

23.10.12

Received new list for this year from ~~XXXXXX~~.
Had no response from 3 I wrote to. Don't feel comfortable contacting them as feel the need to respect their right not to engage and not to be hassled. Time has passed; they may want to move on. Will more recent leavers be more motivated to speak about their school life?

8.11.12

Written to three boys who have just left school. Used headed paper this time - felt it may make parents more confident about who I am? I will telephone them in two weeks if heard nothing.

28.11.12

Made follow up calls - ~~XXXXXX~~ - no. not recognised
- ~~XXXXXX~~ - no answer
- ~~XXXXXX~~ - straight to answerphone

12.1.13

YPS is no go. ~~XXXXXX~~ ~~XXXXXX~~ managers won't get involved, not that I was actually asking them to do anything, just to let me access youth groups.

I have also emailed all EPs to see if anyone knows someone who may fit criteria.

(PRU)

All feedback I am getting says approach ~~XXXXXX~~, but I'm not sure how they can help because of criteria I am looking to meet re f.t. and p. exclⁿ. Also, won't be giving me face to face contact with young people, only names again.

→

10:25 - checked with reception - not seen either boy.
- lady on reception asked another boy passing if he had seen them; he said he saw one going out of front gate.
This provoked disappointment and an upset feeling in me. I was so close!
I have consent form and mobile no for M now, so at least can nip him and arrange for next week. Aware that KAB is very busy at moment and am now going to have to ask her to do more.
'Is it worth it? Is all this worth it?'
In my thought at moment,
- can see & hear lot of large pupils coming past so still hoping...

10:35 Shock - they arrived!
Set up two mini ~~sessions~~
Kept M.
Feel went well. He seemed relaxed most of time and talked well. I felt I sometimes directed a little and imposed my ideas? Tried to acknowledge that this was just my p.o.v. though and ask for his.
Main themes that stand out -
Key adult 'on your side'
Punishment
Strict approach
Parental backup
Taking it on the chin & moving on
Having an aim in mind.
Motivation.
Friends up in positive way

16.4.12.

Group to high school to meet group of girls. - group in an hour.

How do I feel?

- a bit nervous - why?
 - will they listen?
 - will they want to take part?
 - will I say the wrong thing then regret it afterwards.

Tried to dress casually but not too casually. - as usual. Want to look friendly but not like I'm trying too hard to fit in.

→ concerns re what they will think of me.

17.4.12

Went ok. All 9 turned up.

Reading body language, felt I was worried them but then got them.

Tried to give message of importance of hearing their viewpoints. "You've done it - you're still here" All took info. - what will I do if they all want to do it?!

When mentioned I meet a lot of boys, laughter. When said I wonder about what it is about school that maybe works better for girls, seemed to get some agreement.

I enquired if I had a group who all had experience of exclusion - there was laughter and acknowledgement (humorous embarrassment?)

Group dynamic - some joking and bravado behaviour from 2 boys (perfect stands out)

~~.....~~ - "you got all the scallies here" but she is v. nice

WHAT HAVE I LEARNED? HOW WILL MY PRACTICE CHANGE?

Challenging
attributes
more overtly?

- * Try engaging YP in different ways - don't give up as easily (e.g. ~~...~~)
- * Notion of dissatisfaction - discuss what y.p. is dissatisfied with. Acknowledge mismatches between aspirations and opportunities. Discuss priorities
- * Return to idea of problem-holders - locate problem.
↑ Link these.
- * Importance of identifying 'NEED' first.
- * Keep in mind how & why events are storied as they are.
- * Take responsibility for giving chances to engage, being creative with these, and knowing when it is appropriate to back off - delicate balance.
- * Querying with schools re. anyone showing persistent disruptive behaviour (not using this phrase!)
- * Push ourselves forward re exclusion (retrial?).
- * Referring to Children's Commissioners report re features of low-excluding school.
- * Think about location of problem & see if things from child's p.o.v. - question p 64.
- * Be S-O - what is working? Do more. What is not? Do something different.