

Year 10, Female Student

Year 10 female student, who had been excluded from several schools and finally withdrawn for her last school; fee paying (by adaptive parents) before permanent exclusion was put in place. Student X had a history of physical violence towards both peers and teachers. Student X had also been subjected to a sexual assault (which had been reported in local papers) and I believe the courts decided there was insufficient evidence to press charges.

Student X was regarded as a More Able and Talented Student, they certainly had this potential. This student had been predicted Level 9s across the range of subjects but had no school place. Student X certainly presented as a capable student; when they were able to focus and concentrate, which was very much mood dependent. Student X's session attendance was 100% but the attitude to learning was up and down (again mood dependent). Student X's confidence in academic ability certainly was not lacking; but this itself was often a barrier to learning and communicating effectively.

This placement was very stable, due to the student-centred approach offered relationships between the young person, parents and myself were quickly built. Student X often presented as an abrasive personality (this was a defence mechanism) so we worked on improving the way that 'difficult' conversations and strangers were approached and spoken to. This was done using a reflective and restorative approach with Student X being able to identify how situations and conversations could be had in a more effective manner. Again, due to the student-centred approach work was able to be carried on improving Student X's emotional intelligence as well as their academic abilities. Due to the nature of the support offered multi-agency working is possible, allowing to build the team around the individual.

Due to the 'flexibility' and student-centred approach offered by tutoring work and progress was made with helping Student X identify risking behaviours and the importance and need to make the right decisions to keep safe and healthy, this took the form of both online safety and making the healthier choice in terms of diet, exercise, alcohol use and sexual behaviours (Safe Guarding and reporting procedures were followed when needed).

In the 1:1 tutoring situation the challenging behaviours often displayed in a mainstream classroom were absent, however these behaviours were discussed and the transition back into a mainstream school, offered the perfect opportunity to do this. Once a placement had been agreed I was able to support Student X through this transition (again keeping the student-centred approach as the focus). We would discuss 'real-life' situations and how Student X could react against how Student X had reacted in the past, and ask members of staff for support. These discussions also involved Student X deciding how much information about the past they wanted new peers to be aware of. I was also able to support Student X in their transition back into mainstream school by attending planning meetings in which we discussed academic success and aspirations, SEMH and approaches that we had taken, that both worked and had not, that Student X would like available as a scaffolding support approach.

Originally Student X decided that my presence within school for first several weeks would be beneficial and this was facilitated, however, after several visits Student X decided that this level of support was not needed (as did all the professionals involved) so it was within.

Throughout Student X's placement the participation and involvement had been fantastic, although there were sessions when the planned academic focus needed to be put on hold to allow for a more pastoral focus to be had. Student X went on to have a very successful reintegration back into mainstream education. I was contacted by Student X after the results of 2020 were announced;

"I just wanted to say I've got a nine in English Literature and part of that was down to you teaching me...I just started A-Level English."