leave North Yorkshire.

In this way, the experiences of the vast majority of York's Gypsy and Traveller young people are different from the experiences found in similar reports focused on other geographical areas. When considering the educational needs of Gypsies and Travellers, many people's minds still go to 'how do we support a young person who moves regularly between schools and local authority boundaries?'. Whilst this is an essential question and does have relevance for some families who pass through York, it does not come out as a major challenge or need in our interviews. Therefore the focus of this report is the specific experience and needs of the relatively settled York Gypsy and Traveller Communities.

(We note that there is a private site in Naburn where the families do regularly travel, meaning that the population of the local school fluctuates. As YTT doesn't have the same long term, trusted relationships with these families it is important to note that their experiences are not included in this report.)



York's Gypsies and Travellers are well established in the city, with many families having lived on the same site or in the same area for generations

Part Two: What the Data Tells Us

The following sections present a detailed analysis of data for Gypsy, Roma and Traveller (GRT) children in York schools.

It includes an examination of overall absence and persistent absence; numbers of young people registered as being Educated at Home; outcome measures at primary and secondary and the trends of permanent and fixed term exclusion. Where possible, comparisons have been made with national figures and where appropriate with other groups.

A note on categorisations and data limitations

This data has been taken directly from the Department for Education, where ethnic Travellers and Roma people are incorrectly grouped into 'Roma/ Gypsy' and 'Irish Traveller'. At York Travellers Trust we recognise the distinct cultures, histories and languages of Romany Gypsies, Scottish Gypsy Travellers, Travellers of Irish Heritage and Roma people, as recognised and protected in law. Unfortunately it is impossible for us to pull out the experiences of these distinct groups from data that has been incorrectly gathered, so throughout this section of the report we will reference 'Roma/ Gypsy' and 'Irish Traveller'. This means we can't draw conclusions about the specific experiences of different ethnicities but we believe there is still value in using the data to highlight the broader experiences of GRT young people. It also highlights the importance of continuing to do this work to ensure that all children and young people are seen, understood and valued at school and beyond.

The data can also only include those young people who are registered as GRT on role and/ or on the census. This means that it will be a vast underrepresentation as a long history of persecution means many parents will identify their children as White British rather than GRT due to fears of discrimination. In a recent survey carried out by York Travellers Trust, 11% of respondents genuinely considered themselves to be White British, compared to 32% who ticked White British on the census and 44% who ticked White British on school registration forms.

Covid 19 has also had an impact on the data below. There is no data for the school year 2019 - 2020 as the data release was cancelled due to the March - June lockdown. Data is available for the school year 2020 - 2021 but a new code for Covid absence was introduced,

meaning that when a young person was absent due to Covid they were treated as not having to attend and therefore that absence didn't count against the student or the school.

Summary In Brief

In York levels of overall absence and persistent absence are considerably higher in GRT Communities than any other group. In the same groups at secondary school, post pandemic, there appears to be a crisis of attendance and the problem looks to be significantly worse in York than amongst the same groups nationally.

At KS1 and KS2 in York, the attainment of GRT children is consistently lower than that of any other group, including Pupil Premium students. By KS4 the GRT cohort size is strikingly small. Across four key outcome measures and over four years, those remaining in school are one of the two groups with the lowest attainment.

In York rates of suspension and permanent exclusion of all students, including GRT, are lower than the national average. However, rates of suspension of GRT students are significantly higher and rising more rapidly over time when compared to other White students.

Detailed Analysis

Numbers of Gypsy, Roma and Traveller Children Registered in City of York Schools

Numbers are for children on roll in the January census each year, including dual registered (subsidiary) pupils.

Numbers have increased slightly in the last 2 years rising from 74 in 2018/19 to 92 in 2021/22 and **93 in 2022/23.**

38% of schools in The City of York have at least one known GRT pupil on role. The number of schools with GRT pupils on roll has increased from 19 in 2018/19 to 23 in 2021/22 and 24 in 2022/23, out of a total of 63 schools.

28 schools in York have had GRT pupils on roll at some point in the last 5 years.

52 pupils out of the 93 on roll in the January 2023 census (56%) were eligible for FSM.

Percentage of Primary Overall Absence: National and City of York Compared

	2018-2019		2020-2021		2021-2022	
	National	York	National	York	National	York
All	4.02%	3.74%	3.63%	3.07%	6.25%	6.02%
Gypsy/Roma	11.45%	9.82% (34 students)	13.86%	12.09% (44 students)	15.74%	16.59% (59 students)
Irish Traveller	18.09%	21.2% (2 students)	19.46%	22.04% (3 students)	22.15%	14.2% (2 students)

- In Primary Schools in York, there are a very small number of children registered as Irish Travellers.
- In Primary Schools nationally, levels of overall absence are considerably higher in Gypsy/ Roma and Irish Traveller communities when compared to all students.
- In Primary Schools in York, levels of overall absence are also considerably higher in Gypsy/ Roma communities when compared to all students in York.
- In Primary Schools in the City of York, the percentage of overall absence for young people in Gypsy/Roma communities, is roughly in line with the national figures for overall absence in the Gypsy/ Roma communities.
- In Primary Schools in York, there is an increase over three years in the numbers of children registered as coming from Gypsy/ Roma communities.

Percentage of Primary Persistent Absence: National and City of York Compared

Persistent absence = percentage of young people who are absent for 10% or more of available school sessions.

	2018-2019		2020-2021		2021-2022	
	National	York	National	York	National	York
All	8.24%	6.98%	8.78%	7.01%	17.70%	15.29%
Gypsy/Roma	44.35%	47.05% (34 students)	49.14%	38.63% (44 students)	62.19%	66.10% (59 students)
Irish Traveller	64.49%	0% (2 students)	60.83%	100% (3 students)	73.78%	100% (2 students)

- In Primary Schools in York, there are a very small number of children registered as Irish Travellers.
- In Primary Schools nationally, the percentage of young people who are persistently absent from primary school is considerably higher in Gypsy/ Roma and Irish Traveller communities.
- In Primary Schools in the City of York, the percentage of young people who are persistently absent from primary school is also considerably higher in Gypsy/ Roma communities.
- In Primary Schools in the City of York, the percentage of young people in Gypsy/ Roma communities who are persistently absent from primary school, is roughly in line with the national figures for persistent absence in Gypsy/ Roma communities.

Percentage of Secondary Overall Absence: National and City of York Compared

	2018-2019		2020-2021		2021-2022	
	National	York	National	York	National	York
All	5.48%	5.64%	5.48%	5.11%	8.98%	9.42%
Gypsy/Roma	14.50%	15.91% (15 students)	16.38%	22.28% (19 students)	21.28%	43.94% (13 students)
Irish Traveller	16.51%	27.45% (8 students)	16.94%	6.30% (6 students)	21.33%	17.92% (7 students)

- In Secondary Schools nationally, levels of overall absence are considerably higher in Gypsy/ Roma and Irish Traveller communities when compared to all students.
- In Secondary Schools in York, levels of overall absence are also considerably higher in Gypsy/ Roma and Irish Traveller communities when compared to all students in York.
- In York, numbers of students registered for secondary school from Gypsy/ Roma communities are significantly smaller than numbers from Gypsy/ Roma communities registered in primary schools.
- In York, post pandemic, overall absence in Secondary Schools of Gypsy/ Roma communities is markedly higher than in the same group nationally. It is also markedly higher than previous years in the City of York.

Percentage of Secondary Persistent Absence: National and City of York Compared

	2018-2019		2020-2021		2021-2022	
	National	York	National	York	National	York
All	13.68%	13.18%	14.83%	13.07%	27.71%	26.21%
Gypsy/Roma	51.30%	53.33% (15 students)	56.42%	73.18% (19 students)	69.58%	100% (13 students)
Irish Traveller	52.19%	75% (8 students)	51.10%	33.33% (6 students)	64.69%	71.42% (7 students)

- In Secondary Schools nationally, the percentage of young people who are persistently absent from Secondary school (absent for 10% or more of possible sessions) is considerably higher in Gypsy/ Roma and Irish Traveller communities.
- In Secondary Schools in the City of York, the percentage of young people who are persistently absent from Secondary School is also considerably higher in Gypsy/ Roma and Irish Traveller communities.
- In York, post pandemic, persistent absence in Secondary Schools of Gypsy/ Roma communities (100%) is markedly higher than in the same group nationally and markedly higher than previous years in the City of York.

Numbers of Gypsy, Roma and Irish Traveller Children Registered as EHE in the City of York

Year	Number of GT students registered EHE	Percentage of all EHE students who are GT
2018-2019	14	9.15%
2019-2020	15	9.38%
2020-2021	21	8.37%
2021-2022	22	9.09%
Overall	72	8.93%

Numbers of children from Gypsy/ Roma and Irish Traveller communities who are registered as EHE in the City of York remain fairly constant from year to year. These children generally represent between 7 and 8 percent of children registered as EHE in the City of York. This figure is broadly in line with the regional average.

Attainment

City of York Outcomes: 2018, 2019, 2022 and 2023

The 2023 report 'Education inequalities facing Gypsies, Roma and Travellers in England' by the charity Friends, Families and Travellers found that: 'Gypsies, Roma and Travellers have the lowest educational attainment at all key stages up to and including KS4 out of any ethnic groups in the UK.'

This finding echoed the Government's Race Disparity Audit of 2017 which found that pupils from, ' Gypsy or Roma backgrounds and those from a Traveller or Irish Heritage background had the lowest attainment of all ethnic groups throughout their school years.'

The following analysis suggests that this is also true of children from Gypsy/ Roma and Irish Traveller communities in the City of York.

Comparisons are made between progress of GRT children and children in the following groups: All; White British; Black African; Asian; Chinese; Pupil Premium (FSM6); Pupil Premium (Looked After) and Service.

Due to Covid 19 trends reports skip academic years 2019-20 and 2020-21.

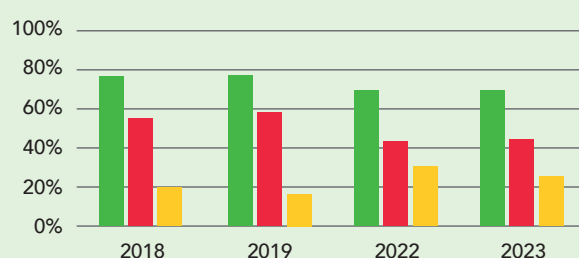
Because cohort sizes are small, where there are significant variances between years, this may be due to changes in the cohort size.

Analysis

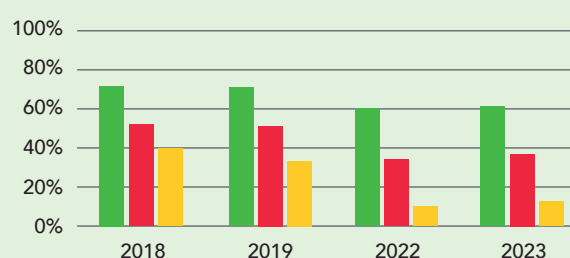
Key Stage 1 (Y2)

White British Pupil Premium (FSM6) GRT

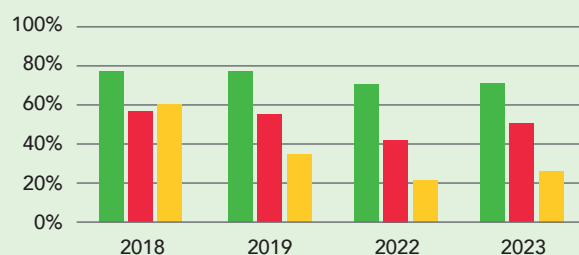
KS1 Reading Expected Progress



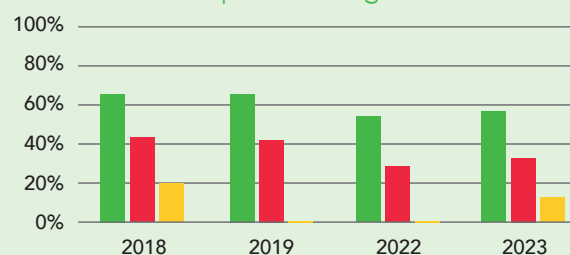
KS1 Writing Expected Progress



KS1 Maths Expected Progress



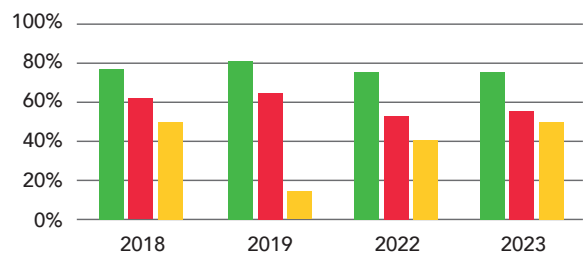
KS1 Reading Writing Maths Expected Progress



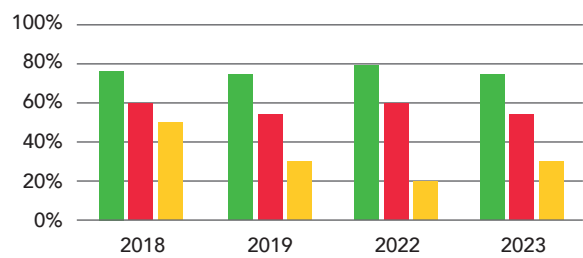
- Reading Expected progress at KS1: GRT is consistently the lowest progress
- Writing Expected progress at KS1: GRT one of two groups with lowest progress
- Maths Expected progress at KS1: GRT one of two groups with lowest progress
- Reading Writing Maths Expected progress at KS1: GRT consistently lowest progress

Key Stage 2 (Y6)

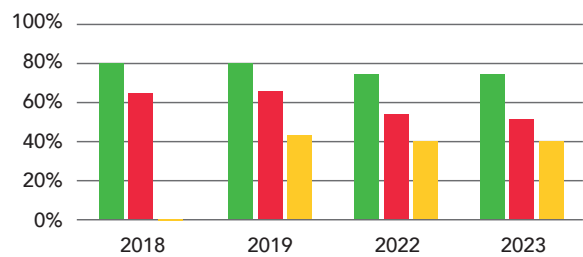
KS1 Maths Expected Progress



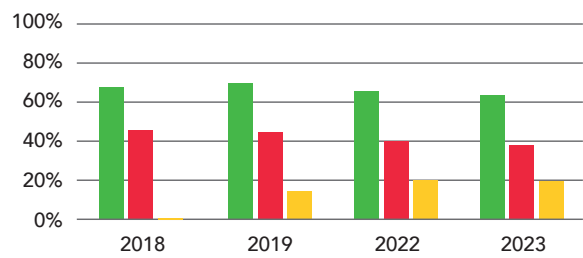
KS1 Reading Expected Progress



KS1 Writing Expected Progress



KS1 Reading Writing Maths Expected Progress



White British Pupil Premium (FSM6) GRT

- Reading Expected progress at KS2: GRT is consistently the lowest progress
- Writing Expected progress at KS2: GRT one of two groups with lowest progress
- Maths Expected progress at KS2: GRT one of two groups with lowest progress
- Reading Writing Maths Expected progress at KS2: GRT consistently lowest progress



Key Stage 4 (Y11)

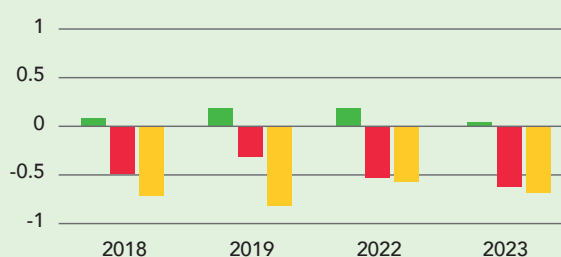
In Y11 the cohort size for Gypsy, Roma and Irish Traveller students is strikingly small. This likely reflects the numbers of GRT children removed by their parents from schools to be educated at home before GCSEs in Y11.

Whilst the size of cohort data is not available for all years, in one of the years represented there were only two GRT students registered in City of York secondary schools by Y11.

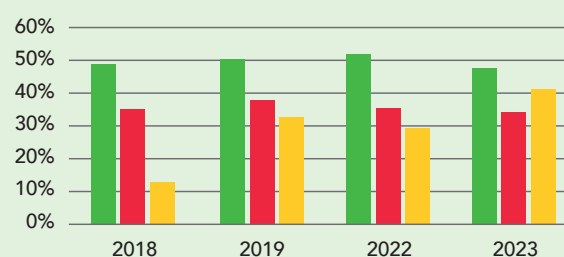
Given the small size of the cohort, comparisons with other groups are somewhat flawed. However, the small size of the cohort registered in schools is significant as it suggests that: in the City of York, significant numbers of Gypsy, Roma and Irish Traveller children leave school without taking any GCSEs; in the City of York some Gypsy, Roma and Irish Traveller children take GCSEs but are not identified as coming from their community by parents who fear discrimination.

The high drop off rates at key points in the City of York mirrors the national picture: there is a reduction in the number of GRT children continuing in education through academic years.

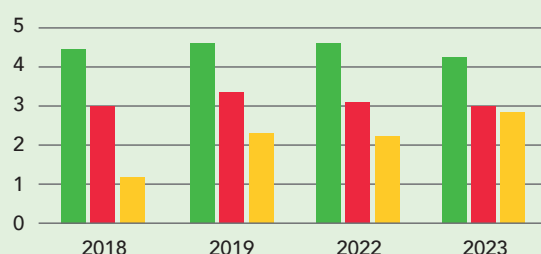
KS4 Progress 8



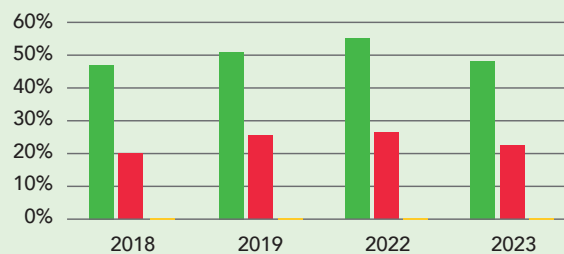
KS4 Attainment 8



KS4 Ebacc APS



Basics Achieved 5+



White British Pupil Premium (FSM6) GRT

Progress 8: GRT one of two groups with lowest progress

This calculation is based on students' outcomes in 8 key subjects: English and Maths (which are double weighted), 3 'Ebacc' subjects (2 Sciences, Computer Science, Modern Foreign Language, History and/or Geography) and 3 other subjects. Across the whole country it will average out as 0. P8 scores will range broadly from -1.0 to +1.0. Positive P8 demonstrates achievement in the top 50% of schools in the country.

Attainment 8: GRT one of two groups with lowest attainment

This is a measure of a pupil's average grade across a set suite of eight subjects.

Ebacc APS: GRT one of two groups with lowest score

The English Baccalaureate (EBacc) is a suite of subjects that the government believes represents a gold standard in academic education. To achieve the EBacc, students must achieve grade 4 or above in English (Language or Literature – as long as both have been studied), Maths, two Sciences, a Modern Foreign Language and History or Geography.

Basics Achieved 5+: GRT lowest score

Basics 5+ is the percentage of students who have achieved a grade 5 or above in both Maths and English.

Rates of Suspension and Permanent Exclusion

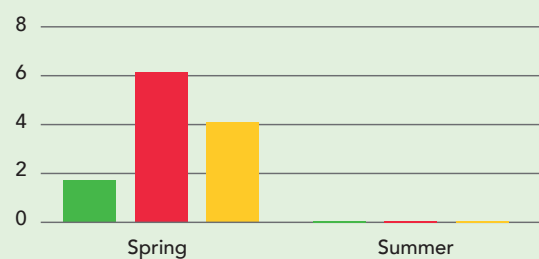
The 2023 report 'Education inequalities facing Gypsies, Roma and Travellers in England' by the charity Friends, Families and Travellers found that: 'In the 2020 to 2021 school year Gypsies/Roma had a suspension rate of 15% and Irish Travellers of 11%. Gypsy/Roma pupils also had the highest permanent exclusion rates in the same school year.'

In the school year 2020 to 2021 rates of suspension amongst Gypsy/Roma and Travellers of Irish Heritage are significantly below the National Average. Looking at the years 2019-20, 2020-21, 2021-22 and 2022-23 the rates of permanent exclusion in the City of York, across all groups, including Gypsy/ Roma and Irish Traveller are very low.

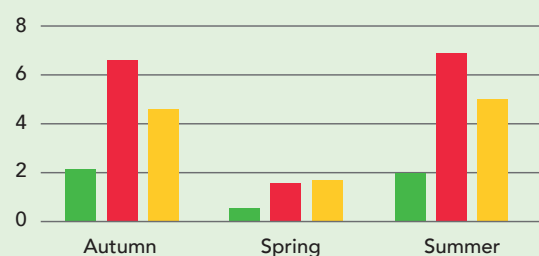
However, the rates of suspension amongst categories 'Gypsy/Roma' and 'Traveller of Irish Heritage' are significantly higher and increasing more rapidly over time when compared to 'White British'.

- (1) For 2019/20 and 2020/21, while suspensions and permanent exclusions were possible throughout the academic year, pandemic restrictions will have had an impact on the numbers presented and caution should be taken when comparing across years.
- (2) Total pupil headcounts by ethnicity are only available at spring term each year. Exclusion and suspension rates by ethnicity are therefore calculated based on pupil headcounts as at spring term for the academic year. For Autumn 2022/23, the most recent headcounts available are at spring 2021/22. As a result, total headcounts by ethnicity will not sum to the same total as for other characteristics.

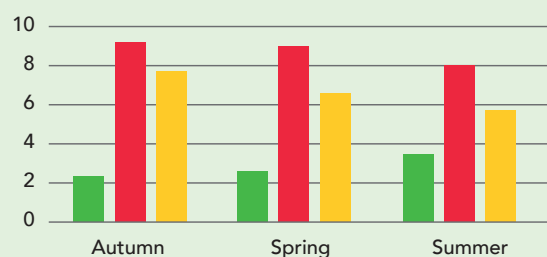
Suspension Rates 2019-2020



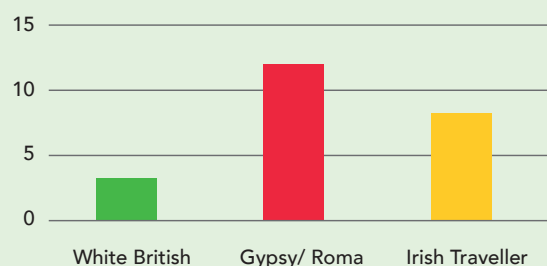
Suspension Rates 2020-2021



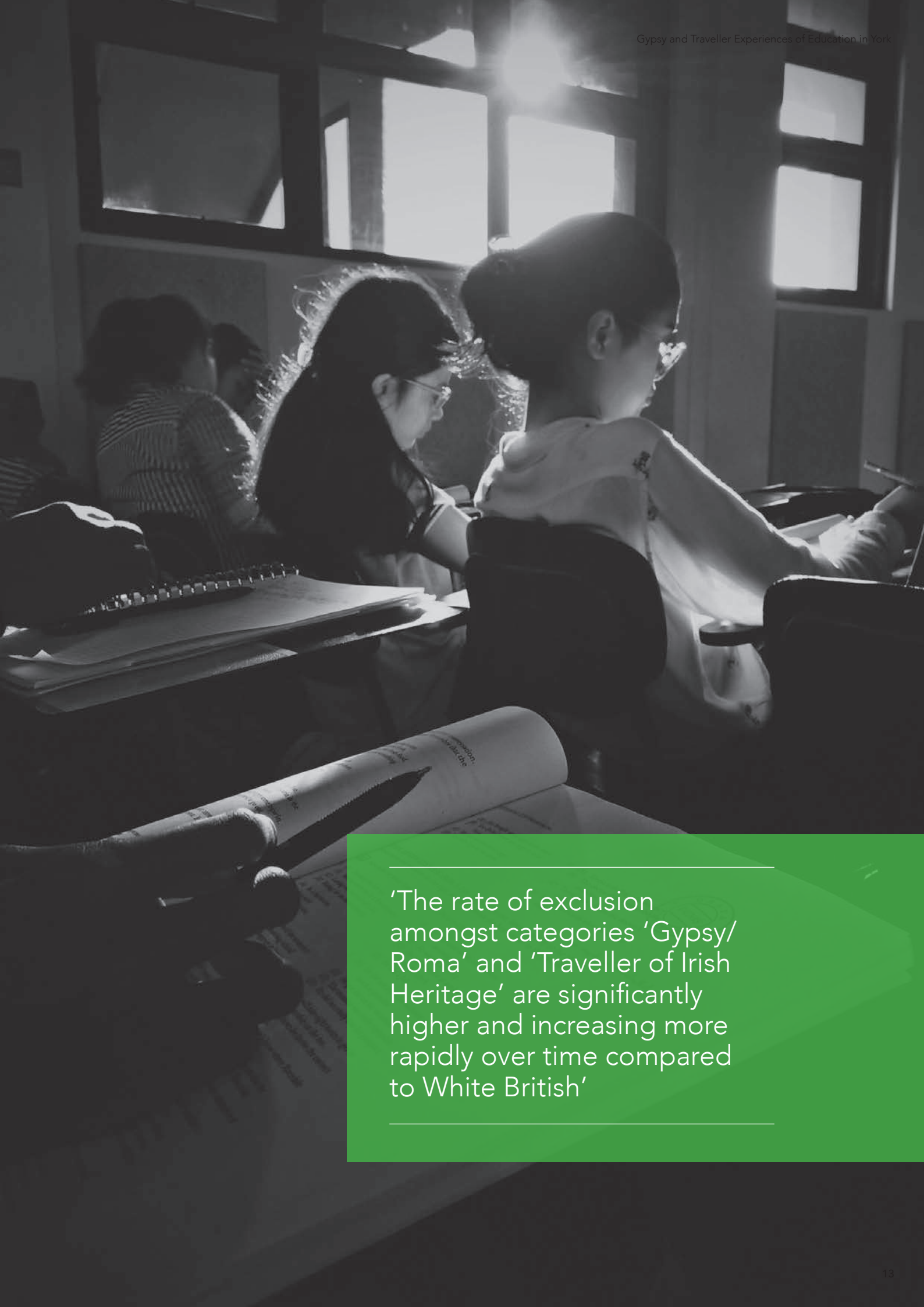
Suspension Rates 2021-2022



Suspension Rates 2022-2023 (Autumn only)



White British Gypsy/ Roma Irish Traveller



'The rate of exclusion amongst categories 'Gypsy/Roma' and 'Traveller of Irish Heritage' are significantly higher and increasing more rapidly over time compared to White British'

Part Three: Interviews With Children and Young People About their Experiences of Learning and School

During a school Ofsted inspection, all students are asked to complete a survey which collects their experiences of learning and their views of the school. This is one of the ways that student experience is included in the evaluation of a school's effectiveness. Periodically, schools also use these questions to collect student voice as part of their own quality assurance procedures.

It seemed appropriate to use the questions regularly asked of all students in schools, to explore the educational experiences of young people from Gypsy and Traveller (GT) Communities in York. After each question, we asked follow-up questions such as 'Can you tell us more about that?' and this led the children and young people to develop their response and to share examples from their own experience.

We interviewed fourteen children and young people. We spoke to children and young people from KS1, KS2, KS3 and KS4. Eight of our interviewees were boys and six were girls. Some were registered at and attending school, others had left school to be educated at home.

Whilst the size of the group is too small to make generalisations about the experience of all GT children and young people in all York schools, the length of each interview allowed us to gather detailed views and experience. In the following section of the report, we have tried to capture the voice and concerns of each young person.

In listening to them, some common experiences and views emerge.

Summary In Brief

Experience of Primary School

Many of the children and young people, though not all, enjoyed lessons at primary school and felt that their parents encouraged and wanted them to attend. Listening to their responses, primary schools were effective when:

- praise from teachers was regular and sincere. Students enjoyed learning when both their efforts and their progress were recognised and rewarded. This recognition helped the children and their parents feel pride in their work.
- high expectations of learning, progress and behaviour were clearly and consistently

communicated. Students enjoyed work that was challenging, as long as they felt that support would be there when it was needed. Some children enjoyed taking risks with their learning and were resilient when they felt valued and secure.

- the school and classroom culture emphasised kindness and everyone's differences and cultures, including the history and culture of Gypsy and Traveller Communities, were valued and respected.
- the children felt 'seen' and liked by teachers who were caring and approachable.
- consequences were reasonable, applied fairly and where possible, within the school day.

Where children and young people had not had a positive experience, the following stood out as significant issues:

- Sometimes children found the work difficult and became frustrated, even angry. When the teacher misunderstood the source of their frustration and responded with a reprimand rather than support, eventually the student became disengaged.
- In some cases, where families travelled and children attended more than one school, the children were not aware of any targeted support that helped them catch up.
- Some felt isolated and as though they were considered inferior because they came from Gypsy or Traveller communities.
- Teachers minimized racist incidents from other young people and failed to address bullying effectively.
- The pandemic disrupted education and made returning to school more challenging.



The Experience of Secondary School

Given their overwhelmingly positive response to primary education, it is striking that none of the young people we spoke to shared a positive experience of secondary school.

The young people on a school roll and attending, were just as damning as those that had left to be educated at home. Across the young people, the main issues included the following:

- Many students report having no adult in school that they feel understood by or people that they can talk to or trust. The most common thing that the young people suggested would make a difference to school was 'feeling listened to'.
- The young people feel that Gypsy and Traveller students are treated differently by teachers. They feel negatively labeled and judged. Some children feel that they are targeted by some teachers. Sometimes they are identified with older siblings and labelled as a troublemaker as soon as they arrive in Y7.
- Young people from the Gypsy and Traveller communities feel alienated by secondary school discipline systems. They feel these systems are applied unevenly by staff and they do not trust staff to be fair.
- The young people feel that the discipline systems often have little to do with their learning or behaviour. Instead, they feel that there is a preoccupation with low level concerns about equipment, hairstyles, uniform, makeup, and jewelry. When these concerns are addressed, the young people often feel confronted. Negative points or codes can accumulate quickly, escalating a number of minor concerns to a day 'in the isolation machine'.
- Warnings of a day in isolation inflame rather than contain situations, because the young people feel trapped: when isolation is threatened, they feel that it is inevitable. In many cases Gypsy and Traveller young people 'refuse' isolation or cannot manage a full day in isolation following rules which they experience as oppressive (sit still, face the wall, remain in your seat, do not speak). This leads to a fixed term exclusion.
- After readmittance from the fixed term exclusion, in many York secondary schools, the students are expected to repeat the day in isolation in order to demonstrate that they are ready for learning, causing a cycle of seclusion and exclusions to begin.
- Many young people describe not being believed when they report bullying. This undermines their confidence in staff and school systems. When bullying continues, young people feel pressure from the values that they have been brought up with to stick up for themselves. When the young people take action, this gets them into trouble.
- Some young people report feeling embarrassed by teachers who speak to them publicly in a way that makes them feel stupid and humiliated.
- Gaps in attendance and learning caused by the pandemic make the return to school even harder. Some young people prefer to be educated at home because they want to feel surrounded by their family and community. They do not feel a part of the school community.
- Some students feel uncomfortable with sex education in PSHE and Science. They are aware that their parents do not want them to take part in these lessons. Sometimes this leads the students to leave or get sent out of the lesson. The young people feel particularly uncomfortable when the lessons are taught in classes with boys and girls together.
- Some young people describe feeling disengaged by a curriculum that is narrow and largely academic. There are few, if any, vocational elements and the young people believe that they are not being prepared for adulthood. Alternative qualifications that feel more relevant and achievable, such as Functional Skills English and Maths are rarely available. This is one of the reasons why students leave school before the end of Y9.
- No students experienced explicit racism from an adult in school. However, most felt that they were treated differently because they were from Gypsy or Traveller communities. Many had experienced racist and offensive language from other children. Many had experienced this racism being minimized or going unchallenged. So, whilst racism from individual adults was not overt, the students experienced racism as institutional because many of them felt treated unequally and they did not expect instances of racism to be dealt with effectively by school systems.

- This sense was compounded by their experience of other cultures and traditions being celebrated, whilst their own histories and cultures remained invisible. Children who wanted to be open about 'our culture and way of life' felt marginalized and as though everyone in school believed 'all Gypsies and Travellers is bad.'
- Young people from the communities were often realistic about instances of their own poor or unacceptable behaviour. Students whose behaviour had been challenging often felt like the school was trying to get rid of them.
- For some, the size and noise of secondary school was problematic. Whereas they felt known and held into learning at primary school, at secondary school they often felt lost and missed the sense of belonging.
- For some students their negative experience of school, reinforced the prejudice they experience in other areas of their lives 'that's just the world as well...people think we are a lot worse than we are'.

Case studies

Student A: KS1 On Role and Attending

There is a strong sense from A that he enjoys learning at school ('What's your best time at school?' 'When we do the reading', 'Number classes'). In class, learning is rewarded with 'Wow' points and praise. Genuine praise motivates him to do well and he is proud of his achievements. He explains that 'Wow' points accumulate and lead to a special reward (...we get hot chocolate with cream on the top). During the interview it is clear that the value of the reward, as well as the hot chocolate, comes from the recognition of his achievement by the headteacher ('Brilliant. Who makes you that?', 'The boss.')

A's family want him to go to school and to do well.

A's pride in his achievements and independence, also comes through ('Do you get help from your teachers if you find work hard and a bit tricky', 'No, I can do it by myself!', 'Can you!', 'I do everything by myself. I even help the teachers').

A feels secure at school and has friends ('If you are worried about something, would there be someone at school you could talk to?', 'Ah, when I feel sad, somebody comes to make me feel happy...And when they are sad, I make them happy'). A describes the behaviour of children in the class as 'Good'. Expectations seem clear ('I know the rules.', 'Do you, what are they?', 'Behave, be safe and be kind', 'Oh they are good rules. Which do you think is the most important of those?', 'Be kind').

If there is an incident of bullying A has the confidence to tell a teacher and knows that it will be addressed ('Is bullying an issue in your school?', 'This boy__ always bullies people.', 'Does he. Oh, that's rubbish. Has he ever bullied you?', 'Yeah', 'And what did you do?', 'I just tell a teacher.', 'What does the teacher do?' 'Tell him off or put him on another table').

School expects everyone to treat people equally, if someone is different you 'Can't treat them bad' because 'someone's place is not to blame.'

Students B, C and D: All KS1 On Role and Attending

It is clear that C enjoys school and at a young age, sees the value of learning ('Do you enjoy school?' 'Yes. I enjoy maths because sometimes it's hard but mostly easy but is good to get on with your maths because then you can learn your numbers.') and later ('I enjoy math, guided reading, literacy, PSHE and geography and science and I probably enjoy every single one'). He is equally clear that his parents want him to go to school 'to get a good education.'

B is less keen ('Do you enjoy school?', 'Kinda...I like P.E.' and later 'Do you enjoy your lessons?', 'Um, I don't really enjoy all of them. They're all a bit hard'). B enjoys learning from his family and knows that his Granny wants him to go to school.

D tells us that she 'loves school' and later 'Um, I very love all the lessons.' She is clear that if she is finding work like times tables difficult, because 'we haven't learnt about times tables in a long, long time' that the teacher helps the students. D enjoys learning from her Granny and knows that her Granny wants her to go to school.

All three children say that there is nothing that they are taught at school that makes them feel uncomfortable. When asked if there is an adult at school that they can talk to if something is worrying them, all three children name the same teacher. B describes her as 'The best teacher ever.' The other two children agree and explain that she 'is like a best friend who looks out for other people when they are hurt'.

All three children believed that their teacher would be more annoyed with someone who wasn't a Gypsy if they broke a class rule than they would be if they were a Gypsy.



Although B didn't always feel safe at school, his worry did not relate to a concern about the particular school or to any unfair treatment. He was worried that at playtime *'someone might just walk into the playground and take us'*. C rationalized the concern *'There's lots of kids in our school and how are they gonna fit every single kid in one van'*. D said that she felt safe. All three children felt that different races were treated the same.

B remembered one occasion when he was shouted at by a teacher for getting an answer wrong. Otherwise, the children felt that teachers treated them with respect. B also believed that sometimes teachers behaved in a bullying way because they *'tell people off for nothing every day'*. C and D disagreed with B. D and C felt that teachers helped them if they were feeling sad, B felt that this was only sometimes true.

Student E: Secondary Y9 On Role, persistently absent

E remembers disliking Primary School (*'What was Primary School Like?', 'I couldn't stand it'*). He felt isolated from his family (*'Just the atmosphere really. How people acted is not like when I'm with my cousins'*) and disengaged (*'Just sitting there all day. It's so boring...I'm not a big fan of sitting down'*).

He became agitated and frustrated when he couldn't do the work and didn't feel that he could ask for help (*'I get mad when I can't understand it. One time we were in maths and I couldn't understand the question. And I just got mad and give up.'*, *'Was there anybody to help explain it to you differently?', 'No. I just got told off for not doing the work'*).

E has never enjoyed school (*'When did you like school?', 'I've hated it all the way through'*). Although he has remained on role at school, there were significant gaps in attendance at primary School (*'I never went in primary though. I maybe went once or twice a week.'*)

His attendance and progress at school was also hit by the pandemic (*'Y6 it was Covid so I never went through that. Never did my Sats. Then Y7, Covid'*).

At secondary school E feels that he doesn't get help from his teachers because his older sisters had gone to the same school and were, *'naughty and got kicked out and they expected the same from me as well'*.

E is clear that his parents want him to attend school (*'Well, they get me up in the morning so they must want me to go'*). E's dad teaches him skills that E values (*'Yeah, my dad's taught me how to fix my car. Lots of things...Life skills'*).

It seems clear that E doesn't feel seen or valued at school (*'If you were worried about something at school would there be an adult that you can talk to?', 'No.'*, *'What about at primary school?', 'No.'*). He feels that Gypsies are discriminated against by staff when they are enforcing rules (*'If you break the rules, do you feel that you are treated the same as non-Gypsies?', 'No.'*, *'Can you tell me more about that?', 'It's like I've been targeted when I haven't done something. Something's happened and the teacher doesn't know who it is. And then they look at me and it feels like I'm being targeted'*).

E feels alienated by the school's discipline system and identified this as *'one of the main reasons why I don't come in.'* He explains how the system works (*'It's like a code system, you can get a code for, not having a pen, speaking out, just like not having certain equipment like a ruler, a pen, a pencil. Not having the right uniform. Different colour socks. Having jewelry on.'*, *'Sometimes because you get three codes in the lesson you get sent out the lesson. And you get what's called 'safety net' and leave and put in another lesson. And if you get another code you get put in seclusion...You have to get eight codes to get put in seclusion.'*, *'Say I got seclusion period 5 on Monday, I'd be in there until Tuesday'*

Period 5. So, I won't go in for the week...My mum wants me to go in, but I just refuse.') E hates seclusion because, 'You're just sat there all day.'

E feels unwelcome in school because there is 'Just no one the same as us'. He feels that the one thing that would make the biggest difference is if the adults listened. He explained that he felt his community was treated 'terribly' and that 'no-one wants to go in a group with you'. When another young person called him a 'p*key' and he said to a teacher that this was racist, 'they removed me and locked me in a classroom.'

Student F: Secondary Y8 On Role, persistently absent

For F school has become dominated by its enforcement of base line expectations around make up, jewelry and uniform. She experiences the school's approach as oppressive and inequitable ('Do you enjoy school? 'No. Sometimes in school, you just get picked on for the tiniest sort of things, even by the teachers. I think it's getting beyond a joke now. The teachers, they point out the most randomest things. And then, you know when they're targeting you, because like when they're saying it, they'll go: 'a few people' and look at you.', 'There was a girl with big spider eyelashes on and she walked past me and they didn't say anything to her, when I got stopped for my eyelashes, which weren't even eyelashes- it was mascara.', 'If you're gonna do it to one, you've gotta do it to others.')

Currently, the only thing she enjoys at school is going to see her friend. She also remembers taking part in Sports Day, 'Yeah, I got first in that! I was so proud of myself.'

F remembers primary school as feeling 'overwhelming' perhaps because of the pandemic ('somedays I'd love to be there [on other days] there was so much stress. Because we didn't do Sats obviously because of Corona.' She remembers feeling stressed as she was picked on by other students because of her appearance and remembers internalising their judgements ('Because like you'd still get picked on, even if it's just the way you are. Like someone could walk past you and go 'Why is your hair like that?' ...So then it just makes you feel like oh can't have my hair like that, looks like I'll get pinpointed like.')

F often feels the values and advice that she has been brought up with are in conflict with what is expected at school and this is a significant cause of stress ('I've been brought up to stick up for myself and like always know my limits. Which I always do, because there's not one day that I'm ever gonna let anyone talk down to me. That's just not gonna happen').

When she has been picked on, she often struggles to manage overwhelming thoughts and feelings ('When I build it up so much it just gets so much to handle. Am I going to say something or should I not. Should I risk getting excluded or should I not. I'll just keep my cool... Say it, don't say it. I end up saying it though, because I'm not going to sit there and like, let someone speak to me like that when I'd never speak to anyone like that').

F explains that when she reports instances of bullying to teachers, she is feeling angry and upset and this means that she gets into trouble ('And then I'm telling multiple times. Like I keep telling them it's happening again. It's happening again. So, I go and tell them. But when I tell them I say it in the wrong tone of voice, then I get excluded.') She feels trapped because she finds it difficult not to retaliate ('I'm never the one to do it first. I'm always the one, if you're going to do it, I'll do it. Yeah, like, you practice what you preach'). All of this is having an impact on her desire to attend school ('So I don't want to stay in school any longer. Like I don't think I actually can. Because it just gets so overwhelming.')

F has two adults in school that she feels comfortable talking to, these adults 'reassure you and, like, tell you it's alright and they'll let you sit with them for a bit and they'll give you some tips on what to do.' When asked whether she feels as if she is treated the same when she breaks the rules as someone who's not a Traveller she recalled an incident in class ('So, the other day we were sat in a lesson. I'm not gonna lie, I was talking. Like, I can't help talking. I was talking to my pal that sits right next to me. And we both got three codes. So that means you get sent out of the lesson. But she, like my teacher, embarrassed me in front of the whole class, she went 'This is why no one wants to sit next to you, cause you never shut up talking.')

F described two other occasions when she had been made to feel embarrassed or laughed at by a teacher. She recalled a time when a Gypsy student had been called a 'dirty p*key' by another student and the Gypsy student had got into trouble for calling it out as racist.

In lessons F feels pressure from other students ('But like, if you get an answer wrong you just get laughed at. And it's like, well, why should I try if just going to get judged for it.) She talks with enthusiasm about her enjoyment of maths and learning about the environment.

In PSHE F sometimes feels uncomfortable and embarrassed with the immature way other students respond, she thinks the lessons are useful as 'they can teach you how to take care of yourself'. However, when she told her mum that she was learning about 'the body', her mum said 'I don't want you learning about it because if I wanted you to know stuff about that I'd tell you.'



Student G: Secondary Y7 On Role and Attending

Student G is enjoying secondary school, particularly maths. Although she likes science, she struggles when lessons switch without warning, to focus on the body. The uncertainty of what might be taught makes her anxious and lessons on 'the body' make her feel deeply uncomfortable (*'I wanna go out this lesson. I don't want to be in that lesson... I don't like them. I cover my eyes with my hair.'*) Student L is uncomfortable because she feels that at 12, she is 'not old enough' (*'I either want to be fifteen or fourteen'*). At primary school she was more comfortable when girls and boys were taught about their bodies in separate groups. She would feel more comfortable, if she had to learn about body parts, if she didn't have to look at pictures.

Student G is taught most of her lessons in a smaller nurture group. If she is upset or finding work difficult there are staff that she feels comfortable talking to. Although the behaviour of others isn't always good she is determined to do well, *'because you have to learn, because you need a job'*. She wants a job that follows her enthusiasm for maths or art. She feels as though school expects everyone to treat everyone equally. She enjoys spending time in the school library where she feels secure. She is clear that her mum wants her to go to school.

Student H: KS3 Educated at Home

Student H felt disengaged by a curriculum that became increasingly irrelevant (*'I didn't feel like I was learning what I needed to learn. I just didn't like it'*). He wasn't able to make a direct link between the academic subjects studied and the jobs he wanted to do in the future such as joinery, roofing, tree surgery.

H described what he felt were the advantages of being educated at home (*'I am learning things now that I actually want to learn... I learn how to do roofing and how to get a job. How to start a company, learn how to do stuff like that and how mortgages work, learning how to own properties and things like that.'*)

H was asked what he missed about not going to school (*'Missing me mates... and lessons I did like. I liked learning about laws so I liked history... I hated [school] more than I enjoyed it.'*)

H talked about feelings of embarrassment at being taken out of class for intervention (*'Maybe because I was a bit stupid... I think that they were trying to help me but it only made it worse.'*)

H was asked if there were any lessons on the curriculum that made him feel uncomfortable (*'I didn't go to the lessons. So, are you talking about body parts things? Like that, right? OK, actually, I didn't go to it... or I got myself kicked out. and that would have an effect*

on your other lessons as well, because you got kicked out of PSHE.')

At secondary school, if there was a problem with other students, H didn't trust the teachers to sort it out, so sorted it out himself.

When asked the Ofsted question 'Was racism a problem at your school?', H talked about the different approaches of teachers (*'Some teachers have conversations with you. Some teachers actually treat you the same. Some teachers wouldn't treat you the same.'*) He explained that when teachers *'don't treat you the same as how they treat other people'* you feel that this is because you are Gypsy or Traveller. Whilst racism was not overt, he felt that young people from his community were treated differently and he sometimes experienced this as racist.

When asked what schools could do differently, student H suggested *'They should listen... [it should be] like that moto, 'treat people like you want to be treated'.*

Student I: KS3 Educated at Home

Student I talked about his sense of unfairness at school. He often felt disregarded by teachers because he was a Gypsy. He explained that he felt like this even when he had his hand up to answer a question in lessons that he was really interested in (*'Even when it was my favourite subject. Even if, like, seriously, we could be putting our hands up like 40 minutes and like a kid who just literally just put the hand up or picking their nose would get chose.'*)

I felt that some teachers didn't invest in GT children and that as a result they didn't make the progress with reading that they would have been capable of. He talked of the embarrassment of staying stuck on the same level of reading book or of being moved down a level (This primary school was not a CYC school).

When asked if he felt as though he was treated the same as children who were not from the GT Communities, his response was clear *'No, definitely not the same. NO, no, no, no.'*

Student J: KS4 Educated at Home

Student J compared his positive experience at one school with his negative experience at another. In the school where he was successful, if there was a problem with behaviour it was resolved within the school day. Consequences were seen to be fair and the next day *'was a new day'*. In the other school (a secondary school in another area) he was placed in isolation for four weeks and left school permanently at the end of the second week.

J remembered enjoying primary school most of the time (*'The teachers were just nice. They were all*

really nice.' 'I never felt like I didn't want to be there- obviously I felt like I can't wait to go home, but I never felt like I wish I wasn't here.')

During the interview, remembering the good things about school, J wanted to have a year at school part time, in order to prepare for early entry at York College in Y10.

Having left at the end of Y6, J felt that he had missed the opportunity to see what secondary school was like. He missed waking up on a morning knowing that he was going to see all of his friends. However, he felt that if he tried his local secondary school he would 'get kicked out' because he needed some flexibility to be himself within the rules, for example he struggled to work in silence and walk in corridors ('I hated having to walk everywhere. I wanted to run.')

Thinking about exams in the future he recognized that he found it difficult to study outside lessons ('I do not do homework at all. I won't revise. I'd just go in from what I've learned and try my best and that's it.')

He was very positive about the support he had received from teachers if the work was difficult ('Did teachers help you when you were finding work too hard?', 'Yeah, they'd actually explain it to you.')

Student J missed the sense of achievement at having completed a piece of work and getting positive recognition from his teacher ('I don't know, its like when your writing and you're done and you can just sit down for a little bit and like I've finished this, it's- it's- I don't know it's just good.', 'So you feel proud of what you have done.', 'And the teacher says something about your work.')

J applied to his catchment secondary school when his family returned to York, but the local school said they were full. He interpreted this as rejection. ('I don't think they wanted me to be in to be honest, because my brother and sisters went. My brother got kicked out.') He sees the decision to be Educated at Home as the fault of the school he applied to ('It wasn't my fault. It was theirs. I couldn't get in.')

At primary school J felt valued and cared for by teachers ('I could talk to all the teachers. They was all, like, understanding.') He remembered talking in class at the primary school he had loved ('We knew when to stop before the teacher got upset...they'd say 'OK be quiet now' or 'This is your last warning. Then we'd be quiet so nothing could happen. You'd leave off and then you'd start again.')

At primary school J felt liked by all of his teachers and treated fairly ('When you broke the rules at primary school were you treated the same as non-Gypsies?', 'Yeah. I was probably treated a bit better. 'Cause I

knew the teachers...because I'd always be getting into trouble, but not for anything serious.')

When there were disagreements, fights or bullying behaviour teachers were seen to be fair ('The teacher tells us both off. Then we'd have to make back friends'.) This sense of fairness helped to create a culture of equality ('Did the school expect you to treat all races the same?', 'Yeah. But there was only like- I don't wanna sound racist or anything but, it was like- there's only like one Muslim there. But he never got treated any different. Like I never got treated any different.' and later, 'Was racism a problem at your school?', 'No. I have never been called a p*key you know, like ever.')

Student K: KS4 Educated at Home

Student K was permanently excluded after a fight with another student. The other boy had been racist over the phone. K feels very strongly that this was unfair because the other boy started the fight and received no consequence ('I didn't even really know him. I think he started saying stuff and I walked up and said why are you saying that? He just started saying more stuff to me. And then we just had a fight...I got expelled. He was like playing football.')

K feels as though racist provocations by other students in person and over social media are not considered and that he was punished for confronting the racism directly rather than reporting it. He has no confidence that if he had reported it, that it would be dealt with or be seen as bullying ('I could have talked with a teacher, they tell you that you can talk to them, but when you actually go to talk to them, they don't actually take any notice of you.'). He believes that there is a presumption by school that Gypsies and Travellers are at fault and that they tend to bully others.

K felt unwanted by the school and as though some teachers were unnecessarily confrontational ('I wasn't like the best kid in the school. Like, I did mess about a little bit. But when I was actually trying to learn, they'd always just point something out. Like if I was trying to learn and someone talked to me and I'd literally say, 'One second,' then they'd say 'Oi! Why are you talking'.')

K feels as though school was looking for an opportunity to get rid of him. He is realistic about his own behaviour and recognises that he could be disruptive in some lessons but feels that he was treated differently to children who were not Gypsies ('I know I wasn't the best in school, but I wasn't the worst either. I think I was just trying to show off. I was only young I was just trying to show off...I don't know...I feel like I got a bit more of a consequence. It felt like they never really gave me slack with anything. I've told you I weren't the



best behaved. I feel like I was getting targeted a lot. I feel like they didn't ever want me, they wanted me out. They didn't want me around.')

K liked primary school. At primary school, *'I'd say the teachers treated me better. I think they were just easier to get along with.'* At primary school he felt that teachers knew him and understood him, whereas at secondary school, *'It was totally the opposite'*. (*'When did you like school the best?' 'Primary school probably. Just a lot easier. Quite a lot less to worry about I think... You never really got put in detention or anything like that, do you know what I mean? There's no homework or anything. Primary school was a lot easier, you'd have good and bad days but...'*)

K believes that secondary school does not prepare students to be independent (*'Like school, makes you want to work for someone else, rather than yourself. It doesn't want you to be self-employed.'*)

At secondary school K found it difficult when he didn't understand the work and teachers didn't explain what he had to do in a way that made the task accessible (*'...it was hard to understand sometimes, like I wouldn't have known anything then they'd try to tell me without explaining it, if you know what I mean.'*)

In his experience K feels that school teaches students not to be racist to the black community and not to be homophobic, which is right, but doesn't teach young people not to be racist to Gypsies and Travellers and that it's not only school (*'...that's just the world as well...people think we are a lot worse than we are. It's the same with some food places. They won't let Gypsies or Travellers in.'*)

Student L: KS3 recently removed from school to be Educated at Home

Student L had attended primary school. At secondary school she said that the main reason that she left was *'teachers [who were] nasty [and] shouted'*. At secondary school she felt that there was *'lots of shouting'*. Primary school had been better because *'the teachers are nicer'*. At secondary school she found the work hard and didn't really enjoy any of the lessons. On induction day she had enjoyed a science lesson *'because the teacher was nice.'*

The toilets made her feel uncomfortable because the boys and girls entered through the same door and there was *'just like a thin wall to separate them.'* When she felt worried at school she would talk to her cousins, but there were no teachers that she felt comfortable talking to. In lessons the behaviour of other students wasn't good (*'Do you think the general behaviour of other people in your class was good?' 'No.', 'No. Tell me about that.'*, *'They kept messing about.'*, *'What sort*

of things did they do?' 'Just shouting')

If she could, student L would return to primary school where the teachers were nicer and the school felt small.

Student M: KS3 removed from school to be Educated at Home during Y7

Student M attended primary school and was withdrawn to be home educated during Y7. She enjoyed school almost all of the time, though she didn't like RE. She remembered teachers as being helpful (*'Did teachers help you when you found your work hard?' 'Yeah, they was very good'*).

Student M felt that her parents wanted her to attend primary school but were less keen on secondary school (*'Did your parents want you to stay in school?' 'Yeah. But not big school'*). When trying to put her finger on why she didn't like secondary school it seemed to come down to the teachers and the size of the school (*'Why didn't you like it?' 'Mostly the teachers and all.'*, *'What did you find different between primary and secondary school for you?' 'That there's a lot more. No, I don't know, you know. It's a lot more people in it.'*)

Student M felt uncomfortable with some parts of the PSHE curriculum. Her parents wouldn't allow her to take part in those lessons and so sometimes she *'just walked out.'*

She believes that her behaviour in lessons varied according to the subject and who was in the group. She acknowledged that sometimes she misbehaved and that in one lesson *'a lot of people carried on, but I know it was mostly me'*. Student M felt that she was treated differently because she is a Gypsy (*'It was weird. I got put in the isolation machine... We got in a fight and I got put in isolation and she never got put in it. And she hit me.'*) However, she felt safe at school and did not feel bullied.

Student N: KS3 removed from school at the end of Y6 to be Educated at Home.

For student N school felt 'boring, there was nothing to do. Nobody ever played with you.' Travelling between two schools in different areas made it more difficult (*'Did coming back and forth between schools make it more complicated in some ways?' 'Yeah, because like the teacher could say, like, I will give you books like the other school and then never...and then like I'd have to catch up.'*) When her family moved back to York, the thought of beginning secondary school made her feel anxious and she worried about *'people not being very nice'*. Student N prefers being at home because she is surrounded by her cousins and compared to school, this makes her feel like she belongs (*'I didn't feel as like. I didn't feel as good as when I'm at home and that.'*)

Student N remembers year four as her happiest time in school ('Was there a time when you liked school the best?', 'Probably in Year Four was the best year because I had got friends and like after that it just went downhill...I think everybody got very horrible after that.')

Student N remembers finding maths difficult and putting her hand up to ask for help ('And what happened', 'She just come over and say, like, think about it and try to do it, like she, she sometimes help you, but not like very. She wasn't very helpful.')

She didn't get any extra support to help with the fact that her family was moving and this meant that she fell behind ('I got to catch up and then like we moved again.')

When remembering lessons, student N enjoyed history and creative lessons. She didn't like Maths, English or PE. Her parents wanted her to go to school and 'they fetched me up [in the morning] when I didn't want to.' At home she feels that she learns from her grandad, her mum, and her aunty.

At school she feels like children from Gypsy and Traveller Communities got into trouble for just sticking up for themselves ('Like they'd start the argument, like we've been taught to stick up for ourselves and like, we'd get into trouble.')

She feels that children from her community were treated unfairly ('Why do you think that was?', 'I don't know, just because, like, we're different. When, actually like, not all Gypsies and Travellers is bad', 'Was that the other young people that treated you as if you were bad...?', 'Yeah, all of them. All of them,

yeah.')

She felt increasingly isolated ('You just basically walk around the playground by yourself, like nobody's talking to you or playing with you, yeah.')

Sometimes student M was called racist names 'like you get called p*key and g*ppo' and had to stick up for herself 'It's like once you stuck up for yourself, like, they knew they couldn't do it again right.'

When she told adults in school about the racism, she felt that it wasn't taken seriously ('How did the teachers respond to that?', 'They, just tell them, like, stop doing it. And that was it...Because, like we're Gypsies and their non Gypsies. So they think like, we must cause the most trouble when we don't.')

She feels like other types of racism were addressed seriously but that when racism was directed towards Gypsies they think 'like, basically I'll be fine. Just go on about your day.'

Student N feels like bullying was a problem in her primary schools and that teachers 'are not good at sorting it out' and this made her feel unsafe at school 'basically, when you get bullied, like you didn't feel like it was a safe place anymore'.

This had an impact on how she felt about going to school, she would wake up on a morning and feel 'it was like another day of rubbish basically, yeah.'

Student N felt that schools could do better for Gypsy and Traveller communities if they 'just understand them more and understand their way of life...It's only like our culture that they don't celebrate.'

When her parents were children she feels like 'you're trying to keep it quiet that you was a Gypsy Traveller' but 'now you want to express yourself and like you wanna [be open about] everything.'



Part Four: Interviews With Parents About their Children's Experiences of Learning and Schools

We interviewed ten parents. Whilst many of the interviewees were parents of the children and young people that we had spoken to, this was not always the case. All of the parents were mothers.

Whilst the size of the group is too small to make generalisations about the views of all Gypsy and Traveller parents, the length of each interview allowed us to gather detailed views and experiences. In the following section of the report, we have tried to capture the voice and concerns of each parent.

Summary In Brief

In listening to the parents, some common themes and views emerge.

- Gypsy and Traveller parents are knowledgeable about schools. They talk about SATs, levels of progress at Key Stage 1 and 2, GCSEs, Ofsted inspections and Ofsted reports. At primary school in particular, they attend Parents' Evenings and events involving their children. They take pride in their children's academic achievements. They want their children to be pushed to do their best and receive excellent support if they are struggling. They ask for meetings with teachers when they have concerns about their child's progress and are concerned about specific learning difficulties such as dyslexia.
- The parents' own experience of education is formative. Parents who remained in school, in spite of the challenges they faced, and completed GCSEs, believe that this has informed their attitude towards their children's education. Similarly, parents who had a negative experience of school and disrupted learning, are still invested in their children's education. All parents want their children to be confident in reading, writing and maths.
- At primary school some parents feel welcome and well informed about their child's progress. The same parents feel that the school shares their own high expectations for their child.
- Some parents feel that although their children feel welcome and included at primary school, the teachers have reduced expectations of what their children are capable of achieving. All of these parents feel as though their children have left primary school without being confident readers or writers even though most of their children attended all years of primary education. These parents feel that teacher's expectations were reduced because they had stereotypical views of what Gypsy and Traveller children would go on to do after primary school.
- Some parents feel that their children have specific learning difficulties like dyslexia, which have gone undiagnosed.
- Some parents feel that Gypsy and Traveller families send their children to the same primary schools for generations. They feel that some of these schools have low academic expectations of their children and have become institutionally prejudiced.
- Most parents feel as though a lack of progress, particularly in reading and writing, makes their child's transition to secondary school more challenging than it should be. The students struggle to access the curriculum.
- There is a dislocation when children move to secondary school: the immediate connection with their child's education disappears. Gypsy and Traveller parents feel distanced from schools whose communication is limited and impersonal. They have reasonable concerns that their child will face discrimination. They worry that their child will struggle academically. Often they are waiting for something to go wrong. If there is a problem,



the negative tone of the school's communication confirms their fears.

- Many parents feel that they are not listened to by secondary schools and that their children are treated unfairly. They feel that the schools have no interest in Gypsy and Traveller culture and traditions.
- Where schools miss opportunities to celebrate Gypsy and Traveller cultures and traditions (and/or fail to address racist bullying towards GT students), they risk feeding a sense amongst parents and children that they are not valued in the same way as other minority groups. This intensifies feelings of marginalisation and can lead to frustration and resentment when other cultures, religions and ways of being are taught and celebrated in school.
- For most parents from the Gypsy and Traveller communities, removing their children from school to be educated at home is not a positive choice. It is a consequence of feeling that there are no other choices available to a community that is marginalized.
- Some parents recognize that the behaviour of their children, particularly at secondary school, can be challenging. They see this in the context of a learning environment that they believe is hostile to their communities.



Case studies

Parent A

Parent A was clear that her children had had a positive experience of both primary and secondary school ('To be fair, I've never had an issue with his schools, they've both been brilliant with my kids; never had a problem.' 'Yep, I never had any issue, or bullying, or anything like that it were just... just good.')

Her son had finished his GCSEs and then gone into work. Her daughter was in Y11 and planning to attend York College to study Health and Beauty. When her son experienced difficulties with learning, she felt informed by the school ('If they had a problem, I'd go to a parent's evening, and they'd talk me through his problems like'). If she had concerns about her children, she felt that she could share them with teachers and that they would be acted upon ('Yeah, I believe that if he had an issue I could go there, and it'd be sorted.')

When her daughter was excluded for being in a fight, she felt that the school's response was fair and reasonable ('And how did the school respond to that?', 'To be fair they was... they was really good. They were

both excluded, both parents got brought in. Yeah, it was fine.', 'So, you felt like it was dealt with fairly? 'Yep.')

Her daughter is motivated at school ('Yeah, she really wants to learn. At the minute she loves English and Science'). The parent feels that her own experience of school has had a positive impact on her children ('I did all my school years. Did my GCSEs. Yeah.')

Parent B

Parent B is angry and frustrated about school's failure to prioritise her daughter's mental health and well-being. As a parent she feels that the school does not listen to her concerns ('It feels like there's no communication with them. Seen as she's got mental illness I'd like them to treat her... not like special from everyone else, but like understand her situation, what makes her angry like, not put her in isolation'). She feels that mental health difficulties, which cause her daughter to feel overwhelmed and angry in school, are disregarded. When her daughter fails to follow a school rule she is put in the isolation room, this escalates the problem because in isolation her daughter struggles

to manage her low mood and negative thoughts and feelings (*'It would be good if they understand more people's mental illnesses, what they've got and what they haven't got and how they treat it instead of sticking them in there...When my daughter goes in there it makes her depressed like really, really bad and it's not nice because she rings me up when she sneaks to the toilet and she's blaring out crying because she doesn't know what to do and doesn't like being in there. She says it feels like a prison in there.'*)

Being unable to manage the conditions of the isolation room sometimes leads her to be excluded from school. After a fixed term exclusion has been served and a readmission meeting has been held with the child and parent, the school expects the child to spend a further day in isolation before returning to lessons. Parent B is frustrated that following an exclusion her daughter is punished again (*'I think it's stupid, because when you've been excluded...everything should be cleared...once those three days are done, I think it should be a proper, normal, fresh start.'*) She contrasts her daughter's experience of secondary school with primary school where the staff had a good understanding of Gypsy and Traveller communities and would take the time to talk to her daughter when she had a problem or was feeling unwell (*'The people was nice, like they could understand situations, our community, they could understand that we live differently, we think different, like they put it all together like they didn't treat us different from everyone else but they understand our situation. Like if I rang up [the primary school] and said [my daughter's] going through a mental issue or not feeling well today, she is going to school but she's got a bit of a problem, they'd go. 'It's alright we'll deal with her.' They'll take her out the classroom, have a good talk, see how she's feeling and back to the lesson.'*)

In the winter months Parent B also worries about after school detentions, particularly as she is not informed by the school that her child has been kept back (*'It really boils me because they should not be giving them, especially at 11 years old... See I didn't get a text to say he'd be home late... When it's winter, I don't like them staying after school cos it's dark and little kids that age should not be out.'*)

Parent C

Parent C remembered feeling increasingly anxious when her daughter was in Y5 and Y6 and the move to secondary school approached. She now thinks that her worries might have increased her daughter's

anxiety. Whilst primary school had been five minutes away, secondary school was much further from home. She knew that she would no longer be able to walk her daughter to and from school and be available at the school gate to talk to the teachers.

Once at secondary her daughter struggled. She was no longer in a form class or in any lessons with wider members of her family or with friends from her community. Parent C believed that if this had been different *'She'd still be there today'*. For her daughter a central issue was *'Being in lessons without people. Whereas the other girls were having lessons together, she wasn't. I think she felt like she was a little bit left out.'*

Parent D

Parent D was very positive about her Y4 son's experience of primary school (*'He has always got on, his learning has always been good, he's always made friends there, they've never discriminated or anything like that. At all his parents' evenings I've always had good reports. So, I can't fault the school.'*)

At school her son had a wide range of friends from different backgrounds. She felt that this diversity helped to ensure all students were treated equally (*'So in his school there are seven or eight different nationalities in the school. So there's not just him. So, they are well equipped', 'I'm happy for him to be friends with everyone.'*)

Parent D feels that her child is motivated to learn and is proud of his progress (*'They say he is above average in maths. In English his reading and writing is where it should be. His attendance is unbelievable. I had parents' evening not so very long ago and they said they can't fault him. The way he reads for his age, to me, it's shocking...he can open a book and read you anything.'*) In Y4 he is already looking ahead to secondary school with his friends.

Parent D believes that it is important that the school has high expectations of his learning and sets work that he finds challenging (*'I think it's about pushing the boundaries as well. Pushing him outside his comfort zone. Showing him, right, you may not be able to do it the first time but keep trying and you'll be able to do it.'*)

Parent D compared her own negative school experience to her child's (*'A different kettle of fish. There wasn't as many Traveller kids in the area you see, so the ones that were there were never treated the same as the other kids, to be fair. But that was something we learnt to live with as kids...That's why you hope for the better for your kids.'*)

Parent E

Parent E believed her children's primary school had reduced expectations of her children's learning and progress (*'I didn't think I had any problems with their primary school because they were always included. They were never singled out or anything like that. But when I come to think of it, they didn't learn anything because they left school without reading and writing.'*)

Parent F

Parent F has four children all of whom completed their primary education. Her youngest child, now in Y7, left primary school without being able to read. Although she went into school and had meetings in Y5 and Y6, she feels that her child did not get the extra help that she needed and as a result was not ready for secondary school. Reflecting on her children's experience of primary school, she feels that the school did not have high expectations of the learning and progress of children from the Gypsy and Traveller Communities (*'When I look back, I think the school is just letting Travelling kids just float through school.'*)

The children felt included and welcome (*'The kids feel comfortable there.'*) However, even though they had attended from all the way through they were not entered for SATs and left without being able to read and write. Although she liked the staff at school, she feels the teachers' expectations were limited and informed by stereotypes (*'I actually do like all the teachers but it was just like, ah well, they're not gonna make anything, do you know what I mean, they're not going to make anything of their lives because they're gonna get married. One's gonna clean up. The boys is gonna probably go to work with their dads or whatever, like, just get them through school. Do you know what I mean?'*) Although the school is welcoming, because it has had families from her community attending for generations, she feels it has become institutionally prejudiced (*'I think it's just been one of them schools where like, it's been nearby for everybody, right? And Travellers has been going for that long. [The school thinks] look none of them ever go to secondary school. They're not going to make anything of their lives. They don't want a career...[but] there is some Travelling kids what do want to go and do things.'*)

Parent F feels the teachers never took her desire for her children to be confident readers and writers seriously enough (*'Well, I did say to them, yes, I know she might not make a doctor or lawyer. But this is why I send my kids to school- I really want them to learn to read and write and do maths. In life you actually need that. Going by experience, my husband cannot read and write but he never went to school. Right? I know he gets frustrated, so if he gets a text or an email he has to screenshot that and send it to me.'*)

She compares the progress of children from her community with that of children from different countries who arrive in Year Four unable to speak English (*'I'm not racist. How can I be? We're Gypsies, Travellers, whatever you want to call it. But they can learn kids what come from another country, that can't speak a word of English. Say they come in Year Four, by the time they're in Year Six they are speaking English and can read and write. They're further up than my kid is and my kid has been going since nursery and she's finished and she still can't read.'*) She believes the school was complacent and made assumptions about the aspirations of parents from the Gypsy and Traveller communities (*'I think they say, oh well, they don't go to secondary school Travellers, so just get them through it, do you know what I mean?'*) She feels frustrated that the concerns she regularly raised about her child's progress were not taken seriously and when she asked for extra support she was told *'Well. We haven't got the funding.'*

Although all of Parent F's four children had started secondary school none of them lasted more than six months before she decided to educate them at home. She felt communication from the school with parents was poor and that some of her children felt lost and anxious. As a parent she worried that their lack of progress at primary school left them vulnerable and exposed at secondary. She didn't want her child to be part of a 'nurture group' at secondary school as *'I didn't want her to be in that sort of group, do you know what I mean? To be like labelled.'*

Parent G

Parent G has two children, one in pre-school and the other in year two (*'How are they doing?', 'They absolutely love school. My daughter really loves it. She proudly walks there every day. She really loves learning. The teachers have been really lovely.'*) Her son has a need for speech therapy and the pre-school listened to the parent's concerns and were proactive in seeking support.

Reflecting on her own secondary education she feels that she *'messed about too much'* so had to *'knuckle down'* for her GCSEs. Asked about her aspirations for her children (*'I'd want them to go up to college and uni [if they wanted to].'*)

Parent H

Parent H's eldest son struggled at primary with his learning and behaviour and was *'Never a good boy in school. He was just very unsettled'*. Now of secondary age, he has one to one support for academic work and a placement at an Alternative Provision learning mechanics. Communication from school is good, the headteacher rings the parent with a monthly update.



Her daughter is in Y8 and in a 'nurture group' at secondary school. Parent H feels that the support that she receives here is positive (*'It has helped a lot. Because she is picking up her reading now. When she started, she couldn't read. But she can read a bit now, but she struggles a lot with it. She's getting there.'*) Parent H was not told her daughter was dyslexic until the end of Year 6 and she feels that it has been left to the secondary school to put appropriate support in place (*'They didn't help her with any of it. They just shoved her on [to secondary school] She's getting better support now than she would do in a normal class. She likes the group. She's got to know everybody in it. For the first couple of weeks, she didn't know anyone, so she was scared to go. But now she's getting settled in better.'*) However, communication from the school is poor and this is a cause of stress (*'The school tells me nothing. The school doesn't even tell me when she's poorly. So that can be a stress.'*)

When asked about what she wanted from her daughter's education (*'I would love to see her read and write better. Even if she struggles to get a job, try and get a job. So [as not] to be stuck like I was with nothing.'*) She would like the school to *'Ring me, even if it's just once a month. Make sure she's not going backwards in anything, so we can help her at home with it. At the moment we are doing maths on the laptop.'*

Parent I

Parent I sees everyday racism as something her children must expect and deal with themselves (*'He got called a p*key and things like that, but I don't think its bullying because he'd stick up for himself. It's just a normal thing what happens isn't it. We just take it as in like, "Oh yeah, I'm a Gypsy, I'm a p*key, I don't give a shit like, carry on."*)

Parent I removed her child to be educated from home at the end of primary school because she didn't feel that he was academically or emotionally ready for the challenges of secondary school. This was not a positive choice to educate him at home; she did not believe that he was emotionally or academically ready for the move up to secondary school (*'It wasn't that I just wanted [him to have] another year in primary school, it was that he was not ready to go to secondary school. If I thought he was ready to go to secondary school I would have sent him at least for a couple more years, he'd have been better in school learning something than sitting at home.'*)

She feels that the primary school needed to have a better understanding of Travellers and to be funded to provide more support for the children when they were slow to make progress or fell behind (*'I'm not calling the school, because I think if I thought they were racist*

or against Travellers I'd pull my child out of school, but I think they need to understand Travellers more... There's got to be some funding...some fundings to help the children who is in need who can't do these things what they're meant to be doing.')

Parent J

Parent J removed her child from one primary school where she felt he was treated unfairly. The next school was different (*'It was the best school my kids ever, ever, ever went to. Every child, no matter what colour, what nationality, whatever, every child got treated the same. There were no favourites. No. Every child got treated the same...Everything you could ask a school to do for your child they did it.'*)

She felt that her children were encouraged when they found the work difficult (*'It was like if they couldn't do it, it wasn't "Ah well just sit there, you can't do it." It was, "No, come on, let's try another way."*) Parent J felt that the school had high expectations of all its children (*'They had to do a story about something. It was [in my daughter's] class and it was this little lad, I think he was Polish. Anyway, he won it and she said Mam you want to read his story, its good, we've all read it. So that child earned it because his was the best story. So to me, that's what a school should be. Not about where you come from, what culture you are, what colour you are, about what you do, your work.'*)

She felt confident that any bullying issues were dealt with fairly (*'There was one bit of bullying but the teachers were good at that. They'd get to the bottom of it and that would be it'*). The Headteacher had the parent's trust and confidence (*'She used to say "Look, if you've got a problem, just come to me." If I was in a bad mood or something had happened, I thought right, that's it, I walked straight to her office and knocked, and she said to me "What's matter?" I'd walk in and say look this and this and that and she'd say to me "Fair enough, we'll sort it." And you can guarantee by the next day that was sorted, it was done.'*)

At secondary school, Parent J felt that there was no sense of fairness (*'Another lad called him a "Stinky, Gypsy bastard". [My son] retaliated and that was it, he was put in the, I don't know what you call it. [seclusion]'*) She felt that Gypsy and Traveller children were treated differently to other children when there was conflict (*'It was that the other kids could say and do what they wanted to the Traveller children, no matter what it was. And then if the Travelling children even just turned around and said something back to them, not got physical. Our kids do get physical, there's no ifs no buts about it. We don't teach them to be bullies but we teach them to look after themselves. But even when the kids were turning around and saying something back,*

keeping their hands to themselves, and just saying something back, our kids were getting put in isolation.')

She also feels that some teachers assume 'Oh well it was the Travelling children what started it.' Parent J feels that at secondary school, young people from her community come under pressure from stereotypes reinforced by popular television programmes that misrepresent the Gypsy and Traveller cultures.

Parent J feels that secondary schools do not respect Gypsy and Traveller cultural traditions. For example, she talked about the cultural significance of jewellery ('There is good and bad in every culture. I don't know if I'm saying this right, for instance, an Asian person can wear a turban or they can wear them bangles, because it is their religion. It's their beliefs. And our kids is going into school, "Right you can't wear them earrings. You can't wear them bracelets." I had my ears pierced at two weeks old. So, we've always worn earrings. That's our culture. We're not allowed that... That is a Traveller thing.')

She talked about one secondary school that has a bad reputation amongst the Travellers ('They've never tried to work for the Travelling community. Never. If you're a Traveller, you're in the wrong. You ain't getting no chances. No, nothing, whatever. I know of one family [whose] kids have gone all the way through [from year seven to year 11], but that's one out of about 23 in 30 years.' 'Some Travelling children want to come out of school at 12, they've had enough, that's it... It's that horrible for them. But there is some that does want to go further.')

When asked what the school would need to do for the community to feel differently Parent J was clear ('Change its full attitude. Stop being racist. Stop blaming our children for everything. Be more approachable when we come [into school for meetings or on the telephone]... so we can talk to you.')



Part Five: Some Ways Forward

In the current economic climate, Local Authority and school budgets are under significant pressure. However, were Ofsted to introduce specific questions during its inspections about the outcomes of Gypsy and Traveller children, Local Authorities and schools would quickly develop a strategic response that secured improvements. Gypsies and Travellers have the lowest educational attainment of any ethnic group in York; knowing this, those in a position to bring about change have a moral responsibility to do so. The following suggestions are intended as a starting point to support discussion.

Oversight

As Gypsy and Traveller children are taught across schools and academies in York, the LA must have a role in collecting and analysing outcome data and in coordinating improvement plans. Having a Virtual Head for Gypsy and Traveller children would provide status, strategic oversight and ensure that improving outcomes remained a priority in the long term.

Apart from those at Naburn Primary school, most children and young people from Gypsy and Traveller communities in York are settled on sites or in houses. This means that their primary education is less disrupted by travelling than is the case nationally. Given this, a well-considered strategic response should stand a greater chance of success.

Primary

Educational outcome data at KS1 and KS2 for Gypsy and Traveller children should be tracked by the LA.

Where Gypsy and Traveller children at Nursery and Reception are not working at the expected standard for reading and writing, Early Talk for York (as part of the Family Learning Strategy delivered by York Learning) should work with parents. All Gypsy and Traveller parents want their children to be confident readers and writers, however, parents who may lack confidence in their own literacy skills, may benefit from a partnership between Early Talk for York and YTT, so that they have the confidence to take part. This targeted intervention for children and parents is particularly needed given that there is no Traveller Education Service with trained teachers to offer children and families this early learning support.

When Gypsy and Traveller children are disapplied from SATs at KS1 because the school has collected a detailed body of evidence to demonstrate that they are working at a level that is pre-Key Stage, this should be a red flag for early identification of SEN support. Parents should be involved at every level of SEN exploration and support, but accessing support shouldn't be dependent on them having to raise it.

KS1 and KS2 outcomes of schools serving Gypsy and Traveller communities should be compared in order to identify examples of best practice that can be shared between primary schools. Best practice reading, writing and numeracy interventions should be directed at any Gypsy or Traveller child that falls below the expected standard for all children.

Ambitious targets for reading, writing and numeracy at KS1 and KS2 should be written into the School Improvement and Pupil Premium plans of every primary school serving Gypsy and Traveller communities.

Primary and Secondary

All primary and secondary schools should ensure that Gypsy and Traveller parents, are kept informed as to their child's progress and needs, without having to rely on written word or digital access. This commitment should include tangible actions.

Regardless of whether there are known Gypsy and Traveller children on role, primary and secondary schools should be inclusive spaces that celebrate Gypsy and Traveller culture and histories through their curriculum and teaching. Gypsy, Roma and Traveller history month should be celebrated in June as a bare minimum.

Training designed and delivered by those with lived experience should be rolled out to all staff to not only educate on Gypsy and Traveller histories and cultures, but to contextualise and explore challenges and stereotypes in a safe, supportive space.

Schools should be determined to address bullying and racism. They should proactively raise awareness of the culture and histories of Gypsies and Travellers and ensure they are included in any representation or celebration of difference throughout the school. They must ensure that all staff understand that bullying of Gypsy and Traveller children for being Gypsies and Travellers is racism and should enact anti-racist policies and procedures from within their anti-bullying policies whenever it occurs. Accusations of racist bullying must always be taken seriously.

Enhanced transition for Gypsy and Traveller children planned between primary and secondary schools from Year 4 to include work with both young people and parents to ensure all feel ready for the transition. The LA should set an ambitious target for reducing the drop off rates at the end of Year Six and during Key Stage Three.

Since the numbers of Gypsy and Traveller children moving into primary and secondary education is predictable, schools within local areas should be able to work together to invest in sustainable plans that secure successful outcomes for these young people.

Secondary

At secondary school, where the size and nature of the secondary environment is inevitably overwhelming, create a 'team around the children' for Gypsy and Traveller children so that they feel seen and valued. The team should be made up of adults charged with a responsibility to go out of their way to take an active interest in and build trust with the young people. Trusted adults are more likely to be approached when the young people have worries or concerns. Within this team, some adults must create regular, planned opportunities to make positive contact with home so that relationships can be built with parents. Parents are likely to feel that their children are known and valued once communication from school isn't merely transactional, reactive and negative. The team should be 'led' by at least one member of senior staff who is in a position of influence and able to advocate on behalf of the children. In some schools this may be the senior leader responsible for the Pupil Premium strategy.

Secondary schools should consider the fact that many of its systems alienate and marginalise Gypsy and Traveller children. Whilst the need for consistency is understandable, there is also a need for reasonableness, flexibility and reasonable adjustment. Stereotypes which characterise Gypsy and Traveller children as being challenging to staff, badly behaved, bullying and with low aspirations, persist and excuse us from thinking more deeply about their experience of education. Given that the educational outcomes of these young people are consistently the lowest, there is an argument for positive discrimination as we are failing in our duty of care to them. Schools should seek to understand the impact their behaviour systems have on the well-being and mental health of these young people.

The narrowness of the secondary curriculum and lack of meaningful vocational options means that many Gypsy and Traveller children drop out of school during Key Stage Three. Gypsy and Traveller children do not leave school early in order to follow a vocational programme of education at home: they leave because there are no vocational courses in school or at college to hold them into education. Funded vocational skills courses at age 14 are desperately needed for male and female Gypsy and Traveller children.

Techniques that have been proven to engage young Gypsies and Travellers in education at York Travellers Trust should be resourced and rolled out. This includes:

- Ensuring learning is explicitly relevant to the young person, their families and their aspirations. Making English and Maths relevant to their interests doesn't limit aspirations, it provides them with core skills that are with them forever, regardless of what they choose to pursue in the future
- Involving parents in a young person's learning, explaining what they are focusing on and why and ensuring their concerns and aspirations are genuinely listened to and incorporated
- Clear ways for the young person to communicate that they are struggling to understand or engage in a topic that doesn't require them to say it publicly and feel embarrassed. E.g. use of coloured cards or other signifying. Setting a co-produced, clear pathway and goal for the young person to focus on (i.e. if I get this qualification I can move straight on to the vocational course I want to do)
- Taking a flexible approach to the classroom environment and removing simple barriers to learning wherever possible (i.e. allowing movement breaks and removing uniform restrictions)
- The use of small group sizes and 1:1s to ensure the young person feels seen and has at least one trusted relationship with a professional
- Including trusted community members in the development and delivery of interventions to ensure the young people feel that at least one professional who understands them and can bridge cultural gaps where necessary
- Ensuring learning is creative and fun. By learning to love learning, a young person can move away from direct and intergenerational negative experiences of education, supporting a shift in the narrative for generations to come.





If you would like to find out more about York's Gypsy and Traveller Communities, the work of York Travellers Trust, or discuss ways of working together please visit our website: www.ytt.org.uk or contact us on info@ytt.org.uk.

With thanks to

