**Meeting with Early Shift 2, 27/1/21**

ANDREW: Confidentiality as well, 'cause that's important for you. As it is for the the kids.  Although [Org] has agreed to this, see individually. You have got the right to give or withdraw consent to be involved in this research project, so that's important that you know that. So just because [org] has agreed that we can get involved, I mean I hope you will. A hope you will be involved, but you can decide that for yourself. So you can say no. Actually I don't want to be involved in an interview with you Andrew or I'm alright doing interview, but I don't want to be involved in that. And you can get if you agree if a stuff like this, it doesn't mean you're locked, and you can always kinda withdraw your consent later and say I've had enough. I don't want to be involved, so it's just important that you know individually you don't do it. You're not under any obligation to take part in or anything like that. And I suppose the other thing is, it's important to mention so some of this is obviously in the information leaflet I sent you, but the other thing just to mention is confidentiality so that you know like what happens with the data. So when I write up the notes for this meeting later. I'll no have your names on it or anything like that, or any identifying details or any kids names or anything like that. So we anonymize the data from the point that we record it so that nobody's kinda identified, and I suppose there's limitations to that confidentiality 'cause you guys know each other so well that if I was to write about somebody's child story or something like that or something that was going on, you might be able to tell what worker that was or what child that was, even without the names or other

details 'cause you just know folks so well, so that's that's a limitation in the confidentiality for the data for This project we should be aware of as well when you're thinking about whether you want to be involved, whether you want to give your consent or no, so

that's you, are you happy enough to go ahead with this on that basis? [nods, affirmations] so we do a few of these. Wee meetings, hopefully with the early shift, and then I'm hoping that I'll be able to get some of you to meet me in, maybe meet me in a one-to-one interview for a more detailed discussion on your role and stuff like that. And the things that you've done there.

Just to kick it off, 'cause I know we're obviously a wee bit late and I don't want tae take up anymore of yer time than I agreed to because you're really busy. But yesterday I was. Sorry, no yesterday the day before, I was learning about the early shift 'cause I don't know anything about how things actually work at [org]. So the guys on the early shift on Monday were telling me about the kinda stuff that goes on there, so maybe we can start with that where you can say what’s, what’s your role. I know that there are key workers there, sessional workers there, assistant managers who might be on that you may be doing different things during an early shift so maybe you could tell me what’s your role? What have you been doing today? What kinda stuff have you been trying to do task-wise?

HEIDI: I've done washing, tumble-drying, tidying bedrooms, making dinner. Looking for a child that had gone walkabout from school.

ANDREW: OK, so lot’s a practical kinda tasks that you would do on an early shift? And how do you, how did you get on with the child that went missing? Are they ok?

HEIDI: yeah, they turned back up at school

ANDREW: Right, ok. So a bit of a panic in the middle of that then yeah?

HEIDI: Yeah

ANDREW: Anybody else?

KRIS: Other things that we do Andrew, is monthly reports - normally done on an early shift. So, it's just like collecting or getting the data for the month - like for January - and then compiling the report and how that child's been for that period.

ANDREW: And are you doing that report, Kris, for your, are you a key worker?

KRIS: For your key child, yeah, yeah.

ANDREW: you’ve got a key child then. How do you find that process in terms of being able to find everything that you need to do that report?

KRIS: It's fine, most of the information is there. It’s all, so it’s all recorded and stored within

the child’s sort of, like, page that you go into. It’s there in different areas. And then you just extract the information you want and

compile yer monthly report.

ANDREW: ah, so it goes into, it’s a computerized system? There's no paper sheets that you're looking at?

KRIS: That's correct, it’s computerized. You know like things like daily observations that are recorded every, every night.

ANDREW: Yeah yeah.

KRIS: And so you compile and make a report from that. And then you've also got, if there's any incidences happen through the month you record that as well and, and find out where they are with that process.

ANDREW: OK, and have you been, you been making good progress

with your report today? Or has it been tricky or?

KRIS: Yeah, it’s not been too bad. I mean, obviously, the main thing is when you come in in the morning at 7:30, your priority is to get the kids up and get them organized and off to school. As a HEIDI said, things can happen where your, your time goes very quickly. If you're looking for a child or if somebody is not managing, or if somebody, if a child’s off sick, then your whole morning is taken up by that. And, if you look at this, the fact that we might get about three or four mornings, or three or four opportunities to compile the report, you know it can be time-consuming.

ANDREW: yeah, so you get three or four, I thought you may have got two early shifts a month, but do you get 3 or 4?

KRIS: Something like that, maybe two early, but they’re not really early shifts, they’re 14 and a half-hour shifts.

ANDREW: oh, that's the long shifts that you do when it’s tacked on to a back shift?

KRIS: we don’t get any early shifts, unless it’s a specific shift that you’re covering, but they’re not in the rota for us

ANDREW: Ah, right, what is that difference then? How come you’re not on the rota for the early shift?

KRIS: Well, I am. The early shift is compiled into an afternoon and evening shift. So I start at 7.30 and I don’t finish until the 10:00 o'clock at night.

ANDREW: Right, so that's the long shift that they were talking about.

KRIS: So that’s your early shift obviously from 7:30 to see 2:00 o'clock until the back shift come in. So can you have two back shifts coming into 2 till 10 and one of them, or two of them will be sleep overs.

ANDREW: OK, so you’ve got to use the time through the day with the kids at the school for the report, for all the practical tasks then, because when they come back after school you don’t have any time?

KRIS: You don’t have any time. And it’s like as Heidi was saying, like you've also got to tidy the bungalow, get your washing - and these are the standard procedures that any early shift

would be expected to do - make up the beds for the sleepover staff. So there is a lot of ins and outs, you know, working your way through the morning. However, if you throw a child

in the mix here, that's not managing at school or has to come back up, they’re ill, well, then you've got the child is obviously the priority… and then, all, everything else goes by the wayside.

ANDREW: Yeah, of course, and I think that's one of the boys that’s at an external school is gonna be home two days a week coming up as well, so that's gonna, you're gonna be

home schooling basically as well for any kids that…

KRIS: yeah yeah, that's in the bungalow we’re in just now yeah, yeah.

ANDREW: Heather, so you...

HEIDI: yeah

ANDREW: Sorry, I’ve usally got everyone on separate screens – have I got you two mixed up?

JEANETTE: I’m Jeanette

ANDREW: Jeanette, sorry Jeanette... Do you want to tell me a bit about your role and what you’ve been doing?

JEANETTE: I’m sessional, so I’m just in, covering a shift and come in, help get the kids to school, just like the others have been saying, been doing the washing,

cleaning out cupboards, in the kids bedrooms an but, your morning goes very quickly and trying to squeeze everything in to do it.

ANDREW: And are you doing a long shift as well or will you finish it earlier?

JEANETTE: Long Shift

ANDREW: 2 till 10 as well. Yeah, and how do you find that generally?

JEANETTE: tiring

ANDREW: Yeah, yeah.

JEANETTE: Especially because by the time the kids come back, you’ve been running about all day doing stuff.

ANDREW: Trying to catch up on things when they’re away, yeah. And then and then they’re full on. One of the things that they were talking to, so you, you don't do any of the kind of reports then Jeanette you’re a sessional worker, but you do the observations you will do daily observations and stuff like that, that you’ll fill them out yeah?

JEANETTE: yeah.

ANDREW: And Thelma was telling me the other day that they are done in the format of a letter to the child, how do you find that format?

JEANETTE: Erm very easy to write. I think it's good for the child as well, because when I look back on it, it's like a letter to them as opposed to somebody talking about them.

ANDREW: Yeah, and was it easy enough for you to adjust – I don't know how long you have worked there Jeanette, have you worked there for quite a while?

JEANETTE: 10 months

ANDREW: 10 months. So, no that long then actually, how did you find that when you were first starting? Do you remember? That kind of approach, was easy for you to adapt? Or did you think it was unusual?

JEANETTE: Yeah, because it's something that like in my previous places they had spoke about doing. So, I’d looked into it before about how to do that, like examples of it and stuff, and I think it's quite easy to pick up. It's actually easier to write something like that then it is just to write a report as such on their daily basis. Like, when you're writing like a report, you often try to find just things to add in for the sake of it as opposed to when you're sitting talking to them, you can just get carried away in a wee story - what's happened during the day.

ANDREW: So you find that kinda narrative approach is much easier for you in terms of how you write then yeah, yeah… and Heidi, how long have you been working at [Org]

HEIDI: About ten months.

ANDREW: About 10 months as well. About the same time and are you sessional as well or are you full time?

HEIDI: Full time.

ANDREW: OK, and you, your key

working somebody just now?

HEIDI: Yes

ANDREW: yeah, what about your views on the report writing and the observations what’s your views on those?

HEIDI: Erm, the daily, I enjoy doing the daily observations. It's nice to do a nice wee letter, a wee story about their day and always try to make it a positive thing, even if there's been a bit of, you know, negative behaviour there. I’m always trying make it into positive thing for the child to read. Erm, the reports are just a necessary evil that have to be done I suppose yeah.

ANDREW: How do you find, in terms of your writing reports - I imagine you're looking at observations from a range of different workers - do you notice different styles? Different approaches?

HEIDI: absolutely…

ANDREW: yeah, yeah, any that you find particularly helpful styles and….

HEIDI: Yeah that well yeah there's some that are really, you know, you can actually picture yourself in that day for, very descriptive and, which are great. Sometimes, other people tend to be negative so… it’s just about, you know, reading between

the lines and, you know, picking out the best bits and - not glossing over the the bad bits – but just, just to keep them in context sometimes.

ANDREW: Yeah

HEIDI: sometimes people get caught up in the negative. Although, you know, that's what, if it’s been a long day and you’ve had a long shift, the time you come to do the obs at night you're knackered and it’s very easy to focus on the negatives.

ANDREW: I suppose, in terms of the kind of work you do, the tough stuff is sometimes the, you know when it's going well and things are going, it can be quite a positive experience, but the kinda hard work… I don't know if that's fair or if I'm making an assumption there is that fair?

HEIDI: I think across the three bungalows that they're tough bungalows. There isn't a

bungalow that's more settled than others. There you know, like in [bungalow], you've got the five boys who are constantly bouncing off each other or can’t be left alone together. It's you know certain dynamics there; same in [bungalow] and in [bungalow] they've all got, you know, kids that have to be kept separate from others, like ones that need to have constant eyes on; so that we’ve all got difficult bungalows with different, erm, with the different issues and problems and yeah,

ANDREW: and you tend to be associated, I've been getting impression, more, a lot of people that are associated with a particular bungalow, would you normally be working in one bungalow, although you sometimes have to go and work in another obviously

if there's staff... You know just the way things are…?

HEIDI yes, it's so that the kids know their staff team.

ANDREW: yeah, yeah to keep that as stable as possible that yeah, yeah it makes sense, yeah… and the other thing, uh, 'cause, it was quite a checklist for the key, the key workers, actually, that I was hearing about. You know, you've got to keep on top of medications, the child’s room, an eye on their clothing, do their LAAC reports. So, do you find 'cause one of the things I was hearing about the early shift was, you’ve got a bit, a *bit* of time to breathe… Obviously you've got a long shift going on after that as well. Is the early shift, is this time that you in today a really key thing for being able to do these other tasks?

KRIS: Yeah, without having the early shift, without that downtime it would be very difficult getting a report done in your own time. Yeah, looking at a report at 10:00

o'clock at night after you’ve done a 14½ hour shift - it's not gonna happen. Yeah, you know you're not in the right mind, or certainly I’m not in the right mind to compile a report. You know you're a, you gotta get, your brain sort of like down a little bit at that time of night. Especially if you're a sleep-over. When you're driving home you've got that 20 minutes half an hour sort of like to chill out a bit like you know.

ANDREW: to decompress yeah, get out of your work headspace, now I can empathize with that. So…

KRIS: yes, yes so it's really important to have that early shift in there.

ANDREW: Yeah, the other thing I was just going to ask, you know, we're getting near the end of the time but I never got a chance, it went out of my head to ask the other guys when I met them. When do you do, like if you're going to training and development stuff then? It doesn’t sound like that can be on the early shift. It maybe needs to be organized separately? I’m just wondering how you manage that?

KRIS: you can imagine Andrew, over the last year and the covid pandemic, it's been very difficult to actually, for everybody to get together. I mean nothing, the group meetings that we do now, we do on Zoom. You're not in shift, then will do it on Zoom. That’s what we do up at [bungalow] anyway. Training-wise, we've done stuff on the Internet. I think it was health and safety wasn’t it that we done on the internet? But other things, physical

things here, for example, they've just done, a group just

done DDP haven't you? [asking others – they respond Yeah, yeah]. Yeah, so that was all done through zoom as well and that’s a 6 hour meeting on zoom and then…

HEIDI: It was very intense!

ANDREW: Yeah, yeah. So that was that your first session at DDP? Is that you're…

HEIDI: no - 5 five days over 2 weeks.

ANDREW: Alright, OK, yeah, yeah. So I think somebody else had mentioned that’s the way some of the training was done when they were coming, back before Covid as well. So they're just replicating the training but putting it online? That’s pretty, pretty

tough. I find about an hour on zoom is, probably about my limit.

HEIDI: Yeah and we’re six hours at a time!

ANDREW: Yeah, that sounds pretty tough to me to be fair, yeah, OK. Listen, I’m conscious of the time, I know we got started a wee bit late but I'm hoping to be able to meet you again at some point. In fact, Kris, I think I might already, you may be on another early shift within the next two weeks, and maybe you’ve had two…

KRIS: Erm, and I was on one. I was scheduled to do one tomorrow as well, but I wasn't

on shift so I think that was a mistake. I did give you an email this morning regarding that. I've actually got another appointment anyway, so - I've got my jab tomorrow! Yeah, so as I'm fine of is it OK I got this one today so

ANDREW: OK no worries. Well, that's, I'm hoping that we'll be able to arrange more meetings in there, so I'm hoping to get some staff that will be willing to meet me, you know, on a 1-2-1 basis is well, and I'm really hoping is that you know that I'll be able to get in there and be there so that I can just ask you this kind of stuff in the middle of, when I'm hanging

About with you kinda stuff, so it's so it's a bit more straightforward. Is there anything that anybody wants to ask me, that your no sure about or anything, anything at all?

ALL: No, no

ANDREW: Change is now under. If you do think of anything, you can always drop me an email and ask me about it – about the research, the way we collect data, anything at all. Anything you want to know, you can drop me a line and I'm happy to answer that. No, no problem at all. Erm, but listen, thanks very much for your time. Sorry you had they technical difficulties at the start and I'll let you go on with your shift. I know your time is precious and hopefully see you again soon.

KRIS: Alright, thanks very much Andrew.

ANDREW: OK take care bye, bye.