Meet the Authors - Paul Gilroy & Laurence Wareing

Hello, and welcome to SIRCC online’s Meet the Authors 2021. The theme of this year's online conference is workforce. And we have a special edition of the Scottish Journal of Residential Childcare about this theme being released today. We're delighted to be holding a series of conversations with some of the authors who have contributed to this special edition and hear a bit more about their writing and get to know the people behind the papers. I am joined here by Paul Gilroy and Lawrence Wareing, authors of ‘The other side of the wall’. Paul, Lawrence, hello. So we'll jump into the first question. Can you tell us a bit about yourself and your connections with residential childcare?

Yeah, I'm Paul Gilroy, I'm head of service – soon to be brackets retired – for Crossreach residential care and education services. And I've got 34-35 years’ experience in residential childcare in various different roles. And I really enjoy my time working in the residential care, it’s a very rewarding place to be. So that's, that's me.

And yeah, I'm Laurence Wareing, I'm a freelance writer. I have been working with third sector organisations for quite a lot of my time. Older people in care actually for a while and then more recently, with a couple of residential childcare organisations. So for me, it's been about getting to understand the sector and trying to share some of its stories.

Thank you, the title of your article, ‘The other side of the wall’ instantly caught my attention. Can you tell us what the article is about and why you picked it?

I'm really glad that the title caught your attention. That's great. We wanted to tell the story of the transition that Crossreach had made in its work in residential childcare, particularly the transition from the large kind of setting of Ballikinrain, to smaller living in a community houses in local settings. We wanted to tell that story. And really very particularly to underline the fact that this was an evolution, that the kind of the ethos, and the values that had informed the work in Ballikinrain for years, were the same values, it was the same value base, same ethos, which meant that this sort of transition to the new settings had happened and in doing that we were listening to the stories of some of the former pupils who had been part of that transition, and had also informed why that transition had happened. So that was what we sort of set out to do. And, and the title actually came from one of the former pupils. And he said one day because because Ballikinrain is a big house on a big estate with walls, you know, and he talked about, you know, 200 yards before he got from the house to the gate. I mean, he's talking about this sort of that distance that you go to get to the gate. And then when he moved to a local setting your 200 yards would take him to the bus stop and take him into the community. And it was it was a very different kind of 200 yards if you like, and one was beyond the wall, it was about making that connection with the local community. So in a way it's kind of a metaphor, but it was a very literal thing for him. And we wanted to reflect that and the difference between what it was like living in Ballikinrain Castle and living in in a local community. So that's sort of the kind of what Claymore said became a thread for us and really needed to be there and the title.

Lawrence thank you that is a very powerful story to go with a very powerful title for an article. My next question, what was your motivation for writing this article and the key messages that you wanted to share?

I think in lots of ways Lawrence has touched on some of the motivations when he was talking about the title there and the whole story of it. It really started from we were making a big change at Crossreach. And it wasn't just Ballikinrain because we had [Geilsland Residential School](https://www.facebook.com/groups/geilslandresidentialschool) as well. And we made a big decision, now seven and a half years ago, where we decided that we were on a journey of change, moving from the big campus to the houses in the community, and we made a conscious decision to change the structure of that residential care and education service that Crossreach was known for at Ballikinrain and [Geilsland](https://www.facebook.com/groups/geilslandresidentialschool). And this was the end of the journey in that sense, because it took us a wee bit longer to get there than we anticipated but we had previously closed down the [Geilsland](https://www.facebook.com/groups/geilslandresidentialschool) campus and moved into houses. And we were in this process now, this was the end. We have got a new school in Erskine, and we've got a number of houses in different communities. So it was a little bit about letting people know we were still around, we were still who we were. And as Lawrence talks about here, the ethos and the values hasn't changed. But equally there was that wee bit about, also try to tell the story of some of our experiences and we touched on that a little bit in an article about maybe some of the responses we got from some communities when we were looking for houses in communities. Some of that negative response that we got where people had that stigma about children in care and children and young people in care. But also we had really really good responses from communities as well and some of the more recent houses where local community neighbors were coming round and saying nice to see you and bringing baking and all the rest of it, so there was a real change at that bit. But we wanted to tell that story of the transition of the service, but also what it means for children and young people and transitions for them. And that there is hope, there is hope. When we started it some people said, that was a very brave thing to do and we don't think you'll do it. But we wanted to say we’ve managed it. And we've evolved as a service, but we haven't lost what was always at the heart and the core of it. And that is about children and young people and doing the best for them, and giving them the best start in life as much as we can and the best hope. So I think it's a story of hope as much as anything else. But it started from letting people that we have changed and that we are different, but we are still the same at the same time.

I think also, wasn't there that that sense that we wanted to tell that story and at the same time, we were talking with some of the former pupils of Ballikinrain, and realized that what they had to say was absolutely central to that story and how we told it. And we wanted to give, share their voices, give them voice and also members of staff as well. We will talk about the young people but it was very much about kind of the experience of the workforce as well. And so how do you kind of tell your story and get through the voices of the people who've actually been part of it? So I think that was that's an important element as well.

Yes, just picking up on that quickly, Laurence. One of the things we did about that was we also started some new Facebook pages, group pages, because we recognized the connection and feeling that people have for the building and the place, because it's been there for a long time and we didn't want to lose any of that as well. And that's been a positive thing as well, because it's helped us through this. It's helped us reconnect in a way that we may not have done with some former young people in residence with us and some former staff. So lots of really good things have come out if it.

That’s some strong motivation and the voice of young people and your workforce runs really clearly. We can be direct quotes from young people in your article. I was wondering what was the workforce response to moving from the residential campus and to the community?

I think initially there was a kind of mixture of apprehension, and a bit of excitement. Looking forward but a bit of apprehension. We had in many respects tested the water a little bit both from Ballikinrain and [Geilsland](https://www.facebook.com/groups/geilslandresidentialschool) campuses and we had already opened some houses and had kept the campus going. So there was a little bit where people could see what was happening. And we made the decision that we were going to move completely from the campuses that kind of took it to a different level, because we're all the same. We like to have that safety net of what we know. And we all knew what it's like to live and work and be part of a residential school campus. So we were asking people to essentially do the same job, and to do the same level of support and for children and young people, but in a slightly different way and take them a little bit out of the comfort zone. For some people it was definitely a lot of excitement and apprehension, but also apprehension in there. But I think, I have to say that all of the staff team have embraced the change with enthusiasm. And what they would say now is that living in a house in the community, it's just so much better, you can see that relationships are on a different level. The relationships they have with children and young people is different. They’ve always have good relationships but somehow it is different. What I was seeing the earlier the connection with the neighbours, you know, neighbours coming in and bringing in baking or whatever, and that kind of stuff, young people, kids to be able to go and play with their pals in the street and go down into the village or just down the road, all of that it's all changed, the whole dynamic has changed. And we always said, part of our role was about giving children and young people back their childhood. And you can only do that to a certain extent, in a big residential campus. And I think in the article Claymore makes reference to that. And just being part of a community totally changes that dynamic. So, a bit apprehensive at first, but people have embrace it, and I think what they are now experiencing is a much more fulfilling experience than they had previously on a big residential campus.

Could I just chip in there, Sarah, sorry, but one of the things that caught my attention when Claymore was talking, was he said, I could bring my school friends back now. He didn't feel he could do that when he was in Ballikinrain, but a local house. yeah, the mates can come back. So that's a huge difference, isn't it?

Absolutely. You talk a bit there about relationships, and how important they are. And one of the quotes in the article that stood out was a former pupil writing about the seeds of love planted at Ballikinrain, could you tell me a little bit more about that?

Yeah, and that was said by a guy called Darren and he had a rough ride after he left Ballikinrain, he had a hard time for the next 10-15 years. And yet his experience at Ballikinrain had taken root, literally, and so after that period of difficult time, and being in a prison as well he began to kind of pull himself together. And he would say that it was those seeds of love at Ballikinrain that kind of helped him do that. And I think one of the things we were exploring was how, how does that that happen? How do you plant those seeds of love? It's interesting language that he uses. And we talked a little bit about some of the work staff at Ballikinrain did with a guy called Dan Hughes, who talked about how you make connection with young people. He talks about play, he talks about empathy. And I think one of the things I realized sort of coming as it were, on the outside is how hard that is to do. What a gift that is, if you can be there for young people in a way that really impacts them. Just recently, there was a YouTube clip popping up every now and then which I saw, an interview with the actor Bill Murray a little while back as part of the longer interview, I think. And he's asked what's the one thing you really want and he kind of goes off on a very long Bill Murray train of thought. But at the beginning, he says what I want is to really be there for people, which is really present, which I think and he said, You know, I don't want people to be talking to me and thinking I, you know, he's changing channel in his mind and body, that he's there for me right now. And I think when I talk with Paul, and have heard about other members of staff at Ballikinrain and elsewhere, and how they operate, and Craig, who we’ll talk about, that gift of being absolutely present for a young person, when, every minute of the day, you're kind of risk assessing what's going on around you, you may be pulled to other children who suddenly have a kind of immediate need. And it's really difficult to be there for the one child that you're kind of keyworker for or looking after. And to see that happen. Because children know, don't they, if they know you're not quite there for you, they'll kick off, or they will feel demoralized. You don't know which way it's going to go, but they do understand if you are their priority, and let's just say, from the outside, I just think that's a remarkable gift that staff can offer young people and I do not underestimate how difficult that is. So you know, that's what it is, that's what plants the seeds of love, I think, in the end. So that's one of the things I have learned, I guess from talking to Paul and his colleagues at Ballikinrain.

Thank you so much, Lawrence, it's lovely to hear about the stories behind the quotes, and behind the words. It strikes me when reading the article that there are challenges as well, in terms of the process, and you talk quite a bit about ‘othering’ that care experienced people can experience. Could you tell me a bit about that? And what role the workforce might play in the process?

Yeah, and I touched on it a wee bit earlier on talking about the motivation for writing the article. ‘Othering’ is a kind of terminology or concept that lots of us are familiar with in the care sector, just in that sense of looking at another group of people and saying it’s not me, it’s them, you know, kind of thing. And I think the very nature sometimes of residential care and the care system kind of places young people. It's an unintended consequence maybe of way the care system has been over the years. And it was really quite noticeable some of the times when we were looking for houses and trying to find houses to turn into communities, in terms of the response because we tended to, most of the time we would be looking to rent a house and we would do a little bit of homework and research about the area and we would try and make contact and Crossreach is part of the wider Church of Scotland so we would make contact through our parish connections and local community councils and if you like, kind of test the water and it was remarkable sometimes how, how much othering in inverted commas, there was going on for care experience, you know and people's perceptions of what it meant to be care experienced. So often we would get that experience, that response of expectations that they were going to come with trouble. They were they were going to cause disruption, the police would be involved all the time. And they would be a rescue a danger to our children and young people in the community etc. I mean, we had to spend a lot of time explaining that that's not the case with children and young people in care. Yet they come with challenges and experiences that none of us would like to have and our overall job as individuals and a service and society is to wrap our arms round them and look after them and make life safe for them so that they can thrive and grow and develop into the human beings with the potential that we have all got. And that kind of struck me. And what we always try to do is find somebody in the local community who had a different viewpoint, you always try to find your local heroes who will just go “Wait a wee minute, it’s not always like that”, and be challenged back as well. So I think also what became apparent for me is I think, subconsciously, we in the care sector, I'm talking about us, as adults and professionals in the care sector can unintentionally actually be part of that othering. And it's not what we are intending to do but just thinking about some of our own processes and procedures that we need to do. For example, as a big organization, we get auditors coming in, so we're always asked about having receipts for all the money that we spend, you know, and that's just that kind of thing. Lawrence talked about risk assessments earlier and, you know, you're always getting things, about have you done a risk assessment for taking so many kids out in the car, etc, you would not do that in your house and your family. You know, you just wouldn’t. And I can think back to other times in a previous part of my life in the care sector when I was a PE teacher and you would go swimming and you weren’t allowed to let the kids dive in to the swimming pool any more than a metre high, etc. And you're thinking but their kids, they want to enjoy themselves and jump off the diving boards and all the rest of it and they are watching all these other young people and children doing that, and we are trying to say, you are not allowed to do that son. And so inadvertently, I think we could also be part of that othering process, although we're not meaning to do it. So I think part of this, for me, is that as a workforce actually starting to think when are we also doing that? And what can we do differently, because on one hand we are saying to the wider community and society, population, children and care are children, just children and young people, full stop, and they need our care and love and support, however at the same time we are also bound by these policies and procedures and regulations and rules that we put in place that in them self stigmatize the children we look after. Even though we are trying not to. And I think that that was part of the whole concept of othering, that made me think there's a way of doing this differently. And the whole move away from the residential campuses, into houses in the community, I think, is shifting that a little bit, hopefully. It's shifting it a little bit. And I don't know if that answers, but it’s the kind of thought going through our heads when we were talking about and thinking about that othering and that stigma with children and young people. And trying to understand what is that like for them? What does it feel like for them?

Thanks very much, well lots of food for thought there and I suppose a couple more questions for listeners to take away and reflect on in a few quiet moments. You talk there about if it was an A family would you risk assess? And thinking about family, there was a really lovely, quote from a former pupil, and I'll just read it out. “It never felt like staff more like family, father figures, mother figures, uncles, aunts, the type of structure a kid needs in any situation that was given wholeheartedly”. What a quote to be provided with and then to include in your article. You talk in the article about building relationships that last beyond the time a child lives within a setting. And I think this quote speaks to that a bit. Can you tell us more about the key messages round about that?

Yeah, that was from one of one of guys who joined the Facebook group page. And so we hadn't had contact with him for quite some time. And that was the first thing he put up when he joined the group. And I think it puts a lump in your throat because this young person was with us probably almost 20 years ago, now. And he got that sense. So I think for me, the key messages coming out for that, is for all of us who work in residential childcare is that often we will not see the impact that we have. Because we look after children and young people for maybe 2,3,4,5,6 sometimes longer than that. But then I think back to 20 years ago, the best part of 20 years ago when that young person was with us, and how Ballikinrain was then and how the sector operated then in terms of two, three year placements, and move on etc, and that we weren’t necessarily encouraged to keep in touch with pupils as they moved on. Maybe for a little bit of time, but it wasn't really the done thing to do, it was kind of you are not supposed to, there was always a bit of an uncertainty around all that kind of stuff. And many people have kept in touch, don’t get me wrong, but there's also many times where people might feel uncomfortable around that, because, you know, as I say, it wasn't encouraged. And I would often say to my colleagues, in all the years I've been in a leadership role, we will never fully understand the impact we have. Because sometimes even as ourselves, as adults, when you think back to yourself as a child, how you understood the world, as a 10 year old, a 15 year old is different from how you understand it a sa 25 years old or a 40 year old. And we kind of do the job that we do and the role that we do knowing that we aren’t necessarily always going to see the real impact and the real outcome. You'll see short term outcomes, you know, where young people are gaining qualifications to school and moving on to college and university or any working job and maybe returning home to live with a family or starting their own family etc. You may see that in the short term, but you never really see the long term unless that individual is willing to come back and share that with you in some way. And I think that quote kind of sums that up. Because even although, you might not know what that impact that you might not see it doesn't mean that we still shouldn't do what we do. It doesn't mean you still shouldn't what we do with understanding that relationships are sometimes there last and they are there to last a lifetime. And I think that that quote kind of tells it that way. Because it describes how I wanted to be as a worker, and it describes how I would want all of my colleagues to be as workers, whether its within Ballikinrain, Crossreach or in the wider sector. I think that's how we want it to be, we want people to see us that way, we want children and young people to feel that way. Maybe not feel that way about every single one of us. But they need to have some adults in their life that they feel that way. But at the time, they might not be able to articulate that and tell that to us because they might not quite fully cannot understand that. So to see that, quote coming back from a young man, who's probably in his early 30s now, to say that that's what it felt like for him at that time. And to tell us that had to share that with is really rewarding. And I think the key message I would want to say to everybody from that. If you're at the start of your journey in residential child care, that's what it means. That is what you do. What you're doing is you're giving people hope. So even in the darkest times when it's really really difficult. And it's been a difficult evening or weekend or whatever, there's always hope. And you need to stick with it. And relationships are key. And if you do that from a genuine point of view, from a genuine perspective, then that's who you're going to give. You give of yourself and you get something back, you may not see it, but it gets paid back to you. So 20 years later I had a wee lump in my throat when I read that and I remember to the young person I thought well that's what I wanted you to feel like but I never knew that at the time if that's what you really felt like. So the key message is, the key message for children and young people is that there is hope there is always hope. The key message for staff is do what's right, and you will get that kind of sense when you see that quote. There is not much more I can say about that other than the key message is hope.

Paul, thank you very much. You talked a lot there about relationships. And you said they don't need to like all the staff who are working with them, but if they can have one key person, at least one key person. Would you tell us a bit more about Claymore and Craig? It sounds like they found their key people in each other? And how did their journey influence the way that you do the article?

Certainly, from my point of view, I think their journey was a way of really articulating the best of what we wanted to be. And it was explaining not just the bit we were saying before about relationships and hope, and about you know what you want young people to experience and feel, but also that bit about our transition and change about why, why was it better to be in a house in a smaller house and a small environment in a community rather than a big residential campus in the middle country, which is in the case of Ballikinrain is a castle, you know. And people sometimes said oh it’s a bit like Hogwarts and Harry Potter when kids were driving up, but it's also scary. It's also a big, big, scary place. And there's not many people who go and live in a castle, and being in care and not living with your family and living with people who, essentially when young people come into care they come into services like Crossreach, young people will come into the company strangers. And if you come in to live with strangers, and a big, big castle in the middle of the country, and it's dark, and it's cold, and in the middle of the winter, it can be really, really scary place. So we have got to do things that are trying to reduce that worry and concern inside that a young person may have or a child may have. Remembering that some of our guys come to us at 7,8 years of age really, really young. And I think Claymore’s story or rather Claymore and Craig’s story because it is both of their stories and they were together at Ballikinrain, and they moved from Ballikinrain to Millmuir Farm together. And how that relationship evolved, just encapsulated about what's so much right about having a relational attachment approach. But also, it highlighted about what more, what so much more that can be achieved by everybody, by not being in a big institution, and actually being in a situation where it's just a house. It's just a house, and it's just a house and a home in the community amongst other families in the houses and homes in the community. So I think that influenced the tone, I think for me it definitely influenced the tone of how we wrote the article.

And I think what you say Paul, about the fact that they made that move together is really important. It wasn't just Claymore, who went the other side of the wall, Craig went the other side of the wall with him. And it kind of helped them both build an even stronger relationship as a result, and one that has been able to continue now that Claymore is a man out there working doing his own thing. And he still has that relationship with Craig. So that was really significant. And also the way Craig talked about that relationship, the way he offered this kind of idea – he used to say to Claymore, Oh, you know, we're kind of like a rally driving team here. You're the driver, Claymore and I'm the co-driver, I'll help navigate. It doesn't mean that we won't always get lost, we may crash but we will then stop and regroup and then carry on together and that was quite a powerful way of talking about being an adult working with a young person because what you're saying is, I can't control every bit of this journey. You've got to do this, to a degree on your own, but I will be there alongside you. And we realize that that kind of idea of being alongside. But allowing the young person to find their own way, is what you would hope for the whole sector in a way, you know, what legislators do what local authorities do, in the end, it's about being alongside the young people, and hearing what they have to say and supporting them in in their journey. So it's a really interesting image, which, again, that did influence I think, certainly for me, the way we kind of put the whole story together, I think, for me, it's kind of probably the central part of what we wanted to say.

Thank you, Lawrence. You mentioned there, what you would hope for children and young people. What are your hopes for the staff and young people of Ballikinrain and Crossreach residential care and education services, as they move into the next chapter of their story?

I had touched on before and the hope is word hope. Half faith and half hope that things can be different. That life is not inevitable. That we often hear of stories and situations and events and really sad and tragic situations and events of young people who have been in the care system. But it doesn't need to be like that. And I think what my wishes are and what my hopes are for the staff is that they get a strength and a belief in what they're doing is that doing the right thing, and that they can be that inspiration and give children and young people confidence. And that those children, young people can aspire to going to do different things. You look at Claymore and look at lots of other guys who have been back in touch with us through the Facebook page, and I was just talking online to one of them recently, who was telling me he's now working for another care providers as a care worker, and I don’t think he thought that would happen when he was with us as pupil 15,16 years ago, or whenever it was. And it's not inevitable that because you are a young person in the care system, that you will particularly when you come to residential school, which is part of the care system, which can mean that you've had quite a difficult journey in life before that happens. It doesn't mean that it's inevitable. There are chances here for you, but you need people to believe in you. And I would like to think that what the staff in Crossreach Residential care and education services get from the journey we've been on, the change that we're on. That they experience, I know they are already experiencing what Craig experienced and Claymore experienced in moving to the houses. You know, in terms of that aspiration. Having staff who believe in you. Having adults who believe in you. And that children and young people have an ambition and to be the best they can be. And I think that would be my wish is just is that you know, have that hope and have that faith that life is not inevitable. You go out and it does take risks, it isn't always going to be hunky dory and straightforward. But you get up and you dust yourself down and if you've got the right adult round about you and the right adults round about you, whether its Mum, Dad or your key worker, but it’s somebody who believes in you then it gives you the strength to carry on to the next bit.

Thank you for that Paul. I think we'll all be watching, interested to see what happens in the next stage of the learning. Your article is published today and the Scottish Journal of Residential Childcare, free to access, to download or view for any of our readers or listeners. Do you have any advice that you could give for somebody who may be thinking about submitting an article to the Scottish Journal of Residential Childcare?

So from my point of view, I would say, get yourself a writer. Definitely. On a serious point and you know, Lawrence will have a view on this as well, but I think if you've got a really powerful story to say, it needs to be said. So yeah, I would certainly encourage people to be thinking about it. But also, yeah, I think it's good to do it with somebody else as well, certainly, from my point of view. Don't be scared off by it. Sarah and others in the team there that are really helpful, and they give you good guidance about where you want to go to, and how it wants to be pitched and the rest of it, because it can be a bit scary thinking I don't know if I can write that, you know, it's an academic thing. And it's the University of Strathclyde. And it's going to go out there, and other people will see it, oh, I don't know if I can do that. Be confident. And if you've got a story to tell, tell the story. Because it's only by telling our stories and sharing our experiences that we will make the system better.

Seriously, I think it does help doing that with someone else. Because you can, you've got someone to bounce your ideas with, and someone else who will ask you questions, and probe a little bit. Because I think it's the same for a lot of us in whatever area of work we're in. Very often we kind of take what we do for granted. And it's a little bit, it takes a bit of work just to kind of articulate it. And it helps if someone else is asking you the questions to do so that, you know, I talk with Paul and just kind of every conversation become more aware of the kind of expertise that he has built up over the years. And by having these conversations, more of that expertise comes through, and more of the stories come through you and then you can start building the parts of the jigsaw, which then become the article. And yeah, Paul is absolutely right, the Staff at the journal as well, you know, give you the feedback and the guidance that is incredibly helpful. So it's so it's really rewarding to do and enjoyable.

Yes, I would come in and say that it has been really rewarding to do and, all joking aside, getting Lawrence to help us out was just fantastic. Because I think certainly for myself, and probably I think maybe for other colleagues and the sector, we are used to just writing professional stuff. We are used to writing things about tender documents for frameworks and the rest of it. And it's a different way of writing. And, so I would echo what Lawrence is saying about having somebody to bounce ideas off and somebody tease your thoughts out and be able to articulate in a way in which you want to tell which is a natural story because this is about people, all about people. But unfortunately, some of us are in roles where we have to write things in very professional language, which is not really particularly person centered. So there is a skill to that and that I'm grateful to Lawrence for his help in doing that.

Thank you very much. And absolutely. We've got a lot of advice and guidance on the website on the CELCIS website, under the heading Journal. 2021 – I can’t have a conversation about residential childcare without asking you about The Promise. So for your final question, can I ask what are your views on the roles of The Promise? And what do you think will change or needs to change for residential childcare?

That’s that really good question, Sarah. I think the first thing I would like to say is I think it was really clever to call it The Promise. Most of these kind of reviews and reports that come out, you know, it's so-and-so’s name after the chair of it, and then, you know, here's a report and a list of recommendations. And certainly I know right from the very beginning Fiona Duncan and the team of the Care Review were always very clear that this was going to have to be something different. So calling it the promise and having #keepthepromise, really is going to hold us all accountable. So I think from that point of view, the role of The Promise is to keep us all accountable, and keep reminding us about what's important, and what's important is the children and young people who are at the heart of the care system.

And what do you think needs to change? There needs to change residential care care, red crosses,

I used to think I understood what co-production was. And I've now been involved in a couple of processes. One was interaction and historical abuse of number of years ago, with the Scottish Human Rights Commission and CELCIS, and the Care Review. I took part in some of the events of the Care Review. And what really struck me in both of them was, as I say, I used to think I knew what co-production was. And I was Yeah, we get all these people together and the children and young people together and all the rest of it and we hear their voices and we go way, and we hear the views, and we go away and we decide what to do with it. What is fundamentally different about both of those processes is the voices of the people who matter most at the center. And that can only happen if us, as adults and as professionals in the system who are in positions of authority and responsibility are prepared to keep hold and keep ownership of our responsibility. But equally be prepared to give up our control and power and to share that control and power with children and young people, and ultimately their families as well. Because it won't work otherwise. And that goes all the way through, that’s for treating the adults and the children and young people on an everyday basis. And it's between local authorities and independent care providers like ourselves, it’s within our own organization's in terms of the levels of jobs in management and responsibilities, you need to be prepared to give up a level of control over but not absolve yourself from your responsibilities. And I think Claymore and Craig’s story, when Lawrence talked about Craig describing himself as a co-driver demonstrates that perfectly. Craig never absolved himself from his responsibility as an adult, as a key worker for Claymore. But at every stage, he gave up a little bit more of his authority and his control. And shared it a bit more with Claymore. And I think it's testament to that, that what started as an adult child relationship, Key worker - child relationship, has now grown and evolved into an adult friendship between Claymore and Craig. They meet and they still keep in touch with each other and they know each other's families and the rest of it. And I think that's what needs to change in the system. Those of us who have got those positions of authority and power need to be prepared to genuinely give up control and power and to share that control and power with the people who are who we are there to serve. But we can't walk away from the responsibilities of doing the right thing. So I think that is the role that The Promise is going to play. It’s to keep us to that promise.

Thank you very much. Paul, Lawrence it's been an absolute pleasure to chat with you both today to hear more about each of you, who you are as individuals and to hear more about the article. Paul and Lawrence’s article, ‘The other side of the wall’ is free to read or download at the Journal section of the CELCIS website and that's published today. If you are interested in writing a story or speaking to somebody at the journal, please do get in touch.

Just say thank you very much for giving us opportunity to talk through what our thoughts were around it. It’s been a pleasure. Thank you. Thank you.

Thank you very much. There are other podcasts and videos as well. So if you can dip into them, please do.