The aim of this audit and action planning tool is to consider your school or setting’s current practice in relation to how you support children and young people through a whole school / setting approach. It will highlight areas of strength whilst identifying areas which could be further developed.

How to use:

* Read the statements
* Assign a RAG rating to each of them
* Identify and plan next steps for development
* Identify who is responsible for this action and when the deadline is
* Check progress at points between when you set the action and the deadline – amend the action if needed to best meet your needs.

In addition to this tool, you can use the [Anti- Bullying Alliance audit and action planning tool](https://anti-bullyingalliance.org.uk/aba-our-work/our-other-programmes/gypsy-roma-and-traveller-anti-bullying-project) which supports you to review your practice around anti-bullying in relation to GRT children and young people.

|  |  |
| --- | --- |
| School / setting name |  |
| Phase |  |
| GRT champion |  |
| Numbers of GRT children and young people and ethnicity: |  |

## Ethos and environment

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| Our school / setting supports GRT families and children and young people to feel welcome, communicating an ethos which values and respects their way of life. |  | * Sign staff up to one of our GRT training courses or online modules to enhance their knowledge and respect of GRT culture and have awareness of experiences of GRT communities' barriers to education. The [Norfolk Schools website](https://www.schools.norfolk.gov.uk/29870) has information about our training. * See more tips and guidance within the ‘How can we promote a more inclusive ethos and environment?’ section of the Whole School / Setting Approach guide! |  |  |  |  |
| Our environment supports GRT children and young people and their families to feel proud of their heritage through culturally reflective displays, books and resources. |  | * Check your environment’s displays, classroom resources and books – ensure they represent children and young people from across your whole cohort including GRT communities. * [Friends, Families and Travellers](https://www.gypsy-traveller.org/teaching-resources/) have created a range of resources, books and media to enrich staff understanding of GRT histories and to share with children and young people. * Contact us on [inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk) if you would like to borrow one of our loan boxes of cultural reflective resources. |  |  |  |  |

## Leadership and governors

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| Our senior leaders / managers / governors show a clear understanding of and commitment to promoting inclusion for GRT children and young people. |  | * Sign up leaders / managers / governors to our GRT training courses or online modules to enhance their knowledge and respect of GRT culture and have awareness of experiences of GRT communities' barriers to education. The [Norfolk Schools website](https://www.schools.norfolk.gov.uk/29870) has information about our training. * Ensure that senior leaders / managers / governors understand that GRT communities are distinct, protected ethnic groups. * See more tips and guidance within the ‘What do leaders, managers and school governors need to know?’ section of the Whole School / Setting Approach guide! |  |  |  |  |

## Policy considerations

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| Our policies in relation to anti-bullying, racism, exclusions, admissions, and behaviour / relationships work to protect GRT children and young people from discrimination and prejudice |  | * For your anti-bullying policy, follow guidance from the [Anti-bullying alliance](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/anti-bullying-policies) and [more specifically for GRT children and young people](https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/GRT%20report%20FINAL%20rebranded.pdf) . * For other policies such as exclusions, admissions, and behaviour / relationships, follow guidance from [Traveller Movement](https://wp-main.travellermovement.org.uk/wp-content/uploads/2021/09/GRT-in-Secondary-Education-2021.pdf) to ensure procedures outlined protect GRT children and young people from discrimination and prejudice and consider behavioural and cultural norms of different ethnic groups. * Ensure you have clear admissions policies and procedures for children and young people arriving outside the normal admission times including information gathering, induction, children and young people support and feedback to parents/carers. |  |  |  |  |

## Children and young people voice

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| We actively engage GRT children and young people by involving them in all aspects of school life and seeking their views in a variety of ways. |  | * Ensure that GRT children and young people voice is represented within any children and young people voice groups you have in your school / setting. * Encourage GRT children and young people to lead on GRT History Month Activities. |  |  |  |  |

## Support and signposting for CYP

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| Our staff know how to respond when a child and young person is identified as GRT. |  | * For step by step guidance on how to support an individual GRT child and young person then please see this [padlet](https://padlet.com/EIPTraining/thematic-toolkit-padlet-gypsy-roma-traveller-draft-hczalughwc7lr7pj). |  |  |  |  |

## Partnerships with families

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| We take steps to support GRT families to engage fully with activities and events at our school / setting. |  | * Appoint a designated member of staff as GRT champion who focuses on engagement with GRT families. * NAHT provides a [good practice guide](https://thehub.naht.org.uk/management/good-practice-guide-developing-positive-relationships-with-gypsy-roma-and-traveller-families/) on how to develop positive relationships with GRT families. * See more tips and guidance within the ‘What support can we offer our GRT families?’ section of our Whole School / Setting Approach guide! |  |  |  |  |
| Our GRT families are signposted to trusted sources of support and this is made accessible to them. |  | * The [GRT Service](https://www.schools.norfolk.gov.uk/article/29761/Gypsy-Roma-Traveller-GRT) is a trusted support service for many GRT families in Norfolk. * If families are digitally literate and have Wi-Fi connection signpost to [The Traveller Movement](https://education.travellermovement.org.uk/) website which supports GRT families to navigate the education system. |  |  |  |  |

## Curriculum, teaching and learning

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| A culturally inclusive curriculum. |  | * Use high quality curriculum resources such as those included within these GRT Service padlets:   + [GRT Cultural Resources](https://padlet.com/EIPTraining/grt-cultural-resources-qetxs21od5sibmxi)   + [Showman and Circus Resources](https://padlet.com/EIPTraining/showman-and-circus-resources-cy5uxxld32htgkmq)   + [World War 2 Resources](https://padlet.com/EIPTraining/world-war-2-resources-pl9xn54i0e2xo3hx) * And teaching resources from [Friends, Families and Travellers](https://www.gypsy-traveller.org/teaching-resources/) |  |  |  |  |
| The RSHE programme is tailored to meet the needs of children and young people across the school / setting and includes themes around different types of families, caring relationships, respect, bullying, stereotypes and legal rights and responsibilities regarding equality. |  | * Review the [RSHE](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) curriculum planning across year groups and ensure there is adequate focus on these themes. * Conduct an annual children and young people voice activity to ensure the curriculum is relevant across all year groups. * Collate wider information from national, local and school / setting level to inform planning of curriculum in line with statutory guidance. * Explore the [ABA resources](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/preventing-bullying/celebrating-difference-schools/celebrating) about celebrating difference and diversity. * Establish a safe environment for lessons that seek to discuss sensitive topics. The PSHE Association have outlined [best practice principles.](https://pshe-association.org.uk/safe-classroom-and-effective-teaching-interactive-posters) |  |  |  |  |
| We recognise that there may be barriers for GRT families to engage with particular subjects including RSHE and PE, acknowledge families’ feelings around this and take steps to reassure. |  | * Provide information about the RSHE curriculum to GRT families in an accessible way for them. Parents are unlikely to have read the school’s / setting’s information about the RSHE curriculum or the guidance therefore may lack understanding so sharing this with parents and making sure they have sight of the materials is important. * Offer anonymous consultation opportunities. * Listen to any questions families might have – ensure you approach this in an understanding and non-judgemental way. * Focus on building positive and trusting relationships with families and discuss specific issues individually with each family. * Invite a GRT Adviser or Lead Specialist GRT Practitioner from the GRT Service to support with face-to-face meetings with parents. * See more tips and guidance within the ‘How can we support children and young people through the curriculum?’ section of the whole school / setting approach guide! |  |  |  |  |
| Our GRT children and young people are supported to access learning when they are away travelling. |  | * Get to know your families and build trusting relationships so that they feel comfortable to share their plans with you. * Work with the family to find ways that the children and young people can stay in contact with the school / setting and engage with learning when away. * Refer to this guidance from the GRT service about distance learning:   + [A set of PowerPoint slides which gives an overview of our Distance Learning Pack (DLP) guidance](https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-needs/gypsy-roma-traveller/distance-learning-pack-overview.pdf)   + [Distance Learning Pack guidance - with more detailed information](https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-needs/gypsy-roma-traveller/distance-learning-pack-guidance.pdf) |  |  |  |  |

## Staff CPD

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| All staff are provided with training which helps them to feel confident to support GRT children and young people through their practice. |  | * Ensure staff complete relevant training:   + The Norfolk GRT Service offers a broad range of [training](https://www.schools.norfolk.gov.uk/pupil-needs/gypsy-roma-traveller/training-and-resources/information-and-training) (including early years training).   + The Anti-Bullying Alliance offer a course which provides an understanding of [Bullying and Gypsy, Roma and Traveller young people](https://learning.anti-bullyingalliance.org.uk/course/8143/course-11-bullying-and%C2%A0gypsy-roma-and-traveller-young-people?_ga=2.101266113.1179031191.1641907268-808050033.1636043811). It takes approximately 30-45 minutes to complete.   + The [Traveller Movement](https://education.travellermovement.org.uk/cpd/) provides CPD training that supports understanding of the issues facing GRT CYP and their families in accessing good quality education.   + [The Education People](https://www.theeducationpeople.org/search?query=grt) provide a range of training and support for schools and settings around GRT children and young people. * Include information about the Norfolk GRT service as part of new staff induction. |  |  |  |  |

## Assessment, recording and reporting

| **What are we aiming for?** | **RAG** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- | --- |
| We accurately monitor the attendance of GRT children and young people closely to ensure attendance does not impact attainment or progress. |  | * Get to know your families and build trusting relationships so that they feel comfortable to share their traveling plans with you. * Ensure the T code is only used in line with the Education Act 1995 to mark GRT children and young people absent when they are travelling with their families for work purposes. * Ensure you understand how to use codes including D and C. [Working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) provides more information on registers and attendance codes. * See further guidance on monitoring attendance including how to use T codes and what actions to take if a GRT child and young person does not return after travelling within the ‘What do I need to record and report?’ section of the whole school / setting approach guide! * Contact a GRT Community Liaison Officer if you need further support at [inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk) |  |  |  |  |
| We are aware of the barriers around ascription for GRT children and young people and have put strategies in place to improve the accuracy of self-ascription. |  | * Get to know your families and build trusting relationships so that they feel comfortable to share this information with you. * Offer support to parents to help them understand why they are being asked to provide the information. * Please find further information on Ethnicity Codes for GRT pupils from the DfE. * See further guidance on Ascription ‘What do I need to record and report?’ section of the whole school / setting approach guide! |  |  |  |  |