23.10.12
Received new list for this year from [redacted].
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. Will telephone them in two weeks if heard nothing.

28.11.12
Made follow up calls - [redacted] - no not recognised
- [redacted] - no answer
- [redacted] - straight to answer phone

12.1.13
YPS is no go. [redacted] 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 EIS to see if anyone knows someone who may fit criteria.

(PRU)

All feedback I am getting says approach [redacted], but I'm not sure how they can help because of criteria I am looking to meet - re f.t. and p. excl. 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, 
  passed if he had seen them; he said he saw the group 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 ring 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 thoughts at moment,
  - can see & hear lots of large pupils coming
    past so still hoping.

10:35 Shock - they arrived!
- Set up in [censored]
  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 & move on
  Having an aim in mind
  Motivation
  Friends win in positive way
16.4.12

group to high school to meet group of Y11s. - group in
an hour.
how do I feel?
  - a bit nervous - why?
    - will they listen?
    - will they want to participate?
    - will I say the wrong thing now
      regret it afterwards.

tried to dress casually but not too casually.
  - as usual. want to look friendly but
not like trying up 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 coming across well
but men got me.
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 allot of boys, laughter.
Then 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 - here was laughter and
acknowledgement (humorous embarrassment?)
Group dynamic - some joking and bravado
behaviour (prefect stands out)
- "you got all the scaliers here" but she is y
WHAT HAVE I LEARNED?

HOW WILL MY PRACTICE CHANGE?

- Try engaging YP in different ways - don't give up so easily (e.g. 🎪)

- Notice of dissatisfaction - discuss what YP is not satisfied 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.

- Moving with children re. anyone showing persistent disruptive behaviour (not use 'path phrase?)

- Push ourselves forward re exclusion (re trial?)

- Refer back to children's commissioner report re features of low exclusion school.

- Think about location of problem & seeing things from child's p.o.v. - question p 64.

- Be S-O - what is working? Do more. What is not? Do something different.