

APPENDIX 3

Case study: Young Person A

I came into post November 2018 and took over as case worker for A who had been permanently excluded earlier that year. A had issues around alcohol misuse and home life was difficult; relationships between family members had broken down and A started offending and became increasingly vulnerable. A family support worker also became involved with the family but A didn't engage and refused this intervention. Things became more strained at home, and it was decided that A was to move in with dad but this broke down after several weeks and then A moved in with her grandma. Unfortunately, this wasn't successful and she was taken into care, becoming a looked after child.

After a monitoring period, where A has demonstrated progress in learning and attitude it was decided that she was ready to transition back into school. She was settled, working hard, and excited by the opportunity. We looked at careers that A was interested in and arranged for a careers advisor to come into the alternative provision to discuss the qualifications that she would need to pursue her chosen post 16 course. We came up with a plan and A was enthusiastic and motivated to start school.

A is now 16, settled with a carer and was offered employment as an apprentice with the alternative provision she attended herself. The provision identified that A has great potential' and they continue to work closely with her to complete her coursework, prepare for adult life and maintain motivation. She is now working towards her goal...business admin level 3.

The transition from student to staff was difficult for A but she has taken it in her stride and continues to get support. She works very hard and completes all tasks allocated to her. A understands the students in provision due to her own experiences and can offer insight and a different perspective on things. We are proud to see A growing in confidence. The alternative provision offers A a safe place to express her concerns, opportunities to expand her social network, non-judgemental advice and the tools to empower her to make her own positive decisions.

I am very proud of A and feel privileged to have worked with A... her journey has only just begun.

1:1 intervention: Young Person B

Young person B received his permanent exclusion in December 2019 for persistent disruptive behaviour, after moving between both Middle schools within the area. He was then placed in AP over 50 miles away, as this was the nearest provision available to him given his age. This had a huge impact on him as he was not in school with his peers and had a considerable amount of time added to his days with travel.

The team began working with young person B directly in September 2020, when he was transitioning to the local High School. This was a difficult transition for young person B as he had previously struggled with school, was returning to mainstream from AP having missed a considerable amount of time due to covid-19. There was also a complicated home life which impacted on his behaviour in school.

The team worked on a 1-1 basis weekly work with young person B. Support began by focusing on giving young person B a chance to voice any of his concerns around school, we then worked together to identify trigger points in his days/lessons which were leading to an escalation in his behavior, in order that young person B could take control of the situation and learn to manage their own

behaviors. We continue to meet weekly to reflect on the week to celebrate what has gone well and to consider what could have been done differently to avoid conflict and escalation. The focus of this is to allow young person B to recognise how he plays a role in conflict situations in a safe/non-judgmental way.