Interview Recording Casey

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It just go. So just that general question, then to start about, you know, you've been working here for a while now. 13 years Yeah. Coming up. So the basically the best of what has, what has been so that can be in your whole experience here, you know, just what are the things you think that work for these kids? What helps them recover?

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Yeah, so for me, it's definitely the relationship, I think the relationships, the most important things for the healing for children. Yeah, and the relationships, that they build the bonds, with the staff, and having those sort of close loving, empathic, curious adults with them all the time. And I really do think for me, because I've been here such a long time, I've seen this shift in my learning as well for the importance of relationships with children. So I think that really started to, DDP has definitely shaped my practice and how I work with kids and the importance of the relationship and kids healing and recovering from trauma. And I think just everybody having a consistent approach as well. So previously, maybe initially working in a care environment, people would bring their sort of own values, and their own parenting values to the job. And there are some times create conflict within teams or within sort of staff dynamics and things like that. And I definitely think DDP as a philosophy has given [org] the foundations they need for kids to offer that consistency in our value base and what we do what we stand for how we work with kids, and it's given kids that added security in safety of adults that all adults are on the same page, all adults do the same thing. They all help us reflect and repair in the same way. And they all help us talk about and sit within the difficult. So before sometimes, the difficult would be people would be oh my goodness, like, what that feels too much for me. I don't know, how about for the kids like, how can I back way from this, how do I cope with this and the uncomfortable is probably, for me the most important bit for the kid to let let shame go. Yeah, so I need to let it out. And I'm not going to feel shameful for letting it out and adults just been absolutely accepting of that. And DDP as well offering that I'm not gonna say if a child like for example, was to say for one kid that will always say ugly, or I'm a little name or be really quite derogatory about themselves. And before maybe we'll see No, you're no, absolutely, yes. It's okay. I don't think that oh, yeah, you're not and that that's imprinted, though, that is their internal working model because of their experiences and now, to know that it's okay, to sit in that uncomfortable for that child and actually accept those feelings. And really, wow, that's really hard for you. It must be really hard to go about the day thinking that that's what you think about yourself. That's what other people think about you. And I was just wondering about, I wonder where that is a knowing the kids stories, and not being afraid to name the elephant. So wow I know that dad called you those names, and that's why you believe that about yourself and giving them the narrative of their own stories as well to make sense of, okay, I've got that belief because of that experience. But but with different experiences I can have different beliefs about myself. So for me, the only shift to change and recover for kids is through those relationships. And adults absolutely navigating in that for them all the time. Yeah. But just through that openness, and acceptance of, it's okay to feel hurt, and it's okay to, you don't always have to put on this brave face. And we don't believe those things about you. But you do have those beliefs because they come from this place. And that's these things that happened to you. That shouldn't have happened to you. And you don't hold any responsibility for the things that happened to you. A lot of kids will come here say I'm here because I'm bad. Yeah, I can't live at home because I'm the bad one in the family. as well. Yeah. Wow. Why do you think that you're the bad one in the family? Yeah, yeah. But help them make sense of where did that belief come from? Is it because everybody told you you were bad? Yeah. Yeah. Yeah. Because how can a child have control over their behaviour? And what they're being told?

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Yeah, yeah. So yeah, internalising things through the eyes of others, which we all do and as guys others have been Yeah,

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exactly. Critical like that. Yeah. And really quite abusive at times. Yeah. Yeah. And those through those and given them so many, like, joyful experiences. I feel like at [ORG], we do go to the extreme. And we do like, by just absolutely absorbs their self esteem and confidence. Like I can, if I can climb a mountain, I can overcome that. Yeah, I can do that. That's not so big. Because some things kid'll weigh it up in the physical sense. Yeah. Not in their emotional seconds. Yeah. And it takes some real emotional mentality to get to the top of the mountain. And yeah, and actually given them that sort of analogy, and sort of emotional analogy of things you have to overcome emotionally. Same, how can we see it in a sense that we will make sense of climbing the mountain at the top of the mountain? That's what's at the moment? Yeah. And you've overcome all that. You get to the top and overcome that. Yeah, experiences

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succeeds like success. Yeah, it's nothing that's come up for me as but opportunities to succeed at things I actually to be good at.

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Giving them the understanding that like, I feel, there's things that have grown up the importance to read therapeutic storybooks, to read and make it, that it's not shameful What happened to you. It's not unusual, like other children live here, because they've got different experiences from you, too, and hard experiences and we want to help them with them. Not that that's isolated. And maybe you don't know why they're here. And that's not Yeah, yeah. You're not alone in this. I think that's that's a key that you're not alone. Yeah.

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And I suppose that comes back to the fight. I mean, the very first thing you said was your relationship, you know, in terms of what works here, is there anything that you would see what as it? Why can the relationships between staff and children, for example, be so good here? What is it that allows that to happen? Was it just you get just get the right people here? Or is there other?

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No. I think like, as I say that, when I first started, that was a total, and was only 12 years ago, an absolute eye-opener, I did not understand the depths of these children's experiences, the their thinking, the internal working model or anything like that I'm just here who just sort of played with the kids and I didn't really get the every interface, every interaction is an intervention, I, probably didn't really get that concept initially, then I really started to grasp that as your learning evolves, with being with the kids of over the sort of 12,13 years that actually, this is, I need to do this, because this is the impact that's going to happen, you see that the staff that come in, and I've seen the induction time grow, and the training grow and information grow. And I think a lot of people you'll go off and do to be a care worker or you'll go and do your HNC. And the information is just so... this is attachment theory, then you go it's so uninteractive or so out of context that people cannot put a theory into practice it's so separate. And I think the learning on the job and how we teach people and how we have our staff development days how we do reflection, supervision, help them understand the attachment theory and actually understand the kid as individuals, changes the way that people practice changes how they hold their empathy for individual children. Yeah, it changes in they know the importance of the connection with kids, yeah, and always having connection before correction. So some people get in the mindset, like he shouldn't be doing that. So this is what's gonna happen. Quickly revert back to their own parening model. And actually, how do we hold that at [ORG]? Don't remember that. We're gonna have to connect first. So I think that comes through time, by being with the staff team. And learning how we operate understanding the values and principles a DDP. Yeah. And then I think the DDP really is a core model and building the relationships with the kids. Yeah. And building that safety with the kids and the staff team are really good at creating safety with kids. They're really good at, okay, I'm gonna come to your level. So what's the interest that you've got? And can I connect with you they are first and then also sharing a bit of yourself. So you can expect kids just to come out and tell you, or, as I say, like, we'll name the difficult or if we know their story, talk about the elephant in the room or talk about the really hard times, but it's not fair. Certainly for me, I don't feel for you to know everything about a child and them to know nothing about you. Yeah, and actually how does that feel? Yeah. So how can I make me a person to you? And I have experiences too. Yeah. So um, we've talked about growing up or say to the kids can only, is there anything you want to know about me? Yeah, I can help. And then maybe I could learn things about you too. Because the things that I read about you are not necessarily the things that I know about you. Yeah. So because I want to know them through your eyes. I don't want to know them through a piece of paper. Yeah. And what other people tell them about you, because I wouldn't like you to know things off a piece of paper about me. Yeah, I would like me to tell you things about me. So and I think the kids really relate to that, that I'm heard here, it's totally different from having a voice and being heard and accepted to just living in a place that you don't want to live in. And you don't feel listened to. And you're there just because you've been told to be there. Yeah. And you're just waiting to move I think something's previously from you get some almost be like a holding place to when am I going back home. Yeah. When I'm going to secondary or this is it becomes a home. comes your family. Your home. Yes. Really

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love. Yeah. Yeah. Yeah, we're they're really powerful and strong relationships. Yeah, absolutely.

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It really meaningful that actually the staff team know, lik, when they take on a key child know that this will be a lifelong relationship. But if you are willing to do that, and if you're not willing to do that, let's think about how are we going to end this for the child this relationship? And what's the therapeutic way to do that? So how do we write a letter to let them know about how we loved being in your life and the hopes and dreams we've got for you and the things we've done together. But it can't just be you live at [org] and then you leave from [org] and there's no therapeutic input within that within our relationship with you like the relationships the most important?

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Yeah. Do you try and do that we all relationships certainly been cast in that they have to do is that something that

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so that's something that the staff team at the school acknowledged any moving calf left? Yeah, it was Kirsty that was at the time Kirsty, wrote a letter for Cath. Right. Okay. To let her know. No. Yeah. Particularly for when children will do that with adults as well, particularly when children move on? Yeah, we'll get them there they are, or adults will stay in touch. Say for example, I keep in touch with a child that I was a key worker for? Yeah. I like that. They know how that what that would look like as well. I'll give you I'll call you on your birthday. And I'll the luckily the place that the child that I looked after moved to, they were very open to that and understood the importance of relationship. And they invite me around, since covid, once a year for a barbecue. So on the birthday of the move, we have a little barbecue. And see like, and when you're grown up, you will maybe send me a Christmas card. I'll send you a Christmas card. Yeah, that will be the sort of limits of the contacts but it's not that I've forgotten about. Yeah. I'll always hold you in mind.

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Yeah. Yeah. More important in each other's lives. So yeah, no, it really triggered a question for me that I've been thinking about in the in terms of endings, but that's great.

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Yes, endings. It's something I think for adults we need to work on and improve upon. And make sure we're getting that right. Because it's not just when kids leave that matters it is when adults leave too, because the relationship ends automatically.

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Yeah. And I suppose they don't, they may come here without very good experiences of endings and may just be abrupt moves and things

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you get the kids will say that like, they're decent, and then the child made the comment of everybody just leaves. Yeah, so Wow, what does that statement. Say everybody in your life just leaves. You're waiting on the next person leaving.

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Yeah, I, there's a quote and I'm trying to remember the resources. And there's a cost quality piece of research for one of the young people talks about the fact that she thought all her social workers didn't like her because they kept leaving and I think it'd be like maternity leave me, but actually, if we think about these children and young people, but how they think about things, and do we can do things differently, you know, you could get a letter, you know, for somebody's car was actually off having a baby and you know, do my videos in my life and get there by themselves. Anyway, sorry. No, that's, that's, um, I’m that easily distracted! So yeah, there was an interesting thing is we were talking about relationships, because at the start, you were talking about relationships and consistency, and everybody been able to do stuff. And you talked about the model DDP. And you talked about some of the things that go on in that which I find really fascinating because you don't just go and tune in and do DDP training and in combat, you have ongoing sessions, with [Consultant A] and a supervision and other things that go around that and keep that going. And I'm just wondering, as that part of you would ask you about relationships that this is the stuff so I wonder if you see a bit more of a I would definitely think that makes

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the DDP model Yeah, it was not just a model. And it's not just a philosophy for [org]. It's an attitude. And that's made very clear at the very beginning of everybody's employment at [ORG]. And what that looks like and DDP doesn't just isn't something you switch on and off. And it's through, it's filtered through every aspect, every policy, every interaction, that adults as I say, like, through their supervisions through their team meetings, everything how do we incorporate not just how we communicate, with kids how we communicate with each other? How do we hold empathy and acceptance for one another, and we're all going to get things wrong and we're all gonna make decisions that somebody didn't like maybe or work for the child that others have. They thought you could have done something differently. But rather than being judgmental in that how are we curious with each other and do we reflect And how do we repair our relationships with one another. Yeah. So and also the importance of how to be playful with each other. And I think that's totally shifted us. We're not just professionals that come in, put on our professional hats and go out the door. But we have really good relationships with each other because we role model and to good positive relationship to our children, yeah, and if I have that with each other, the kids ultimately have that with one another. And with us, yeah. So yeah, we're all coping at the same time. So they need to see that from all adults together. Yeah. And there'll be difficult isn't it's not? It's, I think it's totally normal for them to see the challenges and dynamics between staff. And if there is sometimes, I'm trying not use the word conflict, but a disagreement, or I think it's really important for them to see how that resolved in a positive way. Yeah, actually, we are not going to sort of disagree they're not talk to each other. Yes, let's role model, how do we resolve our differences?

16:03

Yeah. And that's just because I've been thinking about these parallel processes, that staff may need to look at the same stuff that the kids need to save to get them to reflect, you know, all that kind of stuff. But that's interesting as well, by doing that, and having that you'd also provide modelling, yeah,

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really given the staff have an understanding of their experiences as well. So something we do, when staff come in as part of my role is to do the river of life work with them - I don't know if you know that model? So we'll do that activity where we'll draw out our own attachment stories, through a river, and we'll potentially just draw... it's a training that's really confidential process between the staff member and myself. And then I'll, I'll be able to talk through themes with a supervisor around potentially if that's a staff member, who has had experiences through their attachment story of maybe somebody's always being late and that's caused them anxiety or they always have, this is the things I will pass on to their supervisor, that these are things that are going to be best supportive to your staff member not to get wrong for them. So always be on time. If you can't be on time, how do you let them know? Because it's going to break the trust with the safety within your relationship? Yeah, and actually helps them connect the dots of okay, this is why I parent this way, because that's those were my experiences. This is DDP, how to adopt those values, and how to work with them with the kids. Because if you don't know your own story, it's hard to then fully, eh, understand the children's experiences. Yeah, if that makes sense. Yeah, absolutely. You can you you understand the attachment completely. When you understand that of yourself. Yeah. And you can start to give that out to the children and to your teammates, as well. And that's not about other people knowing that, it's about just knowing it for yourself. And knowing why you do the things you do. Are there things that I Need to develop. Yeah, like I'm quite open that I will be happy to share, like one of the things that would always com up in my supervision, particularly as a manager was, you need to be better at having difficult conversations don't, like and I would sometimes be quite avoidant of, or I hate conflict. And I was like, So why, why do I get so stuck on this? It was a process for me to understand that growing up my parents, rather than have conflict with one another. they would just not talk, so we'd have periods of silence in my household growing up. I started to realise actually, when I'm met with conflict. I just go quiet.. this is how I this is how I cope because this is how I was taught to cope with conflict. Yeah, how can I start to overcome that within me to do my job better? Yeah. Yeah. The staff team to learn a lot by themselves to practice for the kids to the best of their ability. Yeah. Their development and growth as individuals and professionals.

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Yeah, yeah. It seems like this job can find you out [laughs]. Because it gets a bit okay soon and stuff. And it's another thing that you spoke about that I thought was interesting and was a self disclosure and that was in the context of relationship as well. So there's stuff about you know, bringing yourself to work and then the kids get to know who you are

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I mean, that but what was the what you're able to share what's appropriate to share, but also just given them the context of your, you're human and you've had experiences too Yeah, so when you're empathising with them that you can empathise, because this is your experiences? And actually, maybe not that you've experienced the same, but maybe you've got not a similar experience, but you get a different experience, but you want them to see that you didn't just pop up like kid'll just think people just fall off the side of the earth and their here. Yeah, how did you get here? You're just a grown up. There's just always been a grown up always been a professional always telling me that that's and actually I was a child as well. And this is what happened when I was a child and or I would go to school on the bus or sometimes I'd have people that I didn't get along with and how you resolve that and overcome that gives them hope as well that okay, I can understand that you aren't just a professional that's always been a professional gives you a context as a person. Yeah. Yeah.

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Did you seem surprised with childhood experiences you know if you're like us when it was wee to you were wee yeah yeah, I suppose there is nothing that came out from the outside to get this thing about being right doing right feeling right, with this work. So there's, there's a lot of stuff about people being the right kinda person nothing. What does that mean? And I know you've gotten your recruitment yeah, I've done is done differently now and you know you're trying to talk people who are minded to less Kinda workers and then coming in in the body but doing it right, you know, because it's got a lot of pleasure. Oh, no, yeah. And then feeling right that you come in and you're feeling okay, when you come in on shift and that. And one, I was wondering about that in terms of their stuff about how much to share? How do you like, do you have you just learned that on the job, but the kinds of things that you can say about yourself, are you What do you do with that? How do you know,

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I've learned and I know in my head what's professional and what's appropriate I'd never cross that line of what, A child doesn't need to know, but they also need to see me as human. Yeah. And I think that's really important. And so I wouldn't say, when I leave work, I just go home, right? They know I have a family and they know my children's names. They know the kind of car I drive or they don't need to know where I live, but they know roughly the town or where that is and the things that I like to do when I'm not here. And I think that's really important that I'm not just somebody at [ORG] up. And just like, they're not somebody at [ORG]. They have a family and they have they come from that town. And that's their mom and dad. And yeah, and I'll tell them all my sister's dog and the dog, and I think it's really important for them to see you as a whole person, not just a professional. Oh, because you're asking so much of them. Yeah, you'd ask? Or you're getting to experience all of them. And I don't think that's that's not equal grounds. Yeah. For them to really invest in that relationship. Yeah. Yeah. You've got to give a degree of yourself as well that are have been on holiday come back and say this is the things that didn't holiday or here's some I'd take a teddy bear with me that belongs to on of the kids - took a picture of Ted on holidays like he came with us. Yeah, it's not the job doesn't just finish at Five. No, it's not one of those jobs. You just go home and it's finished. So in your mind all the time, just like you hold the kids in mind. Yeah. Are you helping them hold you in mind? Because that's what relationships are that when you care about somebody, you Hold them in mind.

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Yeah, or you see someone hold you. Oh, they would love fun. Yeah, exactly. Yeah. Yeah. Yeah. So

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I think if you're going to it's not the job for you if you need to finish it you need to stop work at five and that's it you're closed to and you're closed to the kids knowing you beyond just I'm a care worker or whatever role you're in.

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Yes, more permeable boundaries. And

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yeah, definitely.

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Yeah. Is there anything else that you think works particularly well, it [org] do you think in terms of helping kids to recover when they come here?

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I feel like the more services for offering at [org] has definitely shifted and growing and like the Theraplay now , the play therapy people coming in, speech and language, the woodshed, the yoga, the people come in different people bring in different qualities utilising people's individual interests, within staff and their staff development, I think that has had a massive impact on the kids and also knowing adults as well, as I say the relationship like oh, wow, I know that she's great, our or he loves skiing and they will know the individual things about people and they'll know who to go to for help with different things. Just given them a vast array of different experiences through our own interests and on our abilities. I think it really helps them just to have all these great experiences and experiences and things that not, it's quite unusual, actually. Some of the things we do at [org] are quite unusual. Yeah, no, everybody goes surfing right on a Wednesday like! No, no. I just think it's fantastic that level of activity and outdoor education and play opportunities the kids at [ORG] have got and particularly because they're developmentally so much younger than, they've missed these those sort of milestones and play as young we're giving the opportunity to give those building blocks, but not in a shameful way. That's not that because you're developmentally three you're gonna do three year old stuff. Yeah, but how can I do stuff that a 12 year old would want to do? But hit the hit the mark or that is gonna fulfil the caps for a three year old? Yeah. play like nursery rhymes or something like that, but how can we do that in a way that's not shameful or a bit embarrassing. God didn't get to do that when I was wee so having to do it now but maybe do some rapping the nursery rhymes or rapper names or if we're on the surfboards Can we play like the peekaboo on this this word Lake? Yeah, that's what I'm swimming. Can we do all these bits that are really important to do? And you'll see the kids, they love it. Yeah, they love the loves the little love the peekaboo, or watch. I can take my thumb off the backboard in there. Wow, I've never seen that. And that's so important to them. Yeah, yeah. So I think just the experiences we offer and the way that we offer it and incorporate important elements of play into them. Yeah, yeah. I got a child today that said, jumping in muddy puddles? Yeah, it's amazing like Yes. Yes. The simple thing. Yes, doesn't always have to be extravagant. I'm not always saying the great extravagant activities are always it's just the opportunities for play that we create I think make the difference?

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I suppose the physical environment is as Yeah, yeah. Which is connected to our brains and bodies all the time. Yeah, yeah. It's good to have all those opportunities, as you say, to play as well. So I think about you know, obviously, you do therapeutic intervention through play therapy, that's a particular intervention. But I think there's something in play that's therapeutic just in and of itself. Actually, you know, that yeah, get

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to know all the kids interests, and so allowing them to take their leads to, we've got a couple of kids that may be in the superheroes. So let's go in the woods and play superheroes, lets run around and the adults not been scared to play also, because something's professional, oh, I can't play that, that's silly. I can't be Spider Man, you'll catch me in the woods with my nerf gun!

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That's a challenge for staff when they first come in to this job, like, you want me to do what?! Yeah, I want you to have your face painted and join in and just be playful and fun and engaging. And that how important that level engagement is, because when we disengage, you'll quickly see the dysregulation in the kids Yeah, yeah. And I think some people don't grasp quick as quickly as you would hope some times, it's a development stage in staff. And that when they first come in, they realise that because a kid is 12 They're not developmentally 12. And they're sort of saying, but he's, 12, he should be doing this or should be doing that. And actually, no, we need to keep the engagement at four, five and how would you, occupy and maintain the co-regulation of a four or five years old. As much as in the body of a 12 year old...

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yeah. That's not really

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developmentally where he's at

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NS was if the framework, the DDP that kind of stuff, and other other stuff that you do helps people get to that point where they understand that

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Yeah, absolutely not do that. Like I just I'm just talking about like people first through the door, though it can be quite. Oh, yeah. Yeah, I didn't realise this. We're not working with securely attached children.

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Yeah, yeah. Although some people, I mean, comes through the door. I was really amazed by I thought it was great, you know. And if I came to [names redacted], and

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it's already gone. And she's been Yeah, and I think you could definitely comes with experience and understanding. Yeah, yeah. And I think you may have people who come from mainstream and things like that, in this role. And right away, they're quite taken aback or quite taken aback with the behaviour. Yeah. And having that understanding for the behaviour in the Connect and the need for connection. Yeah. To allow the kids to reflect on the behaviour. Yeah, I think that can sometimes be a bit of a block initially when you first come because it is quite shocking when you see something's the level of aggression in the children. Yeah, it's really wow. Like, I didn't know expect to be helping to deal

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with us. Yeah, yeah. Yeah. So

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Still holding empathy. Absolutely. It's hard that, If you get a punch thrown at ya, and still holding empathy for the child at the same time and

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yeah, imagine if you have a run Yeah. You know, like a bad week or so. Is ongoing day in and day out, I imagine. Yeah, I think I think it can be tough. Yeah,

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Real resilience within the team. Yeah. To continue that work and that support for one another as well. And especially when somebody is having a bad week or having like, particular difficulties with a child for somebody to step in and always be the person that will be able to connect with the kids. So not that okay, you're having difficulty this person so that's the person you're going to be with until you repair it. Yeah, actually you know we see that that's not working, how can I help? and maybe once we're feeling a lot better, maybe how can I help you repair it with that person rather than just so, just going to keep hitting our heads off a brick wall...

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yes, you're looking after each other as well as like, that's not.

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It's understand that the power needs I think, the need for children to control the environment to control the relationships because of their experiences. But allowing power [inaudible] I think. When I first come in to the unit you'd see power struggle a lot of the time, between adults and children all the time. And that's something I've done allow that power shared. Yeah. And how did that actually give them the safety, to know that I can have a little bit control and give some boundaries and expectations around things around safety... They're not always bringing that back to safety? Yeah,

30:44

yeah. Yeah. Yeah. Give you? I'm just worried about your time. [inaudible] because I just find it really interesting to talk about. And so what about then if we shifted slightly towards a more and more just to the other three Ds, which are all about the future and how it could be or should be? Well, will be. So just Have you have you got any ideas or any things that you think you'd like to see that in the future, or think this is gonna happen in the future, anything like that you'd like to think of. So

31:19

for me, it would definitely be increasing the therapeutic opportunities for children. So like dyadic, psychotherapy work or psychological assessment, or can really get in a better understanding of the case, because for me, that's something I've found challenging over my 12 years in this role, is having access to psychological assessments, and cams and outward services. And I think that it's just key in understanding our kids better and really giving them the opportunity is, I don't feel like that's the key to healing. But I do feel like it's a piece of the jigsaw. And I think the relationships are important, but the more we understand about the child, the better we can improve how we interact with them. And what we need within that relationship to the for the process, the healing. And so to think that's the key, and, and also feel like, work with families, and increase our relationships with families as well. So it's not just our relationship with the kids, but the whole picture really, and their whole whole environment, whole worlds. So especially kids that are still it's so the kids that do live here and still have contact with their families. And if that's like regular contact where they go for overnights and relationships are much more improved. Yeah, they are they are Yeah, and that sense but for our children that maybe just have monthly contact or six monthly contact, there isn't much connection there other than the social worker arranges the date, they'll may be facilitate it, or I think, for me to have parents and here connected more than that, ultimately, would give this child more safety and the adults that are caring for them, because they're still connected to their parents, and they see to see safety within their parents. And it helps them trust in here if they see trust from their parents in the system. Yes, I do feel that probably, that or potentially even, like, work with foster carers and things like that, and I do see that growing and and I do see us moving in that direction for when kids do move on. How do we continue those relationships? And how do we still be part of their journey? Because we're so important, we're ultimately their childhood. Yeah. And kids that grow up in securely attached families, don't just leave their, leave their family, just leave their childhoods move on with their life and never go back. They are just wonder how do we stay attached to that? And how do we maintain that for children that don't want them experience loss and abandonment and trauma again, as a repeat when their time at [org] ends. Yeah, and that's something really important to think about, and I know like, we want to extend our services to 18. But then again, beyond 18 Yeah, child who just leaves home, but they're still very connected to home. Yeah, those relationships. So I think, for me, that's the future. Yeah, [org]. And for that not to be a last resort for kids. Yeah, residential care is not to be a last resort. I know, that's quite hard for people because you do want children to live within a family. However, when we know that families are breaking down and behaviours have become so uncontrollable, let's not continue the pattern of loss or loss of let's try a new family when we know it's going to break down because we know the behaviours that we're coping with

34:45

Yeah, so Yeah, cuz you guys seem really able to absorb a lot here in a minute, because you can come in the next day, somebody else can, you know, you know, just I kept thinking about that. As Allison mentioned, he said, you know, there is some non residential to where we can come in the next day and start afresh, you know, and which, and because of our process, we can actually take a lot of our stuff. So, yeah,

35:10

and I would agree with that, in a sense as well but you see, I see a huge difference between school and care, in terms of we have three adults in a classroom and it's the same adults and the same time everyday. Yeah, and that relationship can be sometimes much more powerful in the school because, and the children can feel safer, right? It's this consistency of approach consistency of adults of relationships. Whereas at home that consistency, because it's a rota. Yeah. And something's the rota can be varied or staff can be sick or there's a different adult. Or there's three houses that are all sharing different staff at different times. That can I can imagine that can feel very unsafe for somebody that's insecure. Yeah. And I don't know if it works. I don't know what would work better. I don't know what the answer is. No. How do we offer consistency? In our staffing in care? Yeah, so we can create that safety for kids, is it that and I think there is a pattern to the rota I can't say I've got the pattern. And I think some of the kids some times know the pattern. Know, the adults that work with what adults yeah. But I don't know if that could be tightened even more. So is it like three adults on for three days? And then another four is a three on 4 off? Or three? I don't know. Yeah. And is that that you're going to have you come home to the same people? Because it takes skill in the morning?

36:34

Different people there at night? Yeah. Because it's identically the same group staff that work in each of the

36:42

10. And a team? Yeah.

36:43

Yeah. And I was thinking about that. Interesting point that you make because I was I was thinking of that in terms of that same year, the DDP model. But how that is developed is a psychotherapy therapeutic [inaudible]. And I wondered, when I was initially here, when I was thinking that the differences between the school and the residential in terms of how the staff generally spoke about the model, and whether the staff team were able staff team at the school, were able to more closely match the original thinking because they're always 9 till half 2, and always the same teacher to members support staff. Same five or six kids. I just wondered whether that containment in the sense of being contained by time being contained by space routine, read them yeah, that's something that makes makes makes it as the as the model easier easier to implement.

37:40

Consensus structure.

37:41

Yeah, within that I just, I don't know.

37:44

There's probably more more structure to be had in care Yeah, for me for residential care. And as much as you do want it to be free for the kids and for the experience of the play, and the fun and in contain that, but how do we structure it more? So is that this is what time this starts. And this is what we do at this time? And then it's playtime, and then it's dinner time. And I think for different groups of adults working that changes every day. Yeah, so because maybe one team have dinner at five, and then their on, and the next night it is at six and then but I think we really need to tighten the structure of.. and the care have the other responsibilities, they've got bedding to do, Washing to do dinners to cook, they've got much more, they've got dinner made that's brought to them and

38:27

fourteener at some point as well, you know, just, you know, end to the shift being tired,

38:32

talk about sort of the reducing stress for the kids to have the most positive experiences and be creative and be in the best regulated state, how do we reduce the stresses for staff for them to be in the most regulated state and given best practice all the time. So for me, probably reducing stresses like cleaning responsibilities or cooking responsibilities. And how can you be the best practitioner and playful practitioner when you've not got these added stresses

39:04

Yeah, he's gonna do the dinner and get things done. Yeah, yes, your point. Yeah.

39:11

And I think there's things like I guess it's not always a reality and it's a wish list... having the waking night and they're doing ironing for you or cleaning out the fridge and letting the kids know they can sleep all night or somebody is awake and they don't need to be frightened and having... avoiding staff getting up because they're tired. The next day they're on shift but they've been woken up for, you've got not just one kid go for a pee but five kids go for a pee sometimes twice a night.

39:37

Yeah, you're tired today say yeah, no, I'm getting off the buzzers. Yeah, and

39:43

the school staff it's the opposite. They go home at four o'clock they come back fresh faced nine o'clock the next day, a good rest periods in between so you can see the difference. And yeah, sometimes

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Yeah, sometimes. Yeah. Thank you, because it's the same team, the same process. We're coming back actually quite Different working environments. So interesting. So I

40:04

don't know how you reduce that. And probably, for me, maybe stepping away from the key working. And just having a group or just having we're all your parents are not so much parents, but all your caregivers are all gonna do the same things for you and all look after you, because I think some things that can cause dynamics in teams that would be unnecessary. And for kids. Yeah, they put the key worker on a pedestal. Yeah, and absolutely not want to engage with other people, because they see that person is they make decisions, and they're like, they're the ones to go to. But actually, it causes challenges as a whole team approach. Especially when the keyworker is not there Yeah, and the kids have to hold on to worries or anxieties because they're waiting for their keyworker to be present? Yeah. And I think relations... children should choose their adults. It shouldn't be that we nominate an adult it should be, you know, they get on best with them so that's the person they're going to talk to

41:01

Yeah, that's okay. Yeah, cuz there's a few kids I spoke to where, you know, the just casually [one of the children] said, you know, [worker] is my favourite worker. And I was like, all day, where's it There's [worker]? Well, guess why? My goodness, that was it. Cuz she's, you know, 10 feet tall. There's no she's my keyworker. Alright. Okay. And then title is really, really good thing. As soon as you say no, you know, stuffs. My favourite. She's my keyworker. There siddur. That sentence. And so what does a keyworker could do up here that we ended up having too many asked [a worker]. And he combined says the look after your budget, and writes your reports? Is that why you like [worker]? Because she looks after your budgets about this, but actually you told him there. The key word can be seen as a key passion for the child in terms of getting, certain decisions about things that are going to happen

41:56

They go too their LAC reviews, they go to their hearings, they write reports about them, the children know, that's that. But I suppose for me, and residential care needs to move away from the institutionalise. And I think it has shifted in 12 years, I feel as a huge shift. So think there's a shift to be made in terms of budgets, like that type of languages, and, oh, they hold your budget for your budget. When they grow up, they're gonna be like, here's my budget for clothes. Don't fit. Yeah, yeah. How do we give them just that parenting car model that you would receive in a secure home family that Do you know, if you need a coat we'll go out and buy a coat, or you don't need to know about how much to spend on the coat? Or why we spend that much anybody can buy you it? Yeah, yeah. Because you need that that day, or Yeah, it doesn't need to wait for a special person to come in or...

42:52

and control it that is controlling money. And they can affect

42:56

that away from institutional language but also that institutional processes like key workers . Yeah. And actually instead just got adults or grownups that take care of us. Yeah.

43:10

Anything else you'd like to see?

43:14

Probably just the continued development in staff. I think that's so important and understanding, like, for individual staff qualities in the process of developing them. Yeah, like, we're all here to do a job. But I think when you tap into some of these unique abilities, like even if that is like maybe the outdoors, some people are really into the outdoor stuff or actually the quality that staff bring to children? Yeah, so you may have some people that are in to drama, or what but how can they How can we utilise that to the best advantage for the kids and not just coming in and doing the day to day? Yes, this is what we're meant to do. But yeah, so I like to I like to see the development of individual staff and I think my staff feel valued for being their qualities, they practice better

44:03

yeah, if you did something you know, it's nice to do. When you're involved, you're doing something that really enthusiastic and up for it and really, yes. Means I'm testing actually. Yeah.

44:18

So I think that's a good thing for me for kids to see that and different adults and different qualities and everybody's unique don't all come in because once you have the same value base doesn't make us all excited to see

44:30

Yeah, oh, no, no. Yeah. Yeah. Good. No, no, that's not that's basically a I'll just stop that.