

PROGRESS NOTES

Date 1988

Sheet No.1.....

	Transfer of case from Pat Shields, Girvan Social Work Department to Maryum Ali, Maybole Social Work Department.
10/10	Discussion took place regarding the current position and recent events. Present - J Milligan, Senior Social Worker; R Murray, Senior Social Worker; Pat Shields, Social Worker; Maryum Ali, Social Worker. General discussion regarding the history took place. It was agreed that a joint visit by P Shields and M Ali be made on Wednesday 12/10/88 at 4.30 pm.
11/10	Informed by school that Lee has been formally excluded from the school for fourteen days following an incident where the fire alarm had been set off. Arranged to do a joint visit with [REDACTED], Educational Psychologist on 25th October, 1988 at 3.30 pm. Maryum Ali Social Worker
12/10	The joint meeting with P Shields, myself and the Johnstone Family took place in the office of the Social Work Department at Maybole. The family had arrived at the office saying that their understanding was that the meeting was to take place in the office. P Shields felt that he had arranged for us to make a home visit. I felt that as a result of this confusion the meeting began in a rather strained fashion. The issues around the new offences were discussed and are the subject of the Supplementary Report to the Children's Panel dated 14th October, written by P Shields. My concern during the meeting was to engage with the family in the task of recognising that problems had to be faced and that perhaps we should be looking at Lee's behaviour on a family dimension. Lee was reluctant to express any view regarding the effects of his behaviour upon his family and seemed to be resigned to the fact that the likely outcome of his most recent actions would be his removal from home. With probing, however, he was less boastful and dropped some of the bravado. He is nevertheless unwilling to explain or accept responsibility for his actions. I told him that I did not accept that he was unable to explain his actions and set him the task of being able to talk to me regarding his behaviour when we met next time. We agreed that I should make a joint visit with [REDACTED] on 25th October 1988. [REDACTED] will arrange to get the day off work and [REDACTED] will arrive home at around 4.30 pm. Maryum Ali Social Worker
25/10	Lee arrived at the office during school lunchtime asking if he could come here from school to wait for his parents and [REDACTED]. I explained to him that we were supposed to be seeing them at home, however, Lee informed me that Mum had not been able to get time off work and his parents would, therefore, be coming to the office from work. It was clear, therefore, that our meeting would not take place until around 4.30 pm and that [REDACTED] would only be able to stay for a short time. When the family arrived we discussed the issue of changing the arrangements. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] Contd/.....

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██████████ explained that she had seen Lee twice at school at which time Lee had been set certain simple tasks i.e. "not getting into trouble for a week". He had failed even for these short periods of time. She arranged to see Lee at school in two weeks time and then contact me to arrange a joint visit. ██████████ then had to leave to keep another appointment.

I then discussed Lee's behaviour with the family. Mum and Dad told me that his attitude at home had been better since our last meeting. Lee was expressing quite clearly a desire to stay at home and told me with expression about the places he had been and the things he had done with Mum, Dad and brother. I tried to reinforce this by reminding him that the longer he stayed out of trouble the better his chances of being allowed to stay at home. When he was out of the room I discussed the situation with ██████████ and explained that I felt that family activities were going to be important to Lee in the coming weeks and encouraged them to try to always include Lee in the things they were doing with ██████████. I discussed with Lee some of the problems he had in relation to avoiding situations which led to him being blamed for what was going on and we came to an agreement that he would stop and think before he acted in future. The family also agreed to contact me should they feel that problems were likely to occur.

I arranged to see the family again on 8th November 1988.

14/11 Unfortunately I had been on holiday and then on a course and had not, therefore, been in the office for two weeks. During the interim Lee had been formally excluded from school. I called at the Johnstone home and discovered that events had moved quickly. Lee had been excluded following an incident in the class when he had said something objectionable to a teacher. In addition he had been involved in an incident where a badminton racket had hit a window. These incidents following as they did the whole series of events from the beginning of term had resulted in his exclusion from school.

██████████ The school explained to ██████████ that they had endeavoured to keep Lee at school but the point had been reached where formal exclusion was necessary.

██████████ They had been interviewed by ██████████ of the Education Department in Ayr who had advised them since a Review Hearing was to be held shortly he would ask the school to readmit Lee.

At this meeting the family agreed to work with me to maintain Lee in the community. Lee was less negative in his attitude in that he is no longer "bowing to the inevitable" accepting that he will be taken from home into care. He is anxious to remain at home and sees Christmas at home as his immediate goal. We contracted to work together. I arranged to see both Lee and his family on a weekly basis. It was agreed Lee would come alone to see me at the office after school and we would then go to see Mum and Dad. I felt that it would be necessary to work intensively with both Lee as an individual and Lee as part of the family. Lee agreed to discuss problems with his parents and ██████████ agreed to be available and willing to listen to Lee. I set Lee the task when he returned to school of going home each evening and telling his Mum everything that had occurred during that day.

21/11 ██████████ and Lee arrived at the office early this morning. They have not heard from the school regarding the lifting of the exclusion. Both were rather upset, however, because Lee has been charged with a further two offences.

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One of the charges relates to the breaking of a neighbours window but according to [REDACTED] another neighbour whose daughter was the police witness had told her that the name Johnstone was given to the police but it was another boy, a pupil of [REDACTED] who was responsible. (Name of Johnstone). This neighbour will contact the police to make sure that they have the correct information. [REDACTED] had maintained to the police that Lee had not left the house at all on the evening in question - (16/11/88).

The following evening Lee had been charged with stealing a bike. Lee told me that the bike had been lying in a field for two days and he simply decided to have a shot. Neighbours reported to the police that the bike belonged to them and that they had seen Lee take it. According to [REDACTED] the cycle in fact belongs to her brother in law's fiancée who disputes the neighbours claim to ownership. Again Lee was charged. He admits that he acted without thinking but there is a feeling that because he was charged for something he did not do he feels there is no point in him trying to stay out of trouble. [REDACTED]

I discussed the situation with Lee who was resentful that in spite of the fact that he had been trying to keep out of trouble he again found himself in trouble. He really was concerned about how this would affect his forthcoming Hearing. We discussed the reasons why he was being blamed for things that he really was on the fringes of rather than being directly involved. I felt that we had to get to grips with and develop mechanisms whereby Lee would act more appropriately in difficult circumstances. I suggested that I contact the school regarding Lee's re-admission and at the same time pointed out that Lee and his family would have to work closely with me once Lee had returned to school. We were all mindful of the fact that a Hearing was pending and that we had to strive to establish some stability in relation to Lee's behaviour within the Community.

Later that day while at Carrick Academy regarding another matter I had the opportunity to discuss Lee with both [REDACTED], Educational Psychologist and [REDACTED], Rector. We agreed that Lee had a very short concentration span and that in setting targets for establishing some kind of stability and continuity for Lee we would have to work with him in a manner which allowed for support and monitoring almost on a day to day basis. [REDACTED] was willing to have Lee back at school and was of the opinion that a move from Carrick Academy would not be helpful. [REDACTED], Lee's Guidance Teacher, joined us to discuss ways in which Lee could be supported and maintained within school bearing in mind the discipline problems associated with having a disruptive pupil in class. It was suggested that action could be taken if necessary to exclude Lee from class but not from school - this would mean having Lee in an office by himself during breaks or if he became difficult to handle in the classroom environment. This had the merit of recognising that Lee has problems in relation to peer groups and has difficulties in relating to staff and the position of authority that they hold. It is my opinion that these difficulties relate to his immaturity and he does not seem to be able to recognise necessary boundaries in relationship terms. His manipulation and denial of responsibility being a manifestation of his own immaturity and insecurity. It was agreed that with the involvement of the family, the school would work with me in aiming to support Lee in the community and school. In the hope that exclusion from class would not be necessary as the negative aspect of reinforcing his "bad boy" image would not be constructive in relation to our work with Lee in attempting to get him to develop an understanding of himself, his attitudes and his behaviour. It was my view that Lee to a certain extent found this negative image attractive and he saw it as a way to achieve status.

22/11 Visited the Johnstone family at home. [REDACTED], Lee and [REDACTED] were at home. I explained that I had been in touch with the school and that I had arranged to go with them to see [REDACTED], the Rector on Wednesday 23rd. [REDACTED] work on a Wednesday but said he would try to get time off to be at the school in the morning.

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23/11	Accompanied [REDACTED] and Lee to school. Lee was on his best behaviour and apologised for his past behaviour. He made a promise that in future he would try to keep out of trouble and would go to either [REDACTED] or [REDACTED] if a problem arose. [REDACTED] agreed that Lee would go home each lunchtime and would stay at home until lunchtime is nearly over. [REDACTED] had already decided that they would spend time with Lee each evening to find out what he had been doing during the day. Lee would have a behavioural timetable to be filled in after each period. Lee would fill in his assessment of how he had behaved and the teacher would countersign his or her agreement or disagreement. I arranged to see Lee and [REDACTED] at the office on Monday 28th November.
28/11	As arranged [REDACTED] and Lee called at the office. [REDACTED]. Lee had managed to stay out of trouble during the previous week. His behaviour timetable, with the exception of one or two relatively minor lapses, was good. He continues to go home at lunchtime and spend most of the lunch hour at home. I encouraged him and we agreed that each day should be easier. I arranged for Lee to come into the office to see me on the way home from school on Tuesday 29th November 1988.
29/11	While at a meeting at Carrick Academy I spoke to [REDACTED] and [REDACTED]. [REDACTED] reported that Lee was doing quite well and so far there were no problems. He said that Lee seemed to be managing to keep a low profile. [REDACTED] suggested that since things were progressing favourably, if slowly, perhaps this was not the time for her intervention.
	Lee arrived in at the office to see me. He was smiling broadly and offering cakes that he had baked at school to members of staff. His behavioural timetable had remained good. I discussed with him the subject and aspects of school that he liked or disliked. It struck me, however, that he had never thought of school in other than behavioural terms and subjects were related to a liking or disliking of a particular teacher and how much he could get away with in class. Arranged for Lee to come into the office on way home from school on Monday 5th December.
5/12	Lee came to see me as arranged. He appeared to be happy and settled in school. He told me he had had no real problems and his behavioural timetable was good. I took him home in order to find out how things were at home. Mum and Dad were pleased with his behaviour at home and were satisfied that he was settling at school. He had continued to go home at lunchtime, however, [REDACTED].
	[REDACTED] had allowed him to stay at school today in order to satisfy herself that he could manage. This appeared to have been successful but Lee did know that Mum was at home and he could go to her if there was a problem. We discussed with Lee the fact that [REDACTED] would be going to Ayr with his grandmother the following day and he knew quite clearly that he should and could go to his aunt if there was anything to be dealt with. [REDACTED].
	[REDACTED] would go to his mother's house after work and would be there by 4.30 pm. Lee seemed to be happy with this arrangement and suggested that this would give Mum the opportunity to do some Christmas shopping. Lee was allowed to go upstairs to watch t.v. with [REDACTED] and this gave me the opportunity to talk to [REDACTED] about Lee's primary schooling. They admitted that there had been problems throughout his primary school career and these had started very early on in his school career. [REDACTED] had been born shortly after Lee had started school. Lee had not really liked school and had become a bed wetter almost as soon as he had started school. On one occasion Lee had wet himself in class and as a result the teacher had made him stand on her desk and had asked the class to laugh at him. Contd/.....

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Sheet No. 5

She shared the care of Lee with her son during this time. [redacted]
[redacted] has always believed that this incident has affected Lee's attitude to school and claims that Lee continues to bed wet during periods of stress. She had discussed this with a psychologist and child psychiatrist to whom Lee was later referred. Both noted the fact but had not supported her in her belief that this early and apparently isolated incident had a significant bearing upon Lee's consistent disruptive behaviour both in school and in the community.

I raised with them the issues around the various moves the family had made over the last few years. In fact I challenged whether they had in fact moved house and indeed to a new area whenever Lee's behaviour had reached such a pitch that the consequences would be serious. [redacted]

[redacted] I countered this by suggesting that problems were not really being tackled and the point had been reached where they would have to be consistent. Lee would have to work to establish himself in Maybole and at Carrick Academy. The family appeared to have put down roots in Maybole and if this was the case then they would have to be clear with Lee that they would not be moving again. Lee would have to recognise that he bore responsibility for his own actions and would have to work to establish not only himself but also his family within the neighbourhood. [redacted]

We agreed that both [redacted] would be consistent in their attitude to Lee and that Lee would not be allowed out in the evenings unless they knew definitely where he was going and set a time limit for his return.

I felt that this was a productive meeting, one which cleared the air and one at which we built up an understanding about what was expected and a relationship where we could work together. Another Hearing was due within the next few weeks with relation to the offences committed prior to my involvement in the case. The plan, therefore, was one of having broken the offending pattern to move on to establishing Lee at school in the hope that Lee would keep a low profile and would, with maturity, settle down.

12/12 [redacted] and Lee had been at the office on Friday 9th December to advise me that Lee had, once again, been formally excluded from school. They had seen J Milligan, Senior Social Worker. Apparently the exclusion had resulted following a number of incidents (some minor) during the previous three days. On one of the occasions he had called one of the teachers a "whore" however, Lee claimed that this was after the teacher had kicked him (he had the bruises to show). This allegation and the possible implications were discussed fully by [redacted] at that time, however, the Johnstone's took the view that it was possible and likely that Lee had provoked the teacher in question and they were prepared to raise this at the school and listen to their explanation before making any hasty decisions. An appointment was made with [redacted], Headmaster for Monday 12th December and it was arranged that I should accompany the family.

12/12 Interviewed [redacted] and Lee at the Social Work office prior to the meeting at the school. Lee was quite defensive but more so because he felt that he had been trying to behave and he had "got away" with more serious misbehaviour in the past. [redacted] was really disappointed that the school situation had broken down. Both she and Lee were exhibiting some anxiety regarding the effect that this would have on an impending Hearing.

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Sheet No. 6

[REDACTED]
[REDACTED]
[REDACTED] I expressed the view that a change of school would be counter-productive to the plans we were working upon in ensuring stability for Lee. We, therefore, agreed that our aim during the interview would be to work towards Carrick Academy's continuing commitment to co-operate with us to this end. We were conscious also that a hearing would be held soon. [REDACTED]
[REDACTED]

12/12 Meeting at Carrick Academy.

[REDACTED]
[REDACTED] Lee was asked to wait outside. [REDACTED], Guidance Teacher was present. [REDACTED], Headmaster expressed his disappointment that the school had not been able to keep Lee happily engaged for more than ten days. He explained that he had been very reluctant to exclude Lee from school but that in the end Lee had pushed the issue by refusing to obey instructions and in fact had readily admitted to [REDACTED] that he had been involved in all of the alleged incidents including ignoring teachers and principal teachers. [REDACTED] told us that he had, therefore, no real alternative but to exclude Lee. [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] stated that the teacher in question had come to him immediately after the incident and admitted that her foot had caught Lee's leg when she was trying to get him to leave the Library and she was conscious that this may have caused injury. She admitted to having been very annoyed by Lee's attitude and behaviour towards her which included calling her a "whore" prior to asking him to leave the library. [REDACTED] accepted this and told [REDACTED] that she was satisfied that the school were dealing with the matter appropriately.

We discussed the fact that within the school, Lee was being accused of an incident outside the school where a nearby house had had windows broken. The police had been involved and had interviewed Lee, however, it appears, according to [REDACTED], that they are satisfied that Lee was not involved. [REDACTED] stated that a number of pupils had made the accusation that Lee was involved, however, he was prepared to accept that because of Lee's previous history and sense of bravado, it was entirely possible that he was being wrongly accused.

We discussed very fully the options available. Lee has not been involved in any behaviour which would give cause for concern, either in the home or in the community and this has to be seen as being constructive.

I explained that since the family had moved around rather a lot, it was my opinion that Lee lacked stability in his home base. He had a caring family who had always tried to protect him but as a result had not always been consistent in dealing with him. The family were now fairly well established in Maybole. Lee's problems within the community were diminishing and it was my view that the major problem still to be tackled was his integration and stability in school. A change of school would not be helpful in trying to achieve our goals. [REDACTED] agreed that a change of school would not solve the problem and that another school was not likely to be able to deal with Lee's problems associated with short concentration span and difficulties in relating to his peers within school. He agreed therefore, to write to the education department, indicating his willingness to have Lee return to school. We also discussed mechanisms whereby Lee could be maintained in school as far as possible given his attention seeking/..

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Sheet No. 7

12.12. cont'd

seeking behaviour and poor concentration.

We discussed also the fact that a Panel appearance was due shortly and that the family were very anxious about the outcome of this. [redacted] suggested that, if possible, he would arrange for [redacted] to be present to support the proposal that Social Work, School, Psychologist and family work together to establish Lee in a normal stable community environment. It was clear that Lee exhibited behaviour indicative of immaturity and that all concerned would have to be consistent in dealing with this. Lee having been excluded would remain so until the family heard from the Education department in Ayr.

14.12. A date of 19th December has been set for the panel Hearing. I spent a lot of time discussing possible outcomes with the family who were extremely anxious about facing the Hearing and were in fact sure that the likelihood of Lee being allowed to stay at home was remote. This anxiety was based on the experience of the last Hearing and the list of offences incurred during the summer. [redacted] had reached a point around September when they felt unable to explain Lee's behaviour, his attitude at home was not good and they were at a loss regarding what to do for the best. Lee at that time was expressing a wish to be "put away" and the whole family had become resigned to the inevitability of residential care for Lee. The family had moved on from that point, however, and now were able to see themselves as a family unit and did not want to be split up.

I discussed with [redacted] their level of commitment to work with this agency and the need to be consistent in setting goals and ways of achieving these goals. We had reached a point where the family were coming forward and were discussing with me any problems which arose. They had realised that in dealing with Lee they had to lay down clear guidelines and let him know the boundswithin which he must remain. The important fact was to be consistent and for them to ensure that Lee knew exactly where he stood, both in the security of his relationship within the family and in terms of discipline.

Lee exhibited a great deal of anxiety about the Hearing and for the first time I saw him as a frightened little boy. Gone was the bravado and the wisdom he had shown regarding his behaviour. Where he had been "street wise", he was now very unsure about his position. Certainly Christmas was approaching and this may have been a factor, but in my opinion, it was much more than that. He did not want to be away from his parents, he certainly had always looked to them for protection, but his behaviour in the community had altered and he really did not need this relationship from a protection level. It appeared as if he had realised just what he was going to lose if he was sent to a residential establishment. Family and being part of the family was important at that time. The level of anxiety within the family was quite high.

19.12. The Hearing was a difficult experience for the whole family, however, the outcome was one of a "last chance nature" with supervision being continued.

I used the opportunity to reinforce an agreement whereby the family including Lee would co-operate with me.

M Ali
Social Worker

20/12 Lee arrived at the office. He had been to Ayr shopping with his mother and grandmother and had wanted to show me the new clothes his grandmother had bought him for Christmas. [redacted] came into the office and explained that he was very excited and had wanted to come in to see me. They were obviously delighted at the prospect of a family Christmas, something which they had not thought would happen.

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Sheet No. 8

28/12	Visited the Johnstone family who have received notification that they have an appointment with the Education Department in Ayr on 6th January 1989. I have explained that they would have to let them know about the arrangement at the school and Carrick Academy's willingness to have Lee back. [REDACTED] [REDACTED] [REDACTED] [REDACTED]
1989	[REDACTED] This appointment had rather over shadowed christmas, however, the family appreciated being together over this time.
9/1	Visited again. The appointment with the Education Department had resulted in a difficult interview for the family. Unfortunately the person they saw in Ayr had not heard from Carrick Academy and was suggesting a move to Girvan or Ayr for Lee. [REDACTED] had resisted this and it was finally agreed that Carrick Academy would be contacted and that [REDACTED] would accordingly be advised of the position regarding Lee's return to school.
17/1	Again visited the Johnstone family. [REDACTED] He is not allowed to go out except to certain designated places and his parents have made it very clear what action they will take should he get into trouble i.e. he will not be allowed out of the house on his own. Lee needs this kind of structure and consistency in relation to discipline. Arranged for Lee to see me at the office next week.
23/1	Lee came into the office as arranged. We spoke at length about school in an effort to identify difficulties. He sees school primarily in relation to rules and behaviour and does not appear to have ever have given any thought to the benefits he may accrue from school. Even during our discussion it was clear that his attention span is quite limited and I can see where long periods in class would be problematic for him. He has a lot of energy and finds it difficult to settle - indicative of immaturity.
30/1	The Johnstone's had called at the office on Thursday of last week to say that they had been notified by the Education Department that Lee was to go to Girvan Academy. John Milligan, Senior Social Worker, had contacted [REDACTED] of Carrick Academy [REDACTED] who had suggested that [REDACTED] and Lee should accompany me to the school to discuss the situation. An appointment made for 11 am this morning. At the interview it was agreed that the move to Girvan would be counter productive. [REDACTED] appreciated that we were trying to maintain Lee in the community and he saw school very much as part of the community. There are obvious difficulties relating to his behaviour in school and it was acknowledged that at times staff were pushed to the limit by him. The willingness did exist, however, to try to work through this and contain him in school. [REDACTED] agreed, therefore, to write to the Education Department intimating a willingness on behalf of Carrick Academy to have him readmitted. The situation was explained to Lee. This was to be his very last chance and he promised to behave. [REDACTED] supported everything that was said to Lee and agreed that Lee should go home at lunchtime only to return to school in time for classes to resume in the afternoon. This was an effort to deprive him of the opportunity to become involved in unacceptable behaviour.
6/2	Lee returned to school. He is aware that he is on a last chance and has promised to try to behave.
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Date 1989

Sheet No. 9

14/2

I am conscious that the return to school will be difficult. He is drawn by excitement and will tend to be around if there is anything happening that is out of the normal. He manages to negate responsibility in his own mind by various mechanisms e.g. implicating someone else, by admitting to being present but denying responsibility. He is a boy who finds it difficult to accept blame.

At this point I am hopeful that with maturity some of these issues can be addressed.

Telephone message from [redacted] of Carrick Academy saying there are problems with Lee. I contacted him by telephone when he explained that Lee had kept a low profile for about a week, however, he had then become disruptive in classes and had been given punishment exercises at the end of the week.

At present there are two major incidents which are at issue. A number of glasses were broken in the Dining Room and a number of witnesses have claimed that Lee was either responsible or at least involved. In addition he had been given two punishment exercises which he had given to another boy and had refused to take them back. Lee was denying everything. I, therefore, arranged to go to the school to speak to Lee.

When I arrived at the school I spoke to [redacted] who showed me Lee's written account of the incident in the Dining Room. This version was exactly as witnessed by others but naming another boy ([redacted]) in his place. He didn't admit the incident relating to the punishment exercises but was less than adamant in his denial. I agreed to take Lee with me back to the office so that I could talk to him and hopefully take some of the heat out of the situation. I had been at the house on the way to school, therefore, was aware that [redacted] were not at home. [redacted] readily agreed to this explaining that while he wished to maintain Lee in school he had to have an explanation regarding the events of the previous day and in addition staff were reaching a stage where they were finding Lee difficult to cope with in class.

Lee's main concern when I spoke to him was to ask when he would be allowed back to school. He denied having been involved in the incident in the Dining Room but almost boasted about having witnessed it. He eventually admitted that he had shown the punishment exercises to another boy and wouldn't take them back. We talked about the reasons why he had behaved in such a way but he was very evasive and kept trying to change the subject. Having had Lee in the office for a couple of hours I decided to contact [redacted] asking to take Lee back from lunchtime. I explained that I wanted to involve parents and was conscious that the school would be on holiday for a week. He responded by saying that some members of staff had been to him complaining about Lee's behaviour and the disruption of classes. He was willing to co-operate with us and to continue to try to maintain Lee at school but was finding staff less than happy about the ongoing situation. I then suggested that I keep Lee with me for the rest of the day or at least until I could contact parents if this would help him to negotiate with staff.

Spoke to John Milligan, Senior Social Worker regarding Lee's apparent inability to concentrate at school for any length of time. Positive factors were his stability at home and in the community, however, his problem at school might spill over into other aspects of his life. It was decided that we had to look at whether we were in fact reaching the point where we should be looking at schooling in a more specialised setting. On that basis I contacted [redacted], Educational Psychologist in the hope of using her good offices to negotiate with Guidance Staff and staff at school to develop mechanisms to cope with him in school. I also wanted further information and her opinion regarding whether Lee had any special learning difficulties.

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Sheet No. 10

confirmed that he has no learning problems. It, however, appears that he cannot cope with quietness and likes excitement. He has to be the centre of attention and thrives on a high level of excitement. All of the recognised mechanisms for coping with Lee in school have in fact been tried. She and I agreed that we should explore the possibility of an admission to Redbrae as a day boy.

Lee remained in the office until shortly after lunchtime. As another boy (slightly younger) was also in the office Lee played quite happily, was well mannered and well behaved. He told me that he thought that his parents had gone to Ayr to insure their new car and while he didn't know when they would be home, he expected his father would be going to work in the afternoon. He had not volunteered this information until he was ready. We went first to his own house and then to his grandmother's house where we contacted

She was again quite upset that Lee had known that she and were going to Ayr and that there were problems at school which he had hidden from them. She was genuinely at a loss about how to react with him. We discussed very fully the school position and her fears that Lee might become involved in incidents/offences outside school. Having resisted a transfer to Girvan Academy she felt that she had to maintain a stance with Lee that his bad behaviour would not force such a move. I suggested that perhaps we should consider whether Lee could cope with mainstream schooling.

Maryum Ali
Social Worker

22/2 As arranged I took Lee back to school. Discussed with and Guidance Staff mechanisms for dealing with Lee's disruptive behaviour. Given that he had achieved stability in the community and there was a danger that his school based problems might spill over into the community I sought and received an agreement that the school would co-operate in managing Lee, however, it was clear that certain members of staff were unhappy about the situation.

Lee promised yet again to try to keep out of trouble and to behave in school.

There was a general agreement at that meeting that it was unlikely that Lee would settle in mainstream schooling and indeed the question was raised whether this was an appropriate setting for him.

28/2 Meeting at Carrick Academy involving Guidance Staff, Educational Psychologist, Social Work. (See Minutes).

From 1/3 Lee became a member of the I.T. Group and I, therefore, saw him on a weekly basis. In addition I saw the family when I took Lee home or collected him for the group. He showed me his behavioural timetable several times and seems to have settled down.

19/4 Lee arrived at the office from school. He was very anxious and agitated telling the other boys that he was not staying for the group. The moment I arrived at the office he asked if he could speak to me saying that something had happened at school and his father had told him to come to tell me.

Apparently he and another boy had been misbehaving at PE and had been sent into the changing rooms. A third boy had come into the changing room and they had witnessed him taking money from a jacket. When the theft was discovered Lee and his friend had given their version of what had happened. The Assistant Rector had spoken to them and the matter would be more fully investigated tomorrow.

Contd/.....

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Sheet No. 11

I told him that, while not working, I would try to contact the the school tomorrow. He agreed to come to the group.

I went to the house and spoke to [redacted] who told me that Lee had been behaving although he was worried about school. Later that evening he told me that he could not afford to get in trouble and that he wanted to stay at Carrick Academy but acknowledged that smaller classes might be good.

20/4 Tried several times to get through on the telephone to Carrick Academy. It was either engaged or no answer.

21/4 When I arrived at the Girvan office I received a message that [redacted] from Carrick Academy had been trying to contact me. I telephoned him to be told that Lee had been excluded from school for a week. He told me of a report he had received from one of the teachers that Lee had been misbehaving at Ayr Swimming Baths on Wednesday evening. When confronted at school regarding this Lee had been of the opinion that since the incident had happened outside school then it had nothing to do with school.

During the day his behaviour had deteriorated and he was reported to the Assistant Head Teacher on several occasions. He ultimately charged out of a classroom swearing.

The new Acting Head Teacher [redacted] has suggested Lee be excluded for one week. I arranged to call at the school at 11.30 am on Monday 24th April to discuss the situation.

24/4 The Johnstone family called at the office before I had the chance to go to see them. [redacted] Lee could not give any explanation for his behaviour and in fact we went through a process of denial then responsibility by implication before he admitted to being involved in the incident at the swimming pool. He admitted his behaviour at school but could not explain why he had behaved in this way.

[redacted] expressed the view that Lee thought that he would always get away with misdemeanours and that perhaps he needed to go away to a school all week in order to learn a lesson. While there is a degree of logic in this I again discussed this in relation to kinds of problems Lee had experienced in the community and that being away from home would not be helpful in relation to maintaining Lee in the community. Both [redacted] agreed and Lee was encouraged to continue to behave himself while at home and in the community and I encouraged the family to see Lee's problems currently as school based problems.

I told the family that a meeting had been arranged at Redbrae on 3/5/89 and it was agreed that we should pursue a placement there. [redacted] realise that the situation at Carrick Academy cannot carry on indefinitely unless there is a radical change in Lee's behaviour and attitude towards school.

Carrick Academy - 11.30 am - Following my discussion with the Johnstone's I had a meeting at Carrick Academy with [redacted] and [redacted]. The school is finding it increasingly difficult to cope with Lee, however, they are conscious that we are trying to arrange an alternative placement and with this in mind are willing to continue to work with us, therefore, Lee can return next week. Should there be any further incidents, however, he would face a six week expulsion and referral to the Education Authority.

I agreed to advise Lee and his parents accordingly.

Again saw the family and made it quite clear to Lee that this was his last chance and also emphasised that further incidents would put the prospect of a placement at Redbrae in jeopardy. [redacted] will take Lee back to school next Tuesday.

Contd/.....

Date 1989

Sheet No. 12

- 2/5 While at Carrick Academy at a meeting I was told that Lee had been involved in some minor incidents within hours of returning to school. This was merely mentioned in passing but indicative that the school is loosing patience with Lee and all minor matters are being noticed.
- Meeting at Redbrae School. It was agreed that Lee should go to Redbrae from Monday 5th June as a Day Pupil. We discussed whether he should go home at 3 pm or stay to take part in the sports and recreational activities until 5.30 pm. Both [REDACTED] and myself felt that Lee would benefit from the longer day. The shorter school day followed by recreation would give him some incentive to work towards being involved in the fun activities at the school. Lee needs to know that school has a serious side which is divorced from the social side. Hopefully, the Redbrae regime will help him in this regard. By being a day boy he can maintain himself in the community.
- I arranged to take Lee to visit the school on 17/5/89. [REDACTED] will also be present at that time so that we can have a joint discussion with Lee in preparation for him starting at Redbrae.
- Visited the Johnstone Family. Lee was at school. [REDACTED] welcomed the news of the move to Redbrae. They appreciate that Carrick Academy have been very patient but agree that Lee needs a more specialised school setting.
- [REDACTED]
Maryum Ali
Social Worker
- 17/5 a.m. Visit to Redbrae School. Lee seems to be quite happy with the prospect of going to Redbrae. [REDACTED], Educational Psychologist, was also present. There was a discussion around the ways in which Lee would benefit from his attendance at Redbrae. It was agreed that Lee should be a Day Boy, however, he should not go home immediately after school ended. My feeling was very much that Lee had to be involved in leisure activities and should learn to act appropriately even within peer group activities. He will, therefore, participate with the school group in leisure activities for a couple hours each day. It was arranged that Lee will go home at 6 pm. He will be escorted home by the school.
- This arrangement would allow him to be maintained in the community even although he cannot cope with mainstream schooling. [REDACTED]
- p.m. Visit to the Johnstone home. [REDACTED]
- [REDACTED] This arrangement with Redbrae allows the family to move on and to make plans for the future which are not necessarily centred around Lee.
- Lee came home from school when I was in the house. He was bright and chirpy and appears to be looking forward to going to Redbrae. What was positive was his own reasoning that he would like to be able to go back to Carrick at some point in the future. It is, however, doubtful whether Lee can manage to keep a low profile at Carrick Academy even for the short period until his move to Redbrae. I did reinforce with Lee that it was important that he behave during the next couple of weeks.
- 24/5 10 am. Telephone call from Carrick Academy. Lee had been involved in a minor incident at school the previous day where apparently he had witnessed a theft. When asked about the incident Lee had become very abusive, swearing and had run out of the office, however, he did not leave the school. [REDACTED] had spoken to him but felt that there was no alternative but to expel him. I agreed to see his parents and go to the school. Parents not at home. Collected Lee from school and took him to his aunt's where [REDACTED] was expected at any time.

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