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| Fieldnote Note | 10 | Date | 24/5/21 |
| Locations | School (Ed Team 2) | Weather | Cold, wet and windy |
| Child interactions | Eva, Dom, Dennis + 3 other children | Staff Interactions | Tanya, Geraldine and Pepper + SL Consultant |
| Times | 8.30am – 3.30pm | Total Time in field | 7 hours |

Arrived in school at 8.30am. In the class there was a discussion between Fraser and Tanya about Dom’s behaviour last week and the struggles that he was having in managing. Dom was first to arrive in class. There were various games and activities available to the children before the start of class and I played a Top Trumps with one of the boys until the lesson commenced.

There was a new pupil in class this morning (check consent situation before adding any detail here) [consent was not established for this child and no data are included specifically about them on this basis].

The first order of the day was to talk about ‘keeping ourselves safe’ and how to manage this in light of some unsafe behaviours from last week. There were no names used, but much of the behaviours discussed related to Dom from last week. The children were asked to identify unsafe behaviours, identify the actions that adults may need to take in order to keep them safe, and how to earn back trust. Tanya later explained that they do not always look back at past behaviours and often look forward, however, they are trying to work with the children on being able to identify and discuss types of feelings and behaviours and also to provide context for any actions that are taken (which can be unpopular – Dom won’t be able to take part in the Wednesday activity this week because it is on water and he has been unable to show that he will listen to and follow instructions relating to safety).[picture saved separately]

There are a lot of activities that make use of emotional language that seemed geared towards helping the children identify and describe how they are feeling. Some examples exist on the walls and the children make reference to them at points when emotions are being discussed [picture saved separately]

Dom struggled today and was taken out of class to work in the quiet room or to spend time in the courtyard frequently. Tanya explained later that he would often look at the timetable and adjust his behaviour around the activities that he wanted to take part in. This reduces the amount of disruption to the other children in the class. Whenever he is returned to the class, he has to work through the timetable with a support worker rather than simply joining in where the class are at.

At play time, the children were out playing on the zip line and [data removed as consent not established – details of how easily the new child adapted to the new environment] Is this a matter of course for children whose lives are often suddenly changed/disrupted?

The PE session was in the Gym due to the weather today. A game using balls called Bal-a-vis-x was used. Tanya explained that the tasks involve using both sides of the brain with bouncing balls in different patterns alone, with each other, in time etc. It was a bit tricky to get the hang of at first, but the children seemed to enjoy doing it and were largely focussed on it with Tanya being very clear in the instructions. After this ‘choosing’ or free play was initiated, and the boys immediately set the crash mats against the wall for a clearly pre-practice game of getting on top of them and riding them down as they collapsed. I was recruited to hold the mats while the boys and [one of the children] got on top so they didn’t fall too early and then I had to run out of the way before they fell. The boys were very caring and helpful to [one of the children], helping them up and holding on to them as the mats crashed down flat.

Before lunch, Tanya read a story out about ‘a worry’ – the personification of worries in a story about a little girl with a growing worry and how, when she eventually talked about it, it shrank. This led to a discussion about worries and both Eva and Dennis shared big worries (Eva about a potential move away from here after talking with her SW and Dennis about his grandparent who was ill). This conversation continued into lunch although seemed to be overtaken by all of the activities involved with lunch (washing hands, dishing out, getting juice etc).

The rest of the afternoon, the children were focussed on a promised activity – that Fraser would come and take them to the gym for some rough play and wrestling, which they all love. Tanya had to work hard to keep them on task and there were frequent questions about whether or not this activity would go ahead as planned. It did, without the involvement of Dom who was in the courtyard and expressing his unhappiness. It transpired later that the boys had been calling out to him from the Gym (which overlooks the courtyard) how they were having a great time and that exacerbated Dom’s feelings – he was banging (gently) his head off a window near the door of the class as I exited to go for a talk with the speech and language therapist.