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| Fieldnote Note | 27 | Date | 27/9/21 |
| Locations | Bungalow 3, Campus | Weather | Colder, wet at times |
| Child interactions | Simone, [one of the children], Red, James, Norman, Graham, Daniel | Staff Interactions | Monty, Pru, Kris, Hailey, Helen, Donald, Ronnie |
| Times | 11am – 4.30pm | Total Time in field | 5.5 hours |

Was up on campus to meet Quin at 11am to discuss the work being done to reduce ‘safe holds’. Unfortunately, something unexpected came up for him and we agreed to rearrange. I went up to work in Bungalow 3 as it tends to be a bit quieter, and my laptop remembers the Wi-Fi password there.

Monty was back from some time off and ended up in the kitchen chatting over some coffee and pastry for about an hour. It was an interesting discussion where we were both reflecting on the nature of the work from our different perspectives – each finding the other’s helpful, I think. On discussing how difficult it can sometimes be to ‘step back’ from the work sometimes, we explored how being a manager (especially ‘senior on’) can mean that problem-solving is the key role and that, therefore, makes you aware of all the problems but perhaps noticing positives a bit less.

On discussing the DDP model, where I was explaining how I see the parallels between caring for children and caring for staff, Monty noted that there are differences (himself being one of them) where some staff are not that prepared to discuss ‘all of their personal business’ (referring to backgrounds, triggers for staff etc). He also detailed how pleased he was getting time with a specialist online to discuss Simone and completed a questionnaire with the specialist that suggests that Simone may have ADHD. He noted how this specialist took their time rather than the rush to diagnose shown by the CAMHS teams.

After this, I asked Hailey how she was getting on now that she’s been in the job for 2 months (although she previously worked as agency in other places). After some initial discussion about practicalities, the conversation took the turn of a pseudo-supervision session whereby she outlined some situations with the children recently that appeared to be causing her some anxiety – she did not put it in these terms but, to me, it seemed like she wanted to explain the situations and how she coped with them. She also tested out some potential options: leave it up to the child to come back to her (what message does this send) or take a more proactive approach (what if the child is hostile to this).

After the handover meeting the arrangements were put in place to pick the children up from school – I thought about tagging along today but there was a shortage of workers and it made things logistically difficult without me adding to the mix. I, therefore, waited in a very quiet bungalow 3 for about 15 minutes.

The noise level when the kids arrived home can be quite a shock to the system initially. Red, [one of the children], Simone, James, and Norman all arrived home in quick succession. Some of them came in and said hi or chatted to me at various points, although Simone did not speak to me today even though she sat next to me for the first wee while. I remember this from before, where she takes some time to readjust to you if she hasn’t seen you for a while. The children were all together in the living room for 30 minutes as Monty was away in another bungalow until a meeting had finished and there was enough cover in the various places. Apparently, this is a bit unusual in Bungalow 3 as they usually get the children out involved in various activities pretty much as soon as they get home.

The five children here interact in ways that are not dissimilar to a sibling group – sometimes caring, sometimes playful, sometimes aggressive etc and the staff intervene verbally at times to try and bring things down a level or to stop things going too far. Red made me laugh when he blew a balloon up with his nose – some of the facial expressions were great.

When Monty came back, he started discussing with the children and adults about what the plans were. The first discussion with Red was about his independent time and whether he had permission to go into his friends’ houses in Kinross – there was some discussion between Red, Monty and Kris about this. An interesting difference in the approach of Monty and Kris to this discussion with Monty preferring to be ‘upfront’ and say things with Kris more minded to discuss quietly – these are day to day judgement calls I guess.

Things were divided up – James and Norman were going swimming with Hailey. Red and Simone were going to play outside with Kris until Simone goes to football and then Red will have some independent time. [one of the children] was staying on campus with Pru, who will also make the tea. I ended up following Pru and [one of the children] around campus for a while interacting with some different staff members and children including Daniel (who knows his supermarket membership/reward cards!), Graham who is still trying to learn to ride a bike (he has dyspraxia), and Donald.

I head off before Tea.