Interview Recording Donald 28-9-21

Tue, 9/28 7:39PM • 34:42

**SUMMARY KEYWORDS**

kids, team, [Consultant A], people, folk, talking, staff, secondary, play, bit, bungalow, point, work, ddp, school, interview, primary school, unit, foster placement, certain extent

00:01 - Interviewer

So I'll just switch off it some brain anyway. So then in terms of that, then in terms of kids that come here have typically had a very difficult beginning, and they come here to help them to recover from that. So what do you think is the best of what you do here or have done here in the past, that really supports or makes a difference to their recovery?

00:26 - Interviewee

Obviously, a lot of the therapy work we're doing just now with play that's a big thing that we're doing at the moment that we've not had really apart from the last couple of years, we never really had the play therapy we had art therapy and things which helped as well but it doesn't seem it doesn't seem to help as much as the play therapy does. So it seems to be bringing a lot out with the discussions with the kids and stuff. And then obviously just getting to know the kids getting them out doing things getting them doing things that they would never have done before. I mean, we used to do sailing trips every summer and they were awesome. And it was just something that kids would never get up with now the company that did them has gone bust, so that doesn't happen anymore but it was like three or four years we did them and so even just the going skiing with the school or the erm was called surfing yeah things like that and then also taking them out and doing any activities, trampolining, skate parks you know just a lot of the activities and stuff we do with them they just gets them out and doing stuff and they've not they wouldn't get the chance necessarily to have done before Yeah, if they live in the middle of Glasgow they're not gonna have gone to Aviemore for the day and things like that that we do so yeah, yeah getting them out and get them out and about just you know find their interests and take them to cubs, taking them to guides and brownies we've got at the moment

01:45 - Interviewer

it's interesting because that is so interesting that this thing has come up with the you know, you're you're talking I mean initially you've mentioned therapeutic terms but it sounds like you're talking about play, and being able to be involved in playful activities.

01:57 - Interviewee

I mean, they are kinda linked but there's the therapeutic side and then there's just the day-to-day side you know?

02:02 - Interviewer

Yeah, and I suppose I'm quite interested in that because you know, part of the research question is you know, what makes everyday care therapeutic for kids and so is is play whether it's actively done as play therapy or is play in itself something is there something therapeutic no

02:19 - Interviewee

definitely definitely I mean the maybe wouldn't have had adults playing alongside them yeah, you know the sailing trip they are not on the boat with the adult sitting watching them, the adults and do not I mean they were sailing the boat, I mean, we were having to do it as well you know, so everything's been done alongside the kids as opposed to just watching the kids do whatever, which there's a bit of that as well to give them a bit of freedom to play with their peers and things but yeah, it's just you're getting them to have fun and I think that's the main thing from the improvement of the route to the recovery and then the play therapy and the other therapies come in after that when the ready for that

02:55 - Interviewer

yeah yeah it's it's I'm interesting that you've picked up on that because it's something I've picked up on. So you were discussing play there in terms of adults been involved in it, but also then sometimes just watching it or letting them get on with it. And that's these different types,

Yeah, yeah. The play thing has definitely changed you feel in the last few years?

03:08 - Interviewee

You need to do both. Yeah, they need their own space. sometimes but there's limits, to how much space you can give them but you know, you've got to give them as much as you can, they've got to be able to take risks, they've got to be able to... I mean, I know. When I started here, things were very, it was almost risk averse and things well, in to a certain extent, then I there was also things we would do things that you wouldn't think about doing. I wouldn't think twice when I first started working here of jumping on one of the cars and taking five kids to the park myself, you would not do that now. Yeah, there's a lot more. I don't know if there's more legislation behind it or not I think there is, a but there's always limits to how many you can have in the car with you whereas Before you wouldn't, think twice about it.

There is very much an emphasis on play now. Oh, it's always been there before we've always played with the kids, we have always got the kids out doing stuff that they like to do because if you're not gonna want to do stuff they want to do, you're just gonna have a horrendous week or whatever, you know, but it's a lot more focused now.

04:16 - Interviewer

Yeah. And how do you because you were talking about allowing them some independent you know, that kind of stuff you know, there's a limit to how much space you can give you said, but you want to give them as much as possible I imagine that's different for different kids. That is trial and error or

04:35 - Interviewee

trial and error to a certain extent past histories to certain extent. You know, we get kids that have been abusive or been abused or both and so you need to be aware of that and you need to have them and have them in sight. You've got to maybe have them in ear shot and it's just different for different kids [Red] gets to go to [a local area] and be dropped off by himself and picked up later on. You wouldn't do that with [Anna] for example. You know, it's knowing their history and knowing, and getting to know them, we wouldn't do anything like... We wouldn't, we don't take kids off site for the first couple weeks when they're here, as we get to know them and what they like to do and also what they can do. You know, some you would, let's say go round the bike track, you know, but maybe be standing up here watching them, but you wouldn't necessarily be down on the bike track with them. Yeah, yeah. Cuz you'd get run over. [laughs]

05:32 - Interviewer

Yeah, absolutely. And so and so that's, that's, interesting then, that thing you were saying So when kids first come in, they're on is that the reason you can start to figure it out?

05:41 - Interviewee

We need to get to know them as well, you know, because you get their paperwork in with them. And I always like, well, I, but you know, you take their paperwork with a grain of salt, because it's either been written to get them a placement for funding. So they've read worse than they actually are. Yeah. Or there's bits missing or you know, you don't have much detail or whatever, that's not so much anymore. It would have gotten a lot more detail now. But so you just you've got to get to know the kids. Yeah. And you wouldn't like, first day, jump in the care and take them to a swimming pool and then discover that they can't manage that, you know, or things like that. Yeah. So it's just, and let's them get to know everybody as well. There's no point to do anything with them. If they don’t know, Bob, from whoever, you know.

06:22 - Interviewer

And it's not one of the things that you think works well here at [org] this process from kids first come in? Do you think the processes round about that are good for the kids good for the staff? I don't know.

06:34 - Interviewee

Well, yeah. When we get to do the full. I mean, you get emergency placements and things. So that's Yeah, okay. So when, when we when we're able to go out and go meet the kids, before they even come here, bring them here for visits, you know, just lets everybody get to know one another slowly, rather than it being a 'right, you're living here now'. And here's all the people, you know, it's a bit overwhelmed. It's overwhelming for staff when they start and getting to know everybody, and it's got to be worse for the kids. So it's got to take all that into account and give them time to get to know some of the other kids never mind anything else. And of the adults that'll be in and out constantly, they've maybe not been there maybe have come from a place where there's used to staff changeover and things like that. But there may be no yeah. When we went to pick up I mean, [Dennis] was a really bad introduction. Because I got sent out, me and [another worker] got sent out to pick him up from the primary school that he'd gone to in the morning and thinking he was going back to his foster carers that night, right? Okay. And nobody told him we had to tell him when we got there. And then he was driving back thinking me and [another worker] were a couple. And he was going another foster placement, you know, and having to explain all the ...but when all the prep works done, you don't have to do all that, you know, when you've been to see them. And you've explained, you've given them brochures of the school, or photos of the school, things like that, it works so much better.

07:47 - Interviewer

It's not such a shock to the system...

07:50 - Interviewee

And that was the shock to the system because he hadn't been in a care home before - he'd been in foster placements as a family. He didn't get the fact that we weren't a family until we got a couple of days after getting back here, he kinda started, you know, and he's fine, you know, adjusted to just need to know.

08:09 - Interviewer

I'm doing what about the other things round about here, then, are there any other aspects of [org] that you think that's worked, you've worked here for a long time, I suppose some other folk have worked in other places...

08:21 - Interviewee

I mean, I started when I was 20. I knew I worked in [retail], you know, it's focus and things that, you know, I've never worked anywhere other than here, like this. Yeah. So I only know here? So you get other folk who have been elsewhere? And maybe No, the other thing, I mean, it is the DDP and things like that, the approach, I mean that works wonders, yeah, compared to... well, we didn't really have an approach. And so it means everybody's got the same approach, never mind anything else. But it does work as well. You know, what I was just, again, is the play going on, as well as just being playful with the kids and not being too You have to be strict to a certain extent, but don't be too strict, you know, and just kind of being curious with them and trying to work out why they're feeling like they're feeling and not just dealing with their behaviour. talking to them about the reasons for their behaviour and that's because, I mean, looking back a while like, but it was just basically we were here to deal with their behaviour an then they went home at the weekend, you know, we weren't we didn't seem to be doing the work, the therapeutic work or even just on the day-to-day level that we were then - we had an art therapist, a music therapist that were in once a week. That was it, you know, and then everything else was just almost containment. Yeah, you know, but obviously I mean we're talking early 2000s Yeah, well away before we even were up here you know, so did you

09:47 - Interviewer

feel then she did a few things in a DDP to talk with you, because that's interesting. Do You feel that since the DDP has come and then, it is a, I know you're a manager, but sometimes you're doing the frontline care as well... do you feel Like, you're more able to do things that are therapeutic, or do you recognise things that you were already...

10:05 - Interviewee

I think it's more a recognising things you were already doing to be fair. But also the way, like making a concerted effort to do things like when a kid tells you that they’re a bad kid, your automatic responses, No, you're not. But that's not the DDP approach. it's a, so why do you think that? and so maybe things like that, and then you just you get to unpick more with them? Naturally, just by simply rephrasing the question, and that helps a lot, because then you find out that they think whatever. Yeah, and you maybe wouldn't have got there yourself, you know,

10:36 - Interviewer

that's interesting cause you've not closed them down?

10:40 - Interviewee

know, yeah, but you're negating their feelings, you know, you're not recognising that their feeling like that. And that was a big shift for me. Certainly, yeah, that was a big shift. And like, yeah, just 'I'm bad - no, your behaviour is not very good but you're not bad'. But but rather then that's it and you've not explored why they feel like that. Yeah. Whereas if you're asking them 'oh, that must be terrible feeling like that, why do you feel like that?', you're just you can get more stuff. And then you can help them in the long run. Yeah, to deal with whatever.

11:07 - Interviewer

Yeah, I suppose. And thank you, because I spoke to him when I spoke to other people as well. And obviously, the model comes up here. So quite interested in, how much of that is the the model this, you know, the pace, the attachment theory, the knowledge of it, all of that kind of stuff? And how much it is about this? You know, you do certain amounts of training, but you also have input from [Consultant A] where she comes. And there's a things

11:36 - Interviewee

that that I mean, she does help us with kids as well. But that does a lot for gelling, the teams together. Yeah, you know what I mean, that works wonders, in all the teams because people have talked about stuff with [Consultant A] that they won't necessarily talk about with us. Yeah, just you know, and it just an inch. She's very good at what she does. She's just really good at bringing everything out into the open. It's just a skill she seems to have. So it's that we find really useful for as far as that, working with the teams, and also was a bit of consultation about some kids. But it's more the getting the team to work together that that's the big thing about [Consultant A] I think

12:10 - Interviewer

yeah. So do you think now is that something you think works Well here at [org], then the teams and the staff working together. and being in.. Yeah, that'd be

12:20 - Interviewee

Yeah, definitely. Definitely. I mean, obviously, we I mean, we've had so many of you know, teams change all the time. But it's just keeping that core teams together. I mean, we've had a fairly solid management team for the last. I can't remember five years, and I've been here for so long. I just, I think all then realise it was 20 years. And when I, when I see if I can go, oh, that happened the other day. I could be last week or 15 years ago.

12:51 - Interviewer

Yeah. So if it is you solid management team. So I wondered then. Sorry. No, I'm noting down so I don't forget my trains of thought... And so that interesting - a solid management team for the last five years or so. And it's not been one of the things that's helped to bringing in this play focus this DDP. These other..

Yeah, yeah. So yeah, so there's, there's management being able to come in. And then that you when you were talking about their teams, and in them working well together, and that whole process with Edwin and helping teams to work well together is certainly an observation I suppose my time here that you do, I mean there are disagreements or points of tension. I'm no, of course,

13:16 - Interviewee

because the management team have bought into that, right. So then that's fed, through everyone sort of thing down the way for want of a better term. And because if we weren't invested in as managers, nobody else would be invested in, we've always been very much an attachment based service has always been every kind of I can't remember, it wasn't long after I started. I remember having Dan Hughes in the old school coming to visit us and talk about attachment. And then we've always been that, but the the DDP is just taking that next step. Bringing in the play, Yeah. And so we've always thought on an attachment way, we're we've may be not necessarily had that sort of approach. Yeah, if that makes sense. Whereas the DDP has brought that approach. And and because we've all bought into we've all done it, we've all done it. Now. Most of us have done the level two DDP as opposed to just the level one sort of got a bit more understanding. So that can help feed through everybody as well.

It’s not an easy job. Yeah. And there's always going to be things that come up and stuff, but [Consultant A] is really good at bringing some of them to the fore that maybe were bubbling away, but maybe hadn't quite reached anything. And she's really good at identifying that and, brining it out of people yeah, you can go into these stations and think, well, I'm all fine. I'm not talking about anything before you know you're spilling your guts to everybody in, it's like well, yeah, you know, she's very good at that.

14:59 - Interviewer

Yeah, she creates a safe a safe environment and then also brings it out of you

yeah yeah a because one of the things I keep or you know as a question I've asked a few people you know what what is it about [org] that you've got all of these great staff you can't just be lucky that you get this kind of group of people together or as a does, does you know I'm trying to figure that out in my own head about what that's about?

15:25 - Interviewee

I don't know I mean like we've gone in we go through staff yeah but it goes through staff there's a two people that were here when I started was me Yeah. And they both did the school and one's the cook and so we do with I mean folk do move on and stuff I guess just part of the part of the selection process and whether the interview process kind of helps with that I think because it's just about identifying people that we think will be a good fit yeah whatever team because we'll move on Team they've gone into before we give them a job so it's like well that that, she'll fit in really well in [Bungalow 2].. or he'll fit really well in [Bungalow 1]... so as there's just this recognise these things at the interview level I mean I remember doing interviews before like way back when it was just start off well your police check is fine, so in you come... yeah yeah you know we can be a little more we can be a lot more picky maybe it's not the right term but selective and who we're interviewing and I think a lot of the time before this was before we brought in all the I mean we've quite far back before they brought in all the need an HNC needing your SVQ and stuff the can general term was employ somebody as a sessional member of staff and then if we don't , if their not a good fit, don't give them any shifts you know and then so I started as a weekend worker and then slowly became full time and then was a manager within two years you know it was that sort of a senior care worker by them yeah, and it just you know and that's how a lot of people kinda progressed through it whereas nowadays it's a lot more let's get it right at interview stage Yeah. And then

17:03 - Interviewer

to get the right person that's really interesting I never realised that you may have you may have even an interview stage be thinking they'll be a good fit for [Bungalow 2] or...

17:11 - Interviewee

sometimes they're a good candidate but maybe they won't fit in there and they might fit there and then we might start talking about well you could be moved from there to there to let them go in there or you know, it's just it's about figuring out a fit for people

17:23 - Interviewer

Yeah.

17:25 - Interviewee

There's no point just throwing people together and going 'make a team' yeah

17:28 - Interviewer

yeah I think so. So there's there's I think I think that really fascinating that whole process about the amount of thought because in other places when you get a job you get the job you know, you're in that office there or whatever else it is, you know, but to actually put the amount of thought I mean,

17:43 - Interviewee

I mean it's the same when the kids come in, we have to do that sort of thing as well so it's like right will they be or will they be a good fit to this bungalow

you know yeah, that's Yeah,

what ages and stages and sometimes there's not much choice but it's always the thinking is always there and in an ideal world would you be like they're perfect for there so let's put them there? Yeah, yeah, you've may always don't have a space there so it can get a bit more complicated but the discussions always there

18:07 - Interviewer

Yeah. You think about people's natures and suppose in the potential the potential for real relationships effective relationships

18:15 - Interviewee

I mean, I know it's I mean you have your interview process and you have your written process but the big one about getting to know people as well we not so much recently because the COVID is the coming in, bringing them in and taking them round and having a chat with them while you're walking around and thinking maybe you know let's see how they are at interview or anything because you can almost identify who's gonna fit in quite well at that point.

18:37 - Interviewer

Yeah, yeah. From all the horror stories - trying to frighten them? Yeah.

18:42 - Interviewee

Because there's nothing but the worst case scenario is somebody starts starts to get to know the kids decides the job's not for them and they're gone in a month, that's no use for the kids Yeah, they've had enough disturbance in their life and it is bad enough that they're having to live somewhere like this where there is a big turnover of people in and out, you've got to try and let them form relationships and keep them so you don't want folk lasting a year lasing six months. I mean, we've had folk do their induction and they never come back Yeah, you don't want you want to identify that as early as possible. You know,

19:15 - Interviewer

I suppose you'd never really eliminate it... you can't

19:17 - Interviewee

get rid of it. But as you know, you can we can tell if the job's not for somebody a lot of the time... you know they might have worked in mainstream primary schools and they're coming here and going, oh it's just like that and it's like no it's not! I went, when I went there was years ago my mum worked in one of the mainstream primary schools were looking for volunteers to got to this trip and so I ended up getting dragged along... And you know, it's like right kids line up... I'm looking for stragglers and kids running away and this is this is just so easy. Yeah, and if you're used to that, and then come in somewhere like this, that's a huge change. You know, it's just identifying where people's problems might lie. And and the walk round does a lot of that. So there's a lot more emphasis on interview stage, I mean I never had an interview when I started here... Yeah, I got phone calls and said do you want a job you know, because all my friends worked here, [Previous Manager] was my friend's mom and so you know and so basically I mean we can't do that now you know yeah So ever since yeah and then that obviously makes the team so much stronger together as well and hopefully we're kind of getting to a settled point now where the teams are kinda mostly formed there's still gonna be gaps here and there but there's not like two or three lessons from one team which there have been in the past so hopefully will get a time to let the team's jell together again

20:06 - Interviewer

Yeah, yeah, I know you've got a few new folks actually there are some core Yeah, who's going to be there? Generally speaking, I

20:48 - Interviewee

mean there's core people in each bungalow really? Yeah. And then you've got the managers who are all we've all been here for quite some time. [a manager] and maybe we'll carry on when I'm not sure which one for probably the least in here I've got he's been here for seven or eight years now you know.

So well established a name that is also staff in each team that have been here for that sort of length of time so that makes a big difference.

21:14 - Interviewer

So yeah, this is yes aims super interesting for me. And one of the things you know when you are talking about you know, this thought that you put into building teams right from the interview stage and then when the teams are in, the kinda training that you provide the kind of opportunities for them to talk that's [Consultant A] creating these safe spaces

21:34 - Interviewee

And then you've got your team meetings... I mean, we used to have team meetings once a month Yeah, and it was very - because it was it was on off, but there wasn't enough time. Yeah, it was very little just discussion. It was like these are the things we need to talk about right we're over, and get on the shift. Yeah, whereas now we're having five hours worth of meetings. every four weeks. Yeah, yeah, on top of everything else, anything with [Consultant A] is on top of that, so there's a lot more than the sort of just all getting together as a team. Because if you work in shifts, you wouldn't necessarily see half your team all the time you see them in passing or so that lets, let's it... and even with handovers we don't because the folk that are on the night before finish at half 9 in the morning Yeah, the next folk start at two so you don't even get the do even get a handover. bit yeah, so having more often. Any meetings or? I mean, we've got a lot better at supervision as well, now, and things but bringing the teams together to come together for training, I've got training tomorrow, with [Bungalow 2] and with the whole team for MAPPA, and just having things like that where you get you get the chance to gel as a team or just talk as a team even, which helps them gel with you know?

22:38 - Interviewer

And what what, what weight would you give that in terms of see that being able to come in and work with children directly? What does that stuff do you think value is in the background in terms of being able to do do the work, you know, just work?

22:55 - Interviewee

Well, you need them. And that's the point. And if you're one person that's doing the work, and everyone else, just making their own thing, nothings going to work, you know, it needs to be a team approach. Everybody needs to be doing the same thing. You know, it's no point and one day the kids get to do this and then the next day they don't and then the next day, they maybe do something it is just consistency because it's consistency you need consistent boundaries need just consistency in approach. And if you're not working as a team, you won't have that Yeah, so the team works probably the most important part. Being able to be part of the team if you've got if you're a loner and you want to go of and work yourself and do your own stuff. This is not the place for you, be a therapist, who works on their own on a one on one or something like that. No, yeah, as part of the team. You know, it's there's a different role. You need to have that team.

23:42 - Interviewer

Yeah. And you've got these I mean, you mentioned the specialists, a few different specialty, you know, the play therapists speech and language, things like that as well, who do some direct work, with kids but their doing work, with work...

23:55 - Interviewee

with the team as well. So they'll come in and do work with the team to then do the work with the kids. So that's a big help as well. And also even just coming in and talking about what they're wanting to do with the kids as well. You know, that helps a lot. Because there's, I mean, I remember when we had to when, like when I started it was just an art therapist, a music therapist, and then I was care staff. I had no clue what they did, nobody ever told me what they did you know? Yeah. So now it's all a lot more even though I mean, they are part of the team. Maybe not the small teams but part of the [org] team and we all talk you know there's a lot more just general way way that the teams are going. Yeah, as we all know, which we've not been great at in the past like the care and education working together because there's an obvious divide because they've down there. Yeah, we are up here Yeah, yeah. You know, it's that simple.

23:57 - Interviewer

Yeah.

24:02 - Interviewee

And I think by when when I started working here, it was the classrooms were on the bottom floor everything was in one building. The big white building down there, so the classrooms were on one floor and then the offices and some bedrooms are in the middle and then all the bedrooms are on the top. And so everybody was together. So there was a bit more close working. But that was a nightmare in it's own way

25:03 - Interviewer

for most children school and home are separate yeah

25:06 - Interviewee

so you don't wake up in the morning yeah walk downstairs go in our room get your breakfast and it was like a dining room so they all breakfast and then once you finished your breakfast you go into another room brush your teeth and then you walk through another door and your at school

yeah even at school you in your classroom yeah you know

maybe posh kids had that in boarding school but even then it's separate Yeah.

So having these, like, moving up here has made a huge difference to just that side of it and they have to go I mean with that it's not far it's still travel it's

25:38 - Interviewer

a transition this is home, that's school that's a school that's all Yeah,

25:42 - Interviewee

but then also try not to have that I mean, that's fine for the kids but as a staff team we need to be working together to do both but you know and it's overcoming that difficulty of as to two separate locations

25:56 - Interviewer

it's interesting how geography actually you know physical distance makes creates distance doesn't it as well as much as we've got on technology and stuff like that

26:04 - Interviewee

I mean we're starting to use technology a bit more I mean before it was like You know, when we don't get me wrong, we're still doing it, write notes about each kid for them for last night hand over [a worker] who comes and goes all the bungalows this morning and takes it down... so we've also got a WhatsApp group where we're, like I'll give a rundown of what happened last night for all the people that are in right, like teachers and the managers and stuff that are in it so we're getting there, we're all closer now, so we're starting to use the technology rather than bits of paper were right to be fair we're doing both [laughs]

26:34 - Interviewer

as an important part of the lesson and put in the information sheet

26:37 - Interviewee

I need to know what's on the school Yeah, I need you through the school yesterday to know what I would need it to be expected up here, if two kids have fallen out and then I don't know what's happened in school an I go out at the park Yeah, and they need to know how last night when for the same sort of reason if you've been two of them could be in class together and clashed last night could be wee things like that or just they need to know who's been struggling who's not and so all that communication is much better Now, that's always been a kinda, ever since we split has been an issue Yeah. But that's because of an actual washer, you know,

27:12 - Interviewer

yeah, yeah, yeah, these things come up. I'm just conscious in the team I don't wait and over so that is interesting and so I'm going to merge the other ones, but you know, future orientated about thinking about the future and how things are going to develop? Is there anything I know there are developments coming up for [org]? A things that will happen and you may be talking about, but even if you had your magic wand, and what is

27:37 - Interviewee

here, we use this as an interview question. I've asked it to people that I get asked about the biggest thing is the secondary unit, right? The number of kids where it's been like, no, they have to move on. Well, at the moment, they were before we couldn't at 13 they had to leave, now that we've we've changed that so it's they can stay up to 18 at the moment they can stay at if we're able to educate them which is at a certain point they get to we can't because we're a primary school. But the whole setting up the secondary unit and... Do you know and we've talked about this. I think since I started that's been spoken about just so that the kids don't have to leave here and they can just move on to somewhere that's still set up like here, and still got the DDP focus and the T you know, all the focuses that we give them.. and they're able to just move in and then still goes into secondary school and but but still be at [org]. And I think that's by far the biggest thing that I think will help the kids Yeah, you're not having to send them away to somewhere that maybe doesn't use DDP. Or it's your stereotypical secondary unit where it's like, the staff are sitting in the office and the kids are away I don't know, allowed to just wander wherever they like... I don't know, I've never actually been in a secondary unit [laughs]

28:51 - Interviewer

and potentially continuity of relationships, I guess,

28:54 - Interviewee

A bit of that as well, maybe still see some folk. I mean, obviously, there will still be a split of staff. But there may also be some like, you know, the secondary unit is short, so I'll go work there tonight. And a bit of continuity that way, We've not quite gone as far as how that will work. Because I mean, I'd rather stay here working with younger kids. Yeah. But you would also have focused so but you could you build in that continuity, it could be built into the rota or it could be built and we've not quite got that conversation going yet.

29:24 - Interviewer

Maybe joint activities across the campuses, the sports day at school or

29:30 - Interviewee

wait every once a week. Yeah, everybody has a shift in the secondary unit. So you know, and that's quite regimented. But there will be a sharing of the staff Anyway, there's going to be there's always going to be one place is short and sessional staff will be working on both Yeah. That's always going to be there but I think that will be I mean, that's the new school and stuff like that, but we've got Yeah, that's probably more your education staff will be looking forward to that and we're thinking about the secondary unit. Do you know

29:59 - Interviewer

Yeah, That's going to be a new building for the school then is

30:05 - Interviewee

build the new school in the carpark right okay, and then knock down the current school to turn into a car park where the cars are going in between I don't know, I think we own some of the fields so I don't know how easy? I don't know, it's been talked about for a while but it's not quite there. This is what's happening but yeah, yeah I've also not been involved in discussions about it so yeah, I'll be involved in a wee bit discussions about the secondary unit. So I know a wee bit more about that. But that's just right how much how many hours do we need to cover? And I've done that side of that? Yeah. But it's by far further along. I mean, it's always been spoken about. Well, everything will be fine when we get a secondary unit, or no, no, no, wait, we'll be able to keep them after he's 12 we will have the secondary unit and the kid's now 26 you know, it's like [laughs]

30:52 - Interviewer

so you think it's gonna come, but it's

30:55 - Interviewee

so much we're going out and looking a buildings and identifying things like that now so it is on the verge, it's tangible now, rather than a pie in the sky. let's do this. Yeah, so that's an then that will help a lot of the kids because there's been so many where it's like, we can't keep keep them but we'd rather keep them. Yeah, because we've been able to keep them for six months. And then it's just like, No, we can't and you can't keep them here. I mean, at the moment we can but they're just, you can't have a 14 year old and seven year olds together it doesn't get too tricky as to clashing, this is [Brian]’s a perfect example, [Barry] to a certain extent when he was here as well. They just want to go beyond here but they maybe weren't quite ready for a secondary unit you know and we just need to fit that bit in between and maybe they would stay in the secondary unit totally move on at 18 or maybe it's our stepping stone or somewhere else but that's just that seems to be what's missing is the bit in between us and the therapeutic and and in a bit more independent side of it. Yeah, see? Because I mean you can't give [one of the children] independence and [they]'ll be coming up to that sort of point soon so it's that providing that service which I think that'll be a big selling point for [org] and we will be able to do it but I'm still it's all in there you know, it's like I've been looking forward to this for years you know, it seems tangible now but as my it's never seemed this tangible as it does now that before but I'm always just in the back of mind it's like we've been talking about this for years. Let's wait and see.

32:29 - Interviewer

And anything else that you would like to see just if you could if you were you know in charge of magic wand

32:35 - Interviewee

I'd get the sailing trip organised again I'd get the I mean as no as but it was such a good time, I mean it was a huge drive to get there but it was in Brighton so we thought wow guys it's like a 14 hour drive there but It was just they got so much out of it was just different, so difference or something like that the fact that when we went down to the far south, because it was either there or Oban... now the weather in Oban's not the best so, and don't get me wrong, there were some pretty horrific days down there with everybody's thrown up, the boats going like that. But they loved it. Yeah, and it's just things like that more of that sort of stuff. That's really different. Yeah, from what they would get just anywhere else Yeah, the experiences that we can give them that you know, not many children I've never mind kids in care, just different experiences like this skiing trip, we'll get the skiing trips up and running again I just think they stopped because of COVID just a weekend a way up to Aviemore wee things like that and up in the snow

33:40 - Interviewer

It is just about making memories? Is there something else going on?

33:42 - Interviewee

It's more than that, it's making memories, and it's building the relationships as well? If you're one of the ones that taking them on this fun trip some of the kids still talk to me about the sailing trips because I went on three

33:54 - Interviewer

shared experiences too?

33:55 - Interviewee

share shared experiences yeah and it's just and it's just a given them different experiences but it's also the the sharing the experiences with them which helps when you're back here else I mean it was with [Barry] more I'd bring up the sailing trip when he was, when I knew he wasn't managing and and we would use that as a discussion topic to distract him. And remember when this happened and it just gives you more things to draw on before you end up physically holding kids or anything, I mean. And just nice memories to look back on. When even when the like just having a chat. You know

34:34 - Interviewer

it's a Well listen, I know that you've got a big rush off. Is there anything else that you'd like to

34:38

talk about?