

Welcoming Traveller Pupils

GOOD PRACTICE GUIDANCE FOR SCHOOLS



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Aims of this pack

The aims of this pack are:

- To raise Traveller awareness in all schools and across Children, Families and Schools, so that advisors, teachers and school staff, governors and pupils have some knowledge of Traveller history and culture and an understanding of their position in modern society;
- To equip schools for the successful admission of Traveller pupils so that they may effectively manage and provide for their educational needs;
- To provide a resource which informs schools about Traveller issues and offers routes for finding further information and advice.



To get the most from this guidance you should review it with reference to:

- Children, Families and Schools, 'Promoting Race Equality – Guidance for Schools', 2005
- Children, Families and Schools, 'Guidance and Recommendations on Preventing and Responding to Bullying', 2002
- Ofsted, 'Provision and Support for Traveller Pupils', 2003, HMI 455
- Brighton and Hove/East Sussex Traveller Education Resource List, <http://education.brighton-hove.gov.uk>. Go to 'Central Services', then 'Traveller Education'

Also recommended:

- The Education of Gypsy and Traveller Children, Christine O'Hanlon and Pat Holmes, Trentham, 2004 ISBN 858562694
- The Travelling People, Newham TES - a copy of this publication is included with this guidance.

This guidance has been developed by the East Sussex Traveller Education Service in partnership with the Brighton and Hove Social Inclusion Team through the Anti-Bullying Project. 2005

Rationale

'The vast majority of Traveller pupils linger on the periphery of the education system. The situation has persisted for too long and the alarm bells rung in earlier reports have yet to be heeded...Traveller pupils are still the group most at risk in the education system. They are the one minority ethnic group which is too often 'out of sight and out of mind.'

Provision and Support for Traveller Pupils, OFSTED, December 2003

We need to look to engage with and explore the range of cultures, traditions, experiences and histories that surround and bind us. Successful schools aim to reflect the value of these differences and commonalities.

We need to look to engage with and explore the range of cultures, traditions, experiences and histories that surround and bind us. Successful schools aim to reflect the value of these differences and commonalities to children and young people in order that they can become informed, engaged adults for whom diversity is neither unfamiliar nor threatening, but exciting, enriching and dynamic.

There is a long history of racial discrimination and prejudice against travelling people in this country and across Europe. The vulnerability of Traveller pupils in the education system is now commonly recognised. Schools must act, and in line with their specific duties under the Race Relations (Amendment) Act and the implementation of Every Child Matters, these actions are expected and mandated as never before.

This guidance aims to begin the process of raising the visibility of Traveller pupils in schools, and gives some key guidance on what

the issues are for schools, what elements of practice may be useful and what further support is available. In consortium with East Sussex Traveller Education Service, Brighton and Hove offers specialist support for families, pupils and schools through providing access to peripatetic teachers, Traveller Welfare Officers and pre-school workers. Contact details are in the 'Contacts' section of this document

According to Ofsted, (Provision and support for Traveller pupils, HMI 455, 2003), schools should:

- promote and affirm the culture and lifestyle of Traveller pupils in a way that reflects the principles of recent legislation on race equality and that improves the quality and accuracy of pupils' and teachers' knowledge;
- take greater responsibility for promoting and sustaining links with Traveller families.

This document is intended to support schools in implementing both of these recommendations. It is also an acknowledgement and a recognition that we value and respect Traveller history, heritage and identity. Together, we share the responsibility for ensuring Traveller pupils and their families are welcomed and supported in our schools.

Why do we need to do this?

'Discrimination against Gypsies and Travellers appears to be the last 'respectable' form of racism.'

Sarah Spencer, Deputy Chair Commission for Racial Equality, April 2004

In the course of working with Traveller children, the question is sometimes asked: 'Is it worth it?' and in particular, with highly mobile children: 'Why bother? It's only for a few days.'

It is worth it because:

- Education for these children means enhanced life choices and skills

A welcoming and encouraging school can promote an increase in continuity of attendance, progress in school work (even if it is sometimes in very small steps) and the acquisition of skills vital for everyday life. Society benefits from the education of all of its members.

- Education can lead to acceptance and greater understanding of cultural differences

It can be a positive lasting experience for **everyone** in school. If we exclude visiting Traveller children from access to short term educational provision then we encourage the perpetuation of stereotypical images, held by both Travellers and non-Travellers. Ignorance leads to intolerance which in turn leads to prejudice and racism.

We must bother because:

- Every child has the right to education. This means all children regardless of parental status or length of stay.
- Traveller children are amongst the most vulnerable of any identified group. This fact has been noted by educational government reports dating from the Plowden Report 1967 right through to the present day

- Traveller children often have difficulty in accessing education due to:
 - highly mobile lifestyle exacerbated by shortfall in site provision;
 - poor family history of formal education;
 - conflicting cultural expectations and demands;
 - no expectation of secondary school attendance or achievement.

Sometimes people say, 'Why raise Traveller awareness and include Traveller culture, history and lifestyle within the curriculum? We don't have any Travellers in our school.'

- **Travellers may form part of the school community one day in the future.** It is therefore important to prepare for this by thinking about inclusive policies and practices ahead of time.
- **Travellers may already form part of the school community, but may be 'hidden'.** It is vital that their culture is acknowledged positively.
- **All pupils need to learn about Travellers.** Society is diverse. Travellers form part of our community. A culturally relevant and affirming curriculum is important for **all pupils**.

Who are Travellers?

'The term Traveller suggests an homogenous group of people and immediately misinforms us. There is no one single group of Travellers. Traveller is a collective term for all those ethnic minority, business, professional and cultural communities who travel for work purposes or who keep travel as an option and key reference point in their lives even when they are settled.'

The Education of Gypsy and Traveller Children, O'Hanlon and Holmes, Trentham, 2004

- The term Traveller is an umbrella term that covers several distinct minority groups. These groups include English and Welsh Gypsies, Travellers of Irish Heritage, Scottish Travellers, Fairground Travellers, Eastern European Travellers (Roma), Circus families, Bargees and New Travellers. The individual differences (culture, occupations, language) of these groups are as varied as those of the settled community.
- Travellers may live in houses. Ethnic identity can be retained when a family settles.
- Sometimes, through fear of discrimination, Travellers may choose to hide their ethnic identity. There are many 'hidden' Travellers in our schools.
- Gypsy/Roma and Travellers of Irish Heritage are defined in law as ethnic groups and are protected by the 2000 Race Relations (Amendment) Act. Under this Act all schools and Local Authorities have a general duty to promote race equality. Traveller ethnic identity should be noted on admission forms and PLASC returns, and should be analysed as part of the school's regular process of tracking the achievement and attainment of pupils from different ethnic groups.



Good Practice 1: Whole-School

Ethos

Many schools throughout Brighton and Hove welcome (usually short stay) Travellers in their school. Any school may be required to do so at short notice.

Does your school:

- Have a strong inclusive ethos throughout?
- Have a Race Equality Policy and Action Plan, which embraces Travellers and makes specific reference to Travellers?
- Take bullying, including name-calling, of Travellers seriously (e.g. 'pikey', 'gyppo' for instance)?; are Travellers mentioned in the school anti-bullying policy? Are all incidents recorded and monitored in line with the directorate policy on reporting racist incidents and incidents of bullying?

In one school, as a result of name-calling, including name-calling of a Traveller child, the bullying policy has been reviewed so that incidents are now recorded and reported systematically. Work has been done within the class in circle time to address name-calling issues. The curriculum has been revised so that it raises Traveller awareness.

- Collect data (a statutory requirement) to monitor the attainment and behaviour sanctions of Gypsies and Travellers against other groups? Does the school act on the findings of ethnic monitoring?
- Make it the responsibility of all staff to help establish good school-home relationships?
- Take into account that cultural background may affect learning and behaviour and therefore have a flexible approach to managing learning and behaviour?

When Travellers first arrive in a school, they may not understand the boundaries or expectations of the school. In one school two new Traveller children had been reported on at least two occasions for swearing during break. Time was spent establishing that the children understood what constitutes a swear word. It seemed that there was some confusion. With clearer understanding and clear boundaries in place, the swearing ceased.

Admissions

Does your school:

- Have a welcoming and sensitive admissions procedure?

When six Traveller pupils arrived at a school they were greeted by the Headteacher. She introduced herself and spoke to each child in turn. She gave the children a brief tour of the school and explained what the pattern of the day would be and showed them to their classes. Children were allocated 'buddies.' At home time the school secretary collected the children and showed them where to wait at the end of the day.

- When appropriate, have a senior member of staff designated as the link between the school and the Traveller family?

One school, knowing they were likely to admit mobile Gypsies and Travellers did some preparatory work on People Who Visit Our City (to include Gypsies and Travellers). This was followed by How We would Welcome Visitors to Our School.

- Help to maintain continuity of learning where absence occurs? Eg Distance Learning materials? Contact with family/EWO/Traveller Education Service?

Circus children arrived in a Brighton school and brought Distance Learning books with them. These books outline the children's work and attainment in each school they visit. The Brighton school filled in targets (and whether or not achieved) for the weeks in Brighton.



Curriculum and Resources

Very few schools have undertaken any audit of curriculum provision to identify opportunities to promote positive images of Travellers. In a few cases there is deliberate avoidance of the issue; schools resort to the argument that 'We do not see any differences and we respond to them [Travellers] in the same way as we do any other children'. Such statements would not be made or accepted about other minority ethnic groups. Often it amounts to cultural blindness, despite the fact that schools have policies on equal opportunities and are preparing policies on race equality. This applies both to primary and secondary schools. Several schools visited had an ambivalent attitude towards and little understanding of the legitimacy of the Traveller pupils' minority ethnic status. Too often, in these schools, Traveller pupils were unwilling to affirm their ethnic identity. This limited the schools' ability to meet the needs of Traveller pupils within the context of race equality. Provision and Support for Traveller Pupils, OFSTED, December 2003

Does your school:

- Have an inclusive curriculum which reflects cultural diversity and which promotes Traveller awareness? (For example, are Traveller texts included in Literacy? does Traveller history form part of lessons on the Victorians or World War 2?) Does the school use appropriate images and references to Traveller culture, history, language and issues? Are opportunities provided to challenge stereotyping and racism?

One school (with no history of Traveller attendance) has recently revised its PSHE and Citizenship curriculum to include Traveller issues. The PSHE co-ordinator worked with the Traveller Education Service to look at ways to raise Traveller awareness and at ideas for resources.

- Are appropriate plans and support provided where individual Travellers have identified learning difficulties or gaps in learning?

In one school, the TES and the SENCO assessed the children – informally initially, formally after a couple of days – and a meeting was held to include the SENCO, TAs and the TES. The SENCO then set out structured weekly plans and made up a learning pack for each week. The TES provided a Programme of Support to dovetail into the school plans. A TA worked with the children for a short time each day (using the pack) and the children's work within the class was differentiated. The children's progress was regularly monitored and recorded.

- Have regular displays and resources visible in the school which show Traveller awareness? Are they an integral part of the school's learning environment, rather than an add-on?

Good Practice 2: Key Issues

Get off to a good start

- Ensure a warm welcome when the family visit the school. Gypsies and Travellers may expect hostility from the settled community and are likely to be anxious about leaving their child/ren. Don't assume any prior knowledge about school life. Offer to help with any form filling and explain school's routine, expectations etc. Avoid giving written information. It will be helpful if the person the family meet at the beginning can be the point of contact and liaison for the family. Time spent establishing a trusting relationship from the outset will be good investment should problems arise.
- Give careful consideration as to placement. It is likely Gypsy and Traveller children will have missed a lot of schooling and opportunities for play with jigsaws, construction toys etc. Allow children opportunities for educational play experiences, maybe spending time with a younger year group. Older children will be expected to look after younger ones. Plan so that family learning for some of the time is possible. Think creatively to ensure successful induction and inclusion.
- Prepare the class to welcome a new arrival and arrange buddy/ies.



Staff Awareness

- **Time keeping.** Traveller families may not live by the clock. The day's work starts when the family wakes up and children sleep when they are tired. The use of time is flexible according to the task in hand, and/or interest in it. Using time as a restraint may be alien to many Traveller pupils. The perplexing custom of packing away when not finished, or putting jigsaws away when not complete needs careful treatment to avoid upset or conflict
- **Language.** Children may be bilingual. School language can be confusing. Terms such as "wipe your feet", "break time" will need careful explanation. Acceptable forms of address may need to be taught, e.g. how to attract a teacher's attention. Traveller children tend to answer adults directly with little concern for status.
- **PE Games.** Problems can occur in relation to these activities due to a) reluctance to undress in front of other and b) Travellers do not like to take part in activities which have little practical purpose.
- **Jewellery.** Displaying gold jewellery can be important to some Traveller families. It is a sign of the individual being valued. Wearing of jewellery in school needs to be handled sensitively – acknowledge its significance and negotiate to reach understanding with the family.
- **Unstructured times.** Traveller children are usually robust. They will have been expected to sort out their own problems and to retaliate if threatened in any way. Most difficulties occur at break times. Out of school, children will be completely free to climb and explore their surroundings. A concrete playground without obvious restrictions can be a new experience. Play can be more boisterous than some children are used to. Do not assume prior knowledge of playground rules. Explain simply what can and cannot be done.
- **Groups.** Grouping together in the playground may look like threatening, almost "gang like" behaviour but it is much more likely to be for reassurance and support in a strange place
- **Siblings.** Older children will expect to look after younger siblings which may cause problems if there is a division between infants and juniors. Family relationships are close and protective.
- **Homework.** Special arrangements may need to be made regarding homework. You shouldn't assume that parents will be in a position to help their children with this and there may not be space or resources at home to do this work.
- **Sex education.** Many parents feel it is the family's job to give this information. They especially object to mixed classes. Discuss with the family.
- **Curriculum.** Reflect positive images of Traveller culture and lifestyle throughout the curriculum and through books, resources and displays. This is of value to the whole school.
- **Strengths.** Traveller children have many practical/life skills and will enjoy being helpful and given responsibility. It can be mutually beneficial for them to share their unique experiences and perspective. Having Traveller children in school can be a learning and rewarding experience for all.
- **Water.** Young children may not understand that they have easy access to a toilet and running water to wash their hands. Some Traveller children may want to spend time playing extensively with water. If access is restricted they need to know in advance what the restrictions are.
- **Eating.** Space in a caravan for example is very restricted and occasionally children may have limited experience of eating with a knife and fork. Food may be eaten at home on knees using a spoon or fingers.

Exploration and Discovery

Opportunities for play with jigsaws, construction toys, board games may be limited or non-existent within a trailer. Children in the classroom need time to investigate and explore. They need to be able to use toys, equipment and materials in an unstructured way before they can successfully use them in more focused tasks. They may need time to experience running water. Legitimate time allowed for exploration, perhaps with the help of another pupil allows the child to conform to realistic expectations. Traveller children usually enjoy helping staff with practical tasks.

Handling Difficult Issues

- If there is a situation that you feel needs a response, make contact with the parent in person or by phone call, talk things through and invite their co-operation, rather than sending a note home, for example. Aim to do this as soon as you can, ideally before the pupil relays their version of events to the family.
- Always aim to engage with the parents' point of view. Be seen to be fair and spend time explaining the school's position.
- If a pupil is to be sanctioned it is important that this does not take place in front of others. It is important to the Traveller community that an individual does not lose face in front of others. Ensure the pupil is given 'a way out' or there is 'time out' available. Allow for a cooling off period before discussing the situation further.
- The use of the term "pikey" or "gyppo" often goes unchecked. This is verbal racial abuse and should be recorded and addressed in line with the school's procedures for responding to racism in line with the Race Equality Policy and/or Anti-Bullying Policy.



Answering Difficult Questions

Why can't they live in houses like everyone else?

Wouldn't it be boring if we all lived in the same way? Historically Travellers have travelled and obviously houses cannot be moved. Many Travellers wish to maintain this way of life. How would you feel if you were made to live in a tent/caravan or in a different way? Some Travellers now live in houses but some Travellers have a cultural aversion to houses.

Wherever they go they leave so much mess

If you didn't have main drains and you didn't have regular refuse collection you also might make a mess. Police records have shown that whenever there is an encampment, the local population use it as a place to dump three piece suites, TVs etc. Travellers are often compelled to leave in a hurry. The settled population often leave messes after events. If you exclude a section of the population they will not be too bothered about conforming to society's rules/values.

Most of them work illegally and are thieves

How do you know? What evidence do you have? In any section of society you will always have good and bad.

They don't pay taxes

Those who are fortunate enough to have sites pay rent and utility bills. Many Travellers (whose ethnicity may or may not be hidden) pay tax. Many Travellers have successful businesses. Do you know of any non-Travellers who don't pay taxes?

This lot aren't real Gypsies

What do you mean by a real Gypsy? What is a real English person? Gypsies were granted minority ethnic status in the 1970s as they have a long shared history and a specific culture. Even if a Traveller does not continue to travel they have the right to maintain their Traveller status.

Why should Traveller children get support?

Traveller children are recognised by Ofsted and Save the Children as the neediest of any identified group in Britain.

'Pikey' isn't a racist term. Travellers use it themselves anyway

'Pikey' is associated with the 1822 Turnpike Road Act which prohibited Travellers from camping on these roads. It is often associated with thieving. This term reinforces stereotypes and is considered a derogatory label by Travellers. Gypsies and Irish Travellers are minority ethnic communities protected under the Race Relations (Amendment) Act 2000. Pikey is a racist term and its use should be challenged in accordance with the school's procedures for responding to racist incidents outlined in the Race Equality Policy.

What are the Procedures when Highly Mobile Travellers are admitted to a School?

Ongoing (in all schools regardless of possibility of Traveller admission)

Good inclusive practice eg Traveller culture and resources already embedded in the curriculum; school provides a welcoming, caring environment which recognises and respects cultural diversity; pupils with diverse range of needs able to learn effectively etc.

On application for admission

TWO visits school to discuss appropriate placements and to discuss likely support needs

- Internal admission form + PLASC filled in (offer to help with completion of forms)
- Class teachers informed - where possible prepare classes for arrival of new child eg importance of warm welcome
- Documents including Welcoming Highly Mobile Children/Traveller Children/ Information for SENCOs are distributed to school staff by TES (also available on Education Online, 'Central Services', then 'Traveller Education', then 'Advice on Inclusion').

Introductory visit made if possible

Suggested Protocol for Successful Admission

On Arrival

Initial Reception. Children brought in (usually by TWO). TES peripatetic teacher may be available to support.

Friendly reception. Designated member of staff greets children. Clearly explains school procedures/expectations and shows round – making clear where toilets are + location of siblings' classes

In Class

- Traveller child warmly welcomed by CT and introduced to class
- Traveller child given place to sit and place to hang coat/keep belongings
- Class procedures clearly explained at each step
- CT and TES (where possible) assess and set targets for week
- Work differentiated
- CT allocates buddy

At Break and Lunch

- Procedures clearly explained
- Buddy organised by CT

End of day

- Children are shown where to wait at home time

Following on

- Problems re attendance/taxis/finances or other are notified to TWO
- If not regular problems, Head of Service notified
- Parents are involved where possible – communication home may need to be other than in writing
- Individual weekly targets set
- Attainment and attendance is monitored & measured against other groups



Legislation and Guidance and Traveller Education

- 1944 Education Act (amended by the Education Act 1981, 1993, 1996)

Places Local Authorities under a statutory duty to make education available for all school aged children in the area, appropriate to their age, abilities, and aptitudes, and to meet any special education needs they may have. **This duty extends to all children residing in their area, whether permanently or temporarily. It thus embraces in particular Traveller children.**

1976 Race Relations Act (Amended 2000)

Places a specific duty on schools to promote race equality. Gypsies and Travellers of Irish Heritage are minority ethnic communities who are protected by this Act.

1980 Education Act (DES Circular 1/81 amendment)

Details that the Local Authorities duty extends to all children residing in the area whether permanently or temporarily. The duty thus embraces in particular Traveller children including Gypsies.

1980 Education Act – under the Education Act 1980 Local Authorities have a duty to make arrangements enabling all parents in the area to express a preference as to which school they wish their child to attend.

1988 Education Reform Act

Section 210 of the ERA 1988 empowered the Secretary of State to “pay grant to local education authorities in support of expenditure to promote and facilitate the education of Travellers.”

1989 The Children Act

The Act places duties on Local Authorities to work in partnership with parents, and interdepartmentally, and inter agency to ensure the maximum welfare of all children.

1989 European Council Resolutions

1. Aimed at promotion of education provision for Gypsy and Traveller children in Member States.
2. Provision for occupational Travellers – Fairground, Circus and Bargee in Member States.

1996 Education Act

LEAs must ensure all pupils receive the National Curriculum, including the children of parents who travel for work purposes.

Guidance

- **Circular 10/99 Social Inclusion: Pupil Support Section 4.32**

All schools behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it. The school should record all racial incidents, and parents and governors should be informed of such incidents and the action taken to deal with them. Governing bodies should inform LEAs annually of the pattern and frequency of any incidents. Pupils who have suffered racial harassment at or outside school, may need support.

- **December 2003 OFSTED Provision and Support for Traveller Pupils**

All schools should accept ‘the responsibility to meet the needs of all pupils, despite the considerable challenges presented by Traveller pupils’ disrupted education and hostility towards them from some parts of society.’

Useful Contact Addresses and Websites

Support for Travellers and Schools

East Sussex Traveller Education Service in consortium with Brighton and Hove

The service exists to support the educational entitlement of Traveller pupils in East Sussex and Brighton and Hove and consists of peripatetic teachers, Traveller Welfare Officers and pre school workers. We help families and pupils to find a school place and can give advice and support to the school to ensure successful inclusion and pupil achievement. We can give advice and training on legislation and race awareness relating to Traveller pupils. We have a resource base with artefacts, books and curriculum materials which can be loaned to schools.

Traveller Education Service, P.O. Box 4, County Hall, St Annes Crescent, Lewes BN7 1SG
Tel: 01273 482671 Fax: 01273 481261
Head of Service: Jackie Whitford:
jackie.whitford@eastsussexcc.gov.uk

We also have an office and postal address at Falmer School:

Traveller Education Service, North Building, Falmer School, Lucraft Road, Brighton, BN1 9PW, Brighton and Hove, Directorate of Children, Families and Schools

The Traveller Education Service forms part of the Learning Support Services.
Head of Service
Jacqueline Coe
01273 293504

Further support for schools is also available from the **Equalities and Anti-Bullying Consultant**
01273 293540

Local Guidance Documents

Guidance documents are available for schools covering each of the areas below in more detail. These are available for download from the Traveller Education Service section of Brighton and Hove’s Education Online website:

<http://education.brighton-hove.gov.uk>

Go to ‘Central Services’, then ‘Traveller Education’, then ‘Advice on Inclusion’

1. Welcoming Highly Mobile Children to Your School
2. Welcoming Traveller Children To Your School
3. Information for SENCOs



Useful Resources for Raising Traveller Awareness in Schools

There is a comprehensive list of resources for use in schools. This list contains general resources on developing race equality and cultural diversity in schools as well as specific resources for raising awareness of Traveller issues in schools from Foundation to Key Stage 3.

Go to:

<http://education.brighton-hove.gov.uk>

Go to 'Central Services', then 'Traveller Education', then 'Resources'

Further Web-based Guidance on Traveller Education

www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/whats_new

Includes document to download:

July 2003 Aiming High: Raising the Achievement of Gypsy Traveller Pupils

www.ofsted.gov.uk

Includes document to download:

December 2003 Provision and Support for Traveller Pupils

www.cre.gov.uk

Committee for Racial Equality – includes Strategy for Gypsies and Travellers

Information about Traveller Culture and Issues

www.kented.org.uk/ngfl/literacy/traveller/main.html

Includes literacy plans to raise Traveller awareness. Makes use of texts which relate to Traveller culture and history (suitable for KS1 & KS2).

<http://www.geocities.com/Paris/5121/holcaust.htm>

From the Patrin Web Journal and includes information about the Gypsy Holocaust

www.coastkid.org.uk

Visit Jamie's house to find out about Traveller culture and issues which affect Travellers (– suitable for use by KS3 students)

www.Gypsy-Traveller.org

run by Friends, Families and Travellers and includes 'Beginners guide to Gypsies and Travellers'

www.bbc.co.uk/kent/voices/bill_lee

The Voices website includes oral histories of Gypsy Travellers

www.paveepoint.ie/pav_culture_a.html

The Pavee Point website includes pages describing the culture of Travellers of Irish Heritage. (It also includes poetry.)

www.ComeLookatus.org

Scottish Young Gypsy Traveller website, written by young people

http://news.bbc.co.uk/1/hi/uk_politics/3829103.stm

BBC news re Travellers

Children, Families and Schools cannot accept responsibility for the content of external websites. The content of websites is subject to change. Staff are advised to review the content of websites prior to using them with students.

If you would like this translated, please tick the box (or state the language required) and return this to any council office

Në qoftë se dëshironi që ky informacion të përkthehet nëgjuhën shqipe ju lutem shënoni '✓' në kuadratin përkatës dhe dorëzoheni këtë në cilëndo zyrë të Këshillit të Rrethit.

Albanian

"إذا كنت ترغب في الحصول على هذه المعلومات مترجمة للغة العربية، يرجى وضع علامة في الخانة الميمنة و إعادة هذا إلى أي مكتب من مكاتب مجلس البلدية".

Arabic

"আপনি যদি এই তথ্যটির অনুবাদ [বাংলা ভাষায়] পেতে চান তাহলে অনুগ্রহ করে পার্শ্বের বক্সে টিক দিয়ে যে কোন কাউন্সিল অফিসে পাঠিয়ে দিন।"

Bengali

如果你想這些資料翻譯成廣東話，請在方格內加劃，並把這表格送回任何市議會的辦事處。

Cantonese

"اگر مایلید این اطلاعات به زبان (فارسی) ترجمه شود، خواهشمندیم شکل مربع را علامت زده و فرم را به هر آدرس شهرداری که در اختیار دارید پس بفرستید."

Farsi

Si vous souhaitez obtenir une traduction de ces informations en français, cochez cette case et renvoyez ce coupon au bureau municipal de votre choix

French

如果你想這些信息翻譯成普通話，請在方格內划勾，并把這表格送回任何市議會的辦事處。

Mandarin

No caso de querer obter a tradução desta informação em português, assinale por favor o quadrado correspondente, e envie este impresso para qualquer um dos 'council office' (escritórios da Câmara Municipal).

Portuguese

Eğer bu bilgilerin Türkçe tercümesini isterseniz, lütfen kutuyu işaretleyip herhangi bir Belediye bürosuna gölürünüz.

Turkish

Other (please state)

This can also be made available in large print, in Braille or on audio tape

