

Talking with children and young people who are potentially vulnerable in our setting: our more nuanced and gentler “benchmark” youngsters:

<p>What makes you feel safe and happy in school?</p>	<ol style="list-style-type: none"> 1. My Classroom (nurture model) 2. IT and PE and BMX (likes Mr Long and Mr Credgington) 3. English/maths/IT (likes his class and Miss Session and Miss Butler) 4. Doing well in all classes and enjoying them and likes his teachers without exception. 5. Literacy sessions with Miss Butler/physical activities like BMX/I get on with all the MOS/mates with 3 and values this in same class and attend college together. 6. Learning “it’s easier to do” (accessible) enjoying school. 7. Actually able to come to school and not worry about who I am going to fight today (came from Brunel Academy Torbay recently) I’m in a group where I can have challenging work I wasn’t given challenging work in my other schools. 8. More to do here. Lessons more enjoyable. Teachers make it more enjoyable. I did more work in one day here than I did in 6 weeks at newton Abbot College. I get along with all the staff: I don’t think I could ask for better people in my corner...I’m making new friends. 9. Happy with “everything” loves going to college. 10. Some lessons are fun like PE and ICT (again he likes teachers Chris Long and Jools Credgington respectively) I enjoy the activities.
<p>What makes you feel unsafe and unhappy in school?</p>	<ol style="list-style-type: none"> 1. Other students being unkind 2. “Nothing” 3. Other children being disruptive “mucking about” in class 4. I worry about other students missing their lessons. I sometimes fallout with people but I sort it out. 5. Other children in class disrupting learning. 6. Others playing up in class stopping me learning. 7. Being targeted by others on football pitch 8. I’d like to be allowed outside more and a door left open all the time. There’s no bullying here because we all have problems. 9. Other students get me down sometimes they say unkind things. 10. The naughty behaviour of other children and again when they say unkind things.
<p>Who could you or would you go to to get some help?</p>	<ol style="list-style-type: none"> 1. Miss Hunter/Mr McDaid/Mr MacCourt 2. Kat 3. Miss Sessions 4. I can trust most of the teachers here: they’re all here to help you but if it was really difficult Miss TG2 5. I would go to any of the staff and I see Kat for counselling. 6. The teachers in my class. (Vicki Sessions/Angela Butler) 7. Mr Long 8. Kat/Mr Robinson (“sadly he’s not here”)/Miss TG2/Jess/Mrs Lee. 9. Alan Stuckey (class teacher) you (MMc)/ Jess/ Phillippa /Alice loads of people 10. Mr Stuckey (class teacher)

1.	7	
2.	9	
3.	10	
4.	11	
5.	11	
6.	8	
7.	8	
8.	10	
9.	9	
10.	8	CiC

Clear themes emerged as we met and talked together (Jess Hunter HLTA supported me)

- Our more nuanced and potentially vulnerable children and young people are feeling safe and they do have trusted adults.
- They are enjoying school.
- Their frustrations are typically about the acting out of other less “nuanced” but no less talented and important SEMH peers highlighting the core frailty in our eclectic student body.
- It is notable two relatively new students’ positive experience contrasted sharply with their previous schools and our determination to put the children first and privilege staffing that is visible and practical and working alongside them in numbers and in experience vindicated.