**Meeting with Early Shift 6 2/2/21**

ANDREW: Yes, join join us, then fair enough if they don't, I'll I'll be. I'll not take up too much of your time, but one of the things I wanted to just to make clear to you, is about consent and confidentiality just so you know where you are with that because although [org] agreed to this research, going ahead and all that. And I know I said this in the meetings away back. But just to make it clear to folk, you know it's up to you as an individual. Whether or not you give consent or withdraw in terms of this Research, it's important you know that as an individual there’s no obligation for you to take part in any of this stuff. And one of the things I supposed to think about when you think about that is confidentiality, well. What's gonna happen if I say this and whatever else.  So, what I do with Any data that I get, these are wee team meetings are kept relatively informal but I'm hoping to recruit for for interviews and stuff like that. Yeah, take the names out and identifying data and all of that.  So when we produce reports for conferences or papers, we’ll no even say that it's [org] we'll just talk about residential, a school in Scotland, you know, and will change what I'll give people different names. The kids, the staff, will all have different names. But I suppose one of the limitations with confidentiality is you guys all know each other really well and you know the kids really well so you even if I change names, you may be able to recognize somebody from their story. So that's that's one of the limitations to confidentiality, for you is well, so are you alright on that basis to go ahead with this today.

DUNCAN: Absolutely

ANDREW:  good, good. I'm pleased him. So one of the things I've been finding out about which has been really interesting last week. I've been finding out what happens on the early shift, about reports, observations that are written in the format of a letter to the child and da da da, and then more recently I've been learning about the back shift, so I was going to keep going with that format. Actually, just to pick your brains... so the other three things I've got are sleepovers, weekends and school Holidays, and so any one in them. If you were, if you were able to tell me about what happens in a sleepover. For example, if you’re doing a sleepover, what kind of things, what's your experiences of that?

DUNCAN: OK um. I've been doing sleep over years. Absolutely years... erm in [org] 10:00 o'clock, that's your sleepover time you finish your shift at 10pm... I'm right. I'm one of these late bedders Andrew. I like to stay up, have a blether, see how the shift's gone, just to chill. A lot of the other older buddies, they just want to go straight to their bed. Sometimes you get a wee bit lost in the sleepovers. You know, it's just, it's just basically set your, you know, make sure the kids are OK. They've got the drink for during the night. Set the alarms 'cause the doors are alarmed. Set the alarms and if you're up during the night, when I hear the alarm. Always get up anyway, even if they're just going to the toilet or not. Always just to make sure they're OK. 'cause I can go back to my bed after 2 minutes. It's no problem for me for sleeping. Sometimes sleep overs are really good. You're not at all, and there's other times you can be up eight 9, 10 times during the night,

ANDREW: right? OK.

DUNCAN:  they can't settle and this that and the next thing. They do, they do vary.  We do six in a month on average, which is very reasonable because other places I've been before it's it's been 10 a month, so six is fairly good. Um? Another good thing about this. One. You get a bit longer in your bed in the morning. You don’t have to travel. And you get your shower facility. But always up for 20 past seven, kids come through at 7:30. Basically, at 7:30 they are asking if they can put their tellies on So they'll put their tellies on, they'll sit in their rooms with their tellies on and chill.  They usually come through get their clothes on about 8:30, have breakfast and then out to school. It seems to work for the kids. That structure works. Yeah, if they're up any earlier they're arguing with one another, fighting one another. They'll no go to school. So that that seems to work for our kids in [bungalow]the actual structure in the morning as well.

ANDREW: and do you, so do you, 'cause I know that the early shift are typically, they are coming in and they will take them to school. So if you're on a sleepover, you're no doing that, are you doing other things while they’re taking them to school?

DUNCAN:  No, I will take them to school as well.  I don't finish till 9.30 Andrew. So usually, usually whoever's there, we'll split it between us.

ANDREW: so that does that give you the opportunity to hand over to a certain extent with the early shift? To say, look, such and such was up through the night a few times and was quite unsettled or?

DUNCAN: 7:30, there's always a hand over at half seven, just to see how things were eh? Always. Yeah, just to give us a wee bit of time.  If the  kids were up and about, it would be really difficult to do that to be honest. Hear what's happened?

ANDREW:  Well, yeah, certainly when I've been there on the back shift, that's one of the things you know, I never got that much time, actually, to chat to staff or for staff to chat to me 'cause you were just full on. It's just, the job is full on. It is yes what I’ve seen when I've been up, so I imagine it's the same in the in the morning as well.

DUNCAN: it's the same for all the bungalows. It really is

ANDREW: yes yeah, OK. And then what about weekends then, how, are weekends different in terms of shift patterns, the things that come up, the kinds of things that you would. You would do with the kids.

DUNCAN: Weekends, instead of starting at, there's always one person at 7:30 to 10:00, but on the full timers we start at 9:00 o'clock in the morning, through to 10:00 o'clock at night with a sleepover. It's always the same weekend. It's 9 to 10 with a sleepover on the Saturday and Sunday Um again, once you've gone in, your 7:30 person is leaving at half 9.  Usually they've had breakfast, or we're having breakfast, and then we usually ask the kids if they would like to go to their rooms. Just for 10 minutes so we can make a plan for the day. Obviously, with lock down it's a wee bit more difficult, but usually we like to have a plan that we can get the kids out, all of them out at some point during that day. Once we've actually done that structure and get the kids through and explain to what’s happening, they know what’s happening expected for the rest of the day. So see, for example, to Skate Park trip and I'm taking two kids to the skate park in [city]. I'm pretty happy I go away for 4-5 hours at time. Doesn't bother me, standing out there in the cold, like big coat, hat, scarf on that doesn't bother me cause the kids are having fun eh? It's great.  And I'll come back and the other ones have been out maybe on another activity. Yeah, you should usually be back for tea time, so we can always sit down and have tea together

ANDREW:  yeah and see, see likes of that, if you were taking two kids to the skate park, would they, are they, they wouldn't... What I was getting the impression of, it wasn't necessarily to kids from the  one bungalow. You might have two from different bungalows or?

DUNCAN: eh, some of them will say, oh, I don't want to go with so and so today, I'd rather go with somebody else from another bungalow.  We try and ask and find out it's no always  possible 'cause before they've already made their plans as well. We do try and compromise it?

ANDREW: 'cause that's one of the things that was interested in yesterday, it's such a complex, there's so many logistics... I mean it's. I mean, it's tough work, I get that it's tough work I know that, but actually there’s so many different logistics that you need to think about. This one doesn’t get on with this one, wants to go with this one, wants to do this one and there's a, you know, the different staff levels experience, and the different things that are going on in different houses and all that kind of thing.  It's quite a lot to try and keep in your head.

DUNCAN: Yeah, you've got to check out the risk assessments on a daily basis because they change quite a lot,

ANDREW: right? OK, so typically and I'm getting a sense as well. Quite a lot of outdoor kinda type activities. Is that more pronounced at the weekend? Would you say than through the week? Maybe, particularly in the winter?

DUNCAN: Hang on a second. Is that better? I can hardly  hear you? Is that better?

ANDREW: aye, that's better aye.

DUNCAN: Sorry I missed that last question

ANDREW: so I was getting the impression that. I mean, there's a fair amount of outdoor activities, including at the school on a Wednesday with Fraser down there, Millerton up there with you guys. I'm just wondering, is a, I mean, that's, uh, it seems a bit of a general ethos?  Is that the case? Is it more pronounced at the weekend? Would you be even more outdoors at the weekends without the school?

DUNCAN: Yeah, we try and get them out every weekend. Every Saturday and Sunday at least and again and it really depends on how they're feeling as well. They might not want to go out so we're not going to say, you know, you need to go out. We change it a wee a bit to accommodate them as well, but most of them love going out. Now, for example, two of them might go on the campus for an hour, in the morning. Somebody might take another couple of kids out and then come back for lunch time and swap over. If I’ve got two away all day at the skate park for five or six hours, right, it leaves staff with three kids. So they're more than capable of doing bits and pieces, and they'll go and do, like they'll go to the Trampolining Park. Obviously, after COVID restrictions, they'll go to the  cinema.  They'll go to, go for a hill walk. there's so many options for them and we like to give them choices here. Yeah, and take it from there, but obviously when it's locked down you're basically. You're stuck in [the local authority] area anyway. So we're doing a lot more hill walking, a lot more sledging 'cause the snow's been here. Yeah. Trampolining but all on campus. We've got a lot of stuff on Campus as well and you know, I've got to be honest, the kids have done remarkably well. Considering they have been in a lockdown since March.

ANDREW:  Yeah yeah, it's been tough. I think

DUNCAN:  they've done really, really well. Once this is all over, I think they should be recognized for, for some of the stuff that they've done, they've been absolutely brilliant!

ANDREW: yeah yeah. Yeah it's people think it's been tough but it's tougher. Kids across the board but particularly tough for kids in [org] who might have other complexities as well.

DUNCAN: Absolutely

ANDREW to try and deal with. And em, so that's interesting and so it is this, the weekend style of working, the shift pattern and stuff like that, is that something that then comes into play when you get any school holiday periods and stuff like that as well?

DUNCAN: School Holidays. Bone of contention: supposed to be 2 till 10 shift. You end up doing nine until 10 shift.

ANDREW: OK.

DUNCAN: So, your back shift then becomes a long day. And that's through all the all the holidays, not just the summer Holidays, that's Christmas holidays, the April Holidays. Uh, if they've got, erm, an in-service day or a midterm that just goes straight onto your rota as a nine till ten shift… So it's quite hard. Summers are long.

ANDREW: Yeah yeah you get six weeks a holiday there so you've got long shifts right through that period then and this…

DUNCAN: Yeah, absolutely.

ANDREW: And so do they work that out in terms of the rotas then, that you're on this four, I think it's a four-week repeating rota? Is that right?

DUNCAN: That's correct, yeah.

ANDREW: And, so, when a holiday comes, if you're on a shift, it just changes automatically to these longer shifts then, is that yeah?

DUNCAN: yeah changes. The person that does the rota will just change it. It's like like for example the 12th of February. Just come back today, 12th of February. I'm now 9:00o'clock to 10 at night, ‘cause it's a midterm.

ANDREW: Yeah, mid-term starting next week then: Monday, Tuesday, Wednesday isn't in Glasgow as well?

DUNCAN: On the 12th they'll be running along day.

ANDREW: OK, and does that mean that you're, you guys then have to already start thinking right? What are we going to think about doing in these days when these weans are here all day and what we got a plan to do with him so it becomes…

DUNCAN: it looks like that's really hard to like, like a weekly planner and activity planner, Andrew, because it depends on how the kids are as well. If they have not had a good day. Sometimes they don't want to go out, they want to be left in their rooms or they want to go out, but they don't want to take any other kids with them just want to be on their own.  So it could chop and change. It depends on how the kids are as well. So with tend to just do, we're, on a daily basis, this is what we've got to offer this this this thing. We’ve got three or four choices. But if we were to do it so weekly planner, I don't think you’d get half the stuff done. To be honest, yeah?

ANDREW: You have to, I got that impression when I was up there, you just have to adapt to what's in front on the...

DUNCAN: Absolutely! Sometimes you have to adapt an hourly basis! [laughs] it just depends

ANDREW: Yeah yeah, tough work and how long have you been? You been there Duncan?

DUNCAN: I've been at [org]...This will be me coming up for a 15 months.

ANDREW:  Yeah that's right. OK yeah. So do you feel like you're getting in the swing of it now, or are there still times you would think you still feel relatively new or do you feel can quite well-established?

DUNCAN:  Andrew, you're always learning 'cause kids change every day and that they’re getting they're getting bigger, they're getting grown up, more grown up, they've got more emotions more feeling, so things do change on a daily basis but I've. I said this before. Yeah, the welcome I got in [org] was unbelievable. I would not have got this in my last workplace I've had quite a hard year. 2020 I know it was difficult for everybody but I ended up with COVID as well. I was in the hospital. And then I lost my dad to COVID.

ANDREW: I'm sorry to hear that

DUNCAN: you know the management and the staff here were absolutely brilliant. Honestly, bended over backwards, [another staff member] He was actually saying well I’ll get your shopping for you and I’ll bring it to your door and I'll drop it off.  The man stays in [town] It's about an hour and 10-minute drive to [city]. And he said, I'll do that for you no bother. Honestly, really good. bent over backwards. Fantastic!

ANDREW: that makes a real difference doesn't it?  In terms of how you feel about your work and you feel supported and stuff like that. Yeah

DUNCAN: yeah, totally.  My last place, you'd have never of got that.

ANDREW: Where was it that you? Well, maybe not the name. What kind of place was it that you you walked up before?

DUNCAN: Same, so children's residential, school attached to it, but older kids right

ANDREW: right? OK so, kinda more adolescents?

DUNCAN: Yes, yes yeah

ANDREW: that's more akin to the kinda work I used to do.

DUNCAN:  The job itself was good, but the management were terrible

ANDREW: oh, really? Oh, was it tough was it?

DUNCAN: really really tough?

ANDREW: Just no fair? And it's the kind of work without you, I suppose you really need to feel supported because if you don't then it can be quite. You know, it's obviously emotional labour that you're putting into it you put...

DUNCAN You get support from your team colleagues, your workmates, but you weren't getting support from the management. Yeah that was hard to deal with. I'm going to be honest a lot of staff left. And, well, in the space of one year 34 staff left! If that was me on the board. I'd be wondering why.

ANDREW: Yeah, what is going on here? What's going on here? Did they, did they use, you know, at [org] they use this DDP model. Did they use anything like that in your previous, you've worked in other places that use things like that?

DUNCAN: I've done different types of training. It's based on the same, I've just finished the DDP last week. DDP level one last week. Found it. I found it very useful to be honest. I'm not saying it’s going to work every single time, ‘cause when you're trying to get the story out them, they may just tell you to fuck off all the time. It well, I did, I had three days, sorry, three days training. And I used it on one of the young girls in [bungalow 3]and on that occasion it worked, it definitely worked. Whole hour, sitting, chatting stories end up playing noughts and crosses etc. Got her settled and into her bed, whereas before that for two- two and a half hours before that she was kicking, screaming, punching so it did work on that occasion; I'm not saying it's going to work all the time but, yeah, it's good. Really good and again at the end what you've got your gaffer or whoever you're working with saying, oh, that worked really well. All about the debrief how do you think we did that? So there's always. There's always the chat here.

ANDREW: Yeah yeah, that's some [pause as child comes to the office door]

DUNCAN: excuse me a minute Andrew[calling out] She'll be in the office to the left. Sorry pal.

ANDREW: no worries, no problem at all.  And, I'd heard that the training has moved online as well. How did you find that format? 'cause that's pretty tough for that type of training. Is it or is it?

DUNCAN:  it was very tough, it really was and, the person that was the trainer and put it over, she says, they’ve done it a few times now and it does work, but she prefers it. I think I prefer as well. If they were all in the one setting. 'cause you, when you're doing your wee, when you're doing your wee bits of work in your wee teams, you go off to break off room.  Whereas, I'd rather  be in a room somewhere, chit chatting about it and you know what I mean, yeah? But it was, it was enjoyable, an enjoyable course.

ANDREW: And you were talking there... You were talking, Duncan, about the debriefs and stuff like that.  So that's come up when I've been chatting to other folk as well, this thing towards the end of the shift and or maybe, where are you sit and you have a bit of reflection? Do you find that's a useful tool for you?

DUNCAN:  I do, I do think it's useful for when we're on 'cause I don't, I'm one of these lucky people. This sounds really bad and I don’t mean it to be, right. See when I go home, I'm driving in the car I'm going home. Yeah, [org] left. Yeah, I don't. I don't take it home with me, yeah. I've got my own family life and that, so I don't take home. It's nobody's business what I do in work. I never take it home so I'm lucky. So the wee debrief it does, it does help you.

ANDREW: yeah yeah

DUNCAN: It gets your points over - what worked? What didn't work? Yeah, team building, team morale as well

ANDREW: yeah yeah and help you with that separation for home and work as well can get everything out? And then that's it? Then you can go home and it's, your shift's done?

DUNCAN: Yeah yeah great, but when you come in on shift... Andrew, I never do Facebook or any of that nonsense, right? Never have done never will. No interested right? Cause it gets a lot of people into trouble and when I come in and shift, right and I never look at the rota to see him on with right? I've got experienced staff there. It doesn't matter who I work with, I know I'm gonna get support and it's gonna be a good shift - either or. If the kids are in crisis. So just walk in oh right, I'm on... braw, let's go. I’m on with you today good... You've got others that are maybe a bit negative like maybe say, OH, it’s a terrible shift. Just say this happened, that happened, and then somebody might come in and say Oh well, the wee lass didn't have a good night last night so she's no going out today. Different day?!Once you've explained what happened and how it’s settled, then they get different different view on it. Yeah, it's a good way of doing it really is.

ANDREW:  Yes, yeah. That sounds like it's, uh, it's a constantly evolving thing, it's always. There's always the same, kinda stability in terms of you've got these procedures this training or whatever else but, actually, there's changes depending how the kids are, depending how the staff are, who's on, who's no on, what's happened before. It's always this moving thing. That’s what it sounds like. When you were describing it there?

DUNCAN: Yeah, I would say so, yeah, absolutely.

ANDREW: Never the same day twice Duncan? [laughs]

DUNCAN:  Never, never!

ANDREW:  Yeah, what about some of the other things then. I've been quite interested in some of the other, like I was quite interested in this thing where you do the observations as a letter to the child, or you have a key, you're a key worker for a child and you do a monthly report. Now how do you find stuff like that? How does that compare with your previous experience in other places you find it useful or?

DUNCAN: you know what, they are, they're very similar. Other places will be daily obs as well, different format, but still the same thing. And again monthly reports. Listen it all goes towards helping you with your report, writing, getting knowledge of your young person as well. Gets you involved with with the parents or family members, social workers. It's a really good tool cause, they know who I am and I know who they are. it's not just a matter of picking up the phone. Or doing things Online as well and and then they do come down for family Contacts, they do.  And then social worker looks like they're going to start coming back in as well once a month to see which. Which is a really good thing here. 'cause I think everybody should, they should get on well with their social worker. I know that kids don't see it that way, they're the worst person in the world.  But, they're only there to help the child yes? So I think the actual daily obs, doing it into the monthly reports.  It’s giving them an insight into what what that child is, what they are paying money for, for that child’s care, safety, activities they’ve done, how they're doing, if they're progressing or whatever. So it's a good tool for them as well, to look back every month and say, alright well they've done this, they've done that, this placement is going well, because obviously if it wasn't going well, I'd be saying so as well - it's not going well. We need something for this young person. Here is the... I've never lived in a child's situation where I’ve been in care. Never, never, never say that. Oh, I know what you're talking about or your experiences, because that's nonsense. Never know what the kids are going through, a lot of them don’t divulge. And then they're always saying the hate [org], but you've always got people that will leave and then they say, oh I wish I'd stayed I like [org] now... it's just the way kids are. So, but for the actual reports, the daily ones are really good. They're very informative and they're quite personal. Because It's always like you said you would do this. You said this, where as before, it was just more of a narrative. What you done that day. I think it's more. It's more person centred for here. The actual individual.

ANDREW: Yeah, yeah,

DUNCAN: you do see people come in and they will put in instead of ‘you’, they'll put the person's name in or something or how you take that out and make it personal -you. They enjoy it, yeah?

ANDREW: I suppose it does psychological put the child at the centre? If you've got to write it to them? it does. You know? Yeah yeah,

DUNCAN: absolutely yeah.

ANDREW: Well, look, I'm conscious of the time and I don't want to take up...'cause I know the early shift is your time is very precious when you're on your early shift. You have to get certain things done. But just to check if there was anything that you wanted to ask me or check about the project or anything at all, I’m happy to answer any questions.

DUNCAN:  Have you started writing anything down yet? [laughs]

ANDREW: Me, right no, I'm a very lazy researcher [laughing], but no, I've been. I've been writing up notes from some of the meetings, recordings and stuff like that, and I'm. I’m getting what I would normally be doing with participant observation, Duncan. I'd be there I'd be on the early shift with you, shadowing you and watching and getting involved in this stuff that you are doing or whatever.  Looking at stuff.  Asking you questions.  And I'm not able to do that. So these wee meetings that have been meeting with the early shift just for 30minutes. It's just being stuff like this I've been talking about. What is it you do here? How long you been there? What do you think about this? You know, it's nothing, there's no anything to... later in the process. I'm hoping to get there, obviously, but I'm hoping to get some staff will be up for doing a one-to-one interview, but it may be a bit more structured where I'll be asking you about well, what do you think makes a difference for these kids in a day-to-day basis? What is it that you think you know helps them to recover or helps them to move on and stuff like that, I'll get into more that that type of conversation in weeks and months to come with folk. But this is just me, 'cause I can't actually be there and see it to kinda get an idea what happens at [org]?  I've learned loads of stuff, you know that just from chatting to folk, you know, what happens on a back shift and you get all of this information and all these logistics and how the kids interact with each other, how to staff to speak to the school before they come back from the school? What happens in the morning or night? Yeah, ideally I'd be there and seeing that with my own eyes and asking you in the moment, but it's just the way it is, you know, it's really a three-line whip from Stirling Uni, so I just it's there's no possible, right?[inaudible] 'cause I think it's their insurance. I think they don't want to imply that I should go to my work and then for me to get covid.

DUNCAN: absolutely and worse still, pass on to us!

ANDREW: Well, that's true as well so, but hopefully things will start to change soon. Once schools open that there might be a kinda, we might go back to tiered systems where we could. I can get back to see you, so I mean, you may get another invite for me. For another, wee meeting like this at the next time, you

DUNCAN:  any time, I'm happy to help out.

ANDREW: That's fantastic.  Listen, Thanks very much for your time. I really do appreciate it Duncan OK

DUNCAN: I'm away to have lunch now.

ANDREW: right, enjoy enjoy, I hope your shift is good take care.

DUNCAN: Thank you.

ANDREW: Yeah bye bye.