

GTRSB

ST. MARY'S CE
PRIMARY SCHOOL



GTRSB Pledge



Investing in
the UNIQUENESS
of each individual

"I Am Fearfully And Wonderfully Made"
– Psalms 139 v14



Trust Rationale

DND Learning Trust recognises that pupils from GRTSB heritages have significantly under achieved within education for a prolonged period of time. The gap in attainment for these communities is continuing to widen across the North East of England and the Trust wishes to take an active stance to address this. As a part of the EDIJ overarching focus and objectives of the Trust, each of our schools commit to taking the GTRSB pledge.

ST. MARY'S CE
PRIMARY SCHOOL



Named Contact Point: Mr M Piper

Governor: Jennifer Lewis

At our school, we proudly commit to creating a safe, respectful, and inclusive environment where Gypsy, Traveller, Roma, Showmen and Boater children and families feel welcomed, valued, and understood.

Rooted in our values of **love, trust, and hope**, and guided by our vision of **Investing in the Uniqueness of Each Individual**, we pledge to:

- **Celebrate Culture:** Recognize, respect, and celebrate the rich cultural heritage, traditions, and contributions of communities.
- **Foster Belonging:** Ensure every child feels a strong sense of belonging, with their identity and experiences reflected in school life and learning.
- **Promote Understanding:** Provide staff with training and resources to understand the unique needs and strengths of GTRSB pupils and families.
- **Support Learning:** Deliver high-quality, flexible, and inclusive education that meets the diverse learning needs of all pupils, including those from mobile, seasonal, or home-educating backgrounds.
- **Encourage Voice:** Listen to and act upon the voices of GTRSB children and families, involving them in decisions that affect their education and wellbeing.
- **Build Trust:** Work in partnership with GTRSB families and communities, building relationships based on trust, openness, and mutual respect.

- **Challenge Discrimination:** Actively challenge stereotypes, prejudice, and discrimination, promoting equality and fairness for all.

With **love** at the heart of our community, **trust** in every relationship, and **hope** for every child's future, we strive to be a school where every learner—regardless of background—can thrive, achieve, and feel proud of who they are.

This pledge is important to our school because it reflects our deep commitment to creating a truly inclusive and welcoming environment for all children and families, including those from Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) communities. It aligns with our core values of **love, trust, and hope**, and our belief in **investing in the uniqueness of each individual**. By making this pledge, we affirm our dedication to understanding and celebrating diverse cultures, building strong relationships with families, and ensuring every child feels seen, respected, and supported to thrive.

Inclusion

Enhancing Data Collection and Use for GTRSB Inclusion

1. **Voluntary Self-Identification**
Encourage families to self-identify as GTRSB through sensitive, confidential, and culturally respectful communication. Make it clear how the data will be used to support their children's education and wellbeing.
2. **Pupil Voice and Family Feedback**
Introduce regular opportunities—such as surveys, listening circles, or informal conversations—for GTRSB pupils and families to share their experiences, needs, and aspirations. This qualitative data can guide school improvement planning.
3. **Curriculum**
Develop the curriculum and opportunities for all children in school to learn about the culture, their ideas and to be respectful of these.
4. **Attendance and Mobility Tracking**
Monitor attendance patterns and mobility trends specifically for GTRSB pupils. Use this data to identify barriers to consistent engagement and to develop flexible, supportive strategies.
5. **Progress and Attainment Monitoring**
Track academic progress and attainment of GTRSB pupils as a group, while recognising individual needs. Use this to identify gaps, celebrate successes, and tailor interventions.
6. **Staff Training and Awareness Logs**
Keep records of staff training related to GTRSB inclusion and evaluate its impact through staff feedback and changes in practice.
7. **Community Engagement Records**
Document outreach efforts, events, and partnerships with GTRSB communities. Use this to assess the strength of relationships and identify areas for deeper collaboration.

8. Safeguarding and Wellbeing Trends

Monitor safeguarding concerns and wellbeing indicators to ensure GTRSB pupils are supported holistically, and that any patterns are addressed proactively.

Behaviour Policy Integration

- **Cultural Awareness in Expectations:** Ensure the behaviour policy reflects an understanding of GTRSB cultural norms and avoids assumptions that may unfairly penalise pupils from these communities.
- **Restorative Approaches:** Embed restorative practices that focus on dialogue, understanding, and relationship-building—aligned with your values of **love, trust, and hope**.
- **Staff Training:** Include GTRSB awareness in behaviour management training so staff can respond with empathy and cultural competence.

Recording Incidents –

- **Dual Perspective Logging:** Ensure systems allow for recording incidents from both perspectives—when a GTRSB pupil is a **victim** (e.g. of bullying or discrimination) and when they are a **perpetrator** (e.g. involved in conflict or behavioural issues).
- **Bias Monitoring:** Regularly review incident data to identify any patterns of over-reporting or under-reporting involving GTRSB pupils. This helps address unconscious bias and ensures fair treatment.
- **Contextual Notes:** Allow space in incident logs for context—such as cultural misunderstandings or mobility-related stressors—that may influence behaviour.
- **Follow-Up Support:** Ensure both victims and perpetrators receive appropriate support, including restorative conversations, mentoring, or family engagement.

Equality, Diversity & Inclusion Policy

- **Impact:** The pledge strengthens your commitment to eliminating discrimination and promoting equality.
- **Integration:** Explicitly reference GTRSB communities as a group whose rights and identities are protected and celebrated.

Admissions Policy

- **Impact:** Ensures fair access for GTRSB families, especially those with mobile lifestyles.
- **Integration:** Include flexible approaches to documentation and transitions, and outline how the school supports continuity of learning.

Attendance Policy

- **Impact:** Recognises the unique challenges some GTRSB families face regarding attendance.
- **Integration:** Include culturally sensitive strategies for improving attendance, such as flexible learning options or outreach support.

Curriculum Policy

- **Impact:** Promotes a curriculum that reflects and values GTRSB histories, cultures, and contributions.
- **Integration:** Commit to embedding GTRSB representation in topics, texts, and enrichment activities.

Safeguarding & Child Protection Policy

- **Impact:** Ensures staff are alert to the specific safeguarding needs of GTRSB pupils, including risks of exclusion or isolation.
- **Integration:** Include training on cultural competence and how to build trust with GTRSB families.

Anti-Bullying Policy

- **Impact:** Helps prevent and respond to bullying or prejudice related to ethnicity, culture, or lifestyle.
- **Integration:** Include examples of discriminatory language or behaviour that may target GTRSB pupils, and outline clear reporting and support procedures.

Staff Development

- **Impact:** Ensures staff are equipped to support GTRSB pupils effectively.
- **Integration:** Include GTRSB awareness and inclusive practice in CPD planning and induction.

Parental Engagement

- **Impact:** Builds stronger, more trusting relationships with GTRSB families.
- **Integration:** Offer flexible, respectful communication methods and involve families in school life in ways that suit their needs.

Mental Health and Well-being

At our school, we are committed to supporting the mental health and wellbeing of all pupils, including those from Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) communities. We provide a nurturing environment where children feel safe, respected, and listened to. Our trained Mental Health First Aiders and pastoral team offer emotional support and early intervention, while our wellbeing curriculum promotes resilience, self-esteem, and positive relationships. We work closely with families to understand individual needs and offer tailored support, including access to counselling, trusted adults, and culturally sensitive wellbeing resources. By building strong, trusting relationships, we ensure every child feels valued and supported in both their learning and their emotional development.

Curriculum Needs

To meet the diverse learning needs of Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) pupils, our school offers a flexible and inclusive curriculum that can be adapted to suit individual circumstances on consultation with parents and families. We also adapt classroom content to reflect pupils' cultural backgrounds and lived experiences, helping them feel represented and engaged. Our approach ensures that every child has the opportunity to succeed, regardless of where or how they learn.

Celebration

In June, our school will proudly celebrate Gypsy, Roma and Traveller History Month with a vibrant programme of activities that honour the rich cultures and contributions of GRT communities. Through these events, we aim to build understanding, pride, and a strong sense of belonging for all.

Together, through understanding, respect, and partnership, we are building a school where every child—regardless of background—can grow in confidence, feel proud of who they are, and flourish. We believe that by embracing the uniqueness of each individual, we create a community where **everyone can thrive**.

Investing in

the UNIQUENESS

of each individual

"I Am Fearfully And Wonderfully Made"
– Psalms 139 v14