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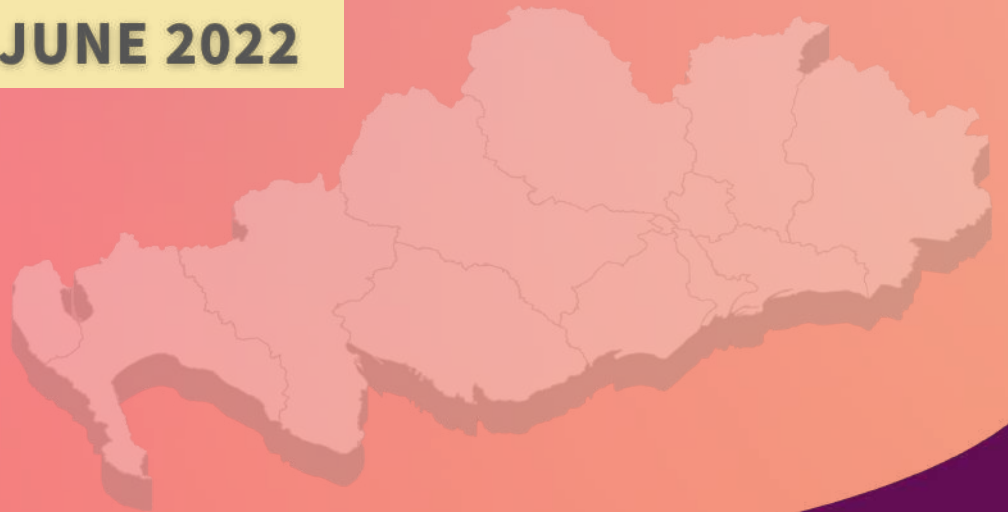
YOUTHWORK
DUMFRIES & GALLOWAY



MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

FULL YEAR REPORT - YEAR 2

AUGUST 2021 - JUNE 2022



Dumfries
& Galloway





I. INTRODUCTION

| | |
|------------------------------|---|
| Introduction | 1 |
| Evaluation Methods | 2 |
| What Was Offered To Schools? | 3 |

II. SECONDARY SCHOOLS

| | |
|-----------------------------|-------|
| Annan Academy | 4-5 |
| Castle Douglas High School | 6-7 |
| Dalbeattie High School | 8-9 |
| Dalry Secondary School | 10-11 |
| Douglas Ewart High School | 12-13 |
| Dumfries Academy | 14-15 |
| Dumfries High School | 16-17 |
| Kirkcudbright Academy | 18-19 |
| Langholm Academy | 20-21 |
| Lockerbie Academy | 22-23 |
| Moffat Academy | 24-25 |
| North West Community Campus | 26-27 |
| Sanquhar Academy | 28-29 |
| St Joseph's College | 30-31 |
| Stranraer Academy | 32-33 |
| Wallace Hall Academy | 34-35 |

III. SECONDARY SCHOOL OVERVIEW

| | |
|---------------------------|-------|
| Equalities Data | 36-37 |
| Key Facts & Figures | 38 |
| Secondary School Overview | 39 |

IV. PRIMARY SCHOOL OVERVIEW

| | |
|-------------------------|-------|
| Primary School Overview | 40-41 |
|-------------------------|-------|

V. EVALUATION OUTCOMES

| | |
|---------------------|-------|
| Evaluation Outcomes | 42-43 |
|---------------------|-------|

VI. MOVING FORWARD

| | |
|----------------|----|
| Moving Forward | 43 |
|----------------|----|



Young People across Dumfries & Galloway have had access to low level mental health support which has supported them to overcome the challenges and barriers they face in life. This report outlines the significant impact that the Mental Health Support in Schools Project has had on the lives of young people across the region.

The project began in August 2020 and is funded by the Scottish Government for three years until June 2023. This project has been developed jointly as a partnership between Youth Work Services and Educational Psychology, with oversight provided by a strategic group of managers from both services, meeting every six weeks this group provides joint planning, delivery and evaluation of the project. This provision is committed to deliver flexible responsive early intervention and low-level mental health support for young people in Dumfries and Galloway.

The key local priorities identified with headteachers at the original pilot development stage were:

- Early Intervention and Prevention
- Social and Emotional Well-being
- Promoting Healthy Lifestyles
- Engaging Beyond the School
- Partnership Working
- Promoting a High-Quality Learning Experience

The young people that this is targeted at may be those who:

- You have concerns surrounding their well-being including mental and emotional health
- Are considered vulnerable (using our professional judgement)
- Are at risk of offending
- Are struggling with a loss/bereavement or significant change.
- Struggling with low self-esteem or confidence.

This work is targeted at closing the poverty related attainment gap and supporting young people's emotional, behavioural, and mental health and offers a confidential, non-judgmental, and holistic approach to support young people's social and emotional wellbeing. The project promotes early detection and intervention strategies that can help improve young people's resilience and ability to succeed in school and in life. The expected outcome is to prevent mental health problems developing in the first place and reducing the number of young people requiring mental health support from NHS or other more formal mental health services.

The delivery of this project is supported by Youth Information Workers in secondary schools and Youth Workers within Primary schools who have completed mental health training to spot the signs of mental health issues in a young person, offer mental health first aid and to be aware of when it is time to escalate a situation by sharing concerns with the designated safeguarding lead within the school/mental health teams.

In line with Scottish government requirements, all Youth Information Workers delivering on the project are qualified with the necessary skills and training to work with children and young people and have successfully completed an accredited counselling skills training course through COSCA (The professional body for Counselling & Psychotherapy in Scotland). The staff have also completed PDA (Professional Development Award) training in Youth Work which is our advanced Course for staff working with young people. As part of the agreed professional standards and current best practice, staff are continually offered professional development and learning opportunities, including child protection policies. This training enhances and compliments the youth work approach and better equips the Youth Workers to deliver a more effective response to ensure the best possible outcomes for young people.

Evaluation Methods



To evaluate our effectiveness and improve our services, we use various evaluation tools that measure behavioural, emotional, and psychological Wellbeing.

- **Strengths and Difficulties Questionnaire (SDQ)** – A brief behavioural screening questionnaire that asks 25 attributes, some positive and others negative. This is to assess the emotional and behavioural issues some young people may experience.

The overall score (classified as 0-15, 16-19 and 20-40 – with the highest scores being of most concern) and the Pro Social score (classified as 6-10, 5 and 0-4 – with the lowest scores being of most concern). The Pro- social score is not included in the calculation of the Young Person's emotional well-being.

The terminology for the scores within the SDQ guidance is explained in the table below:

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |

- **Stirling Children's Wellbeing Scale (SCWBS)** - consists of 12 items measuring emotional and psychological well-being and 3 items forming a social desirability sub-scale overall.
- **YLS National Wellbeing Scale** - fifteen questions relating to wellbeing, covering indicators relating to personal, family, school, and community contexts. Young People provide a score that they feel represents their feelings for each question (1 Low - 5 High). It helps to create a baseline to measure progress and change.
- **Target Sheet** – Young person sets goals that they want to achieve (which may be to do with any aspect of their lives) using a scale 0-10 and reviewed weekly to measure progress, and stay on track throughout their sessions.

These evaluation tools are completed by Young People at the beginning of intervention and again at the end of their final session.

- **Equality & Diversity Form** - This form is completed anonymously by young people and involves the collection of information such as gender, sex, additional support needs, caring responsibilities, etc. By collecting monitoring information we will be able to provide evidence that we are reaching the people that need particular services and identify when we are not. It can help highlight barriers to services and areas for improvement e.g. the need for new or amended services. This enables us to set realistic targets on how we can improve services to make them more inclusive.
- **Exit Questionnaire** - This is given to the young person to complete at the end of their final session and provides us with valuable feedback to improve services. This is an anonymous measure.

These are reliable and trusted tools that give us a more in-depth and quality overview on the impact of support and service provided.

What Was Offered To Schools?



The projects aim is to provide a range of programmes that strengthen and increase a young person's emotional resilience, self-confidence, self-esteem, self-efficacy, and social emotional skills to improve their mental health.

Every secondary school is allocated a Youth Information Worker for two days a week, delivering 1-2-1 low level psychological support and a range of evidence-based group work and issue-based programmes. One day a week is allocated to staff for training, team meetings, planning and support & supervision.

BLETHER

The 1-2-1 'Blether' programme is our 1-2-1 low-level psychological support programme that aims to help young people to learn strategies that can help them to cope with their difficult feelings. Blether provides a safe place for young people to feel supported in disclosing anything that is troubling them.

The Youth Information Worker uses various approaches such as person-centred and Cognitive Behavioural Therapy (CBT), to help a young person develop an understanding of their feelings and experiences and explore coping strategies to support young people in finding solutions and ease their distress.

Blether is often a first point of contact for young people when facing such distress and they often finish the sessions with improved emotional regulation and self-awareness, enabling them to deal with the challenges that they are experiencing. For some, depending on their individual needs, it may lead to a referral for more specialist support.

The 1-2-1 support programme lasts between 6-8 weeks, meeting once weekly for 45 minutes per session. All school staff can refer a young person for 1-2-1 support and young people can also self-refer. All potential requests for assistance from other agencies and partners must inform the school before submitting a referral for a young person to our service.

EVIDENCE-BASED GROUP WORK AND ISSUE-BASED PROGRAMMES

The groups and programmes focus on the overall health and well-being of young people and delivered in both primary and secondary schools. They consist of 6-15 young people and the contents of the sessions are flexible to the needs of each group. These evidence-based groups and issue-based programmes may last up to 9 weeks with a duration of 45-60 minutes per session, these include:

- **Seasons for Growth** - Seasons for Growth aims to build the resilience of young people who are dealing with significant loss or change. The death of a loved one, parental divorce or separation, the experience and aftermath of natural disaster, moving to a new house or school... big changes like these can cause conflicting and confusing emotions. Seasons for Growth helps young people to develop the language needed to express their feelings and gives them a safe place to talk about them. Seasons for Growth was developed in collaboration with education, healthcare, and welfare professionals. It is recognised within government initiatives to promote mental health and well-being in Scottish schools.
- **Living Life to the Full** - Lots of people struggle at times in life and Living Life to the Full teaches a range of life skills that are based on the tried and trusted Cognitive Behavioural Therapy (CBT) approach, aiming to improve wellbeing and resilience as they go through the journey of life
- **Mindful Warrior** - This programme is based on the popular DNA-V model which helps young people develop strengths, overcome unhelpful mental habits and self-doubt, live more fully in the present moment, and make choices that help them reach their potential.. In this programme 'mindful warrior' means someone who has learned about their mind, who knows how to act with courage, and who tries to live according to what they care about or value. It builds skills to manage emotions and resilience; learning to work with their feelings instead of fighting against them. It is a fun, interactive programme with various games, video clips and worksheets and they create their own book to record their journey throughout the programme.



About The School

Annan Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 795

YEAR 2

45

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

290

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

17

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

33

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anxiety
- Low Mood
- Stress
- Relationships
- Panic Attacks

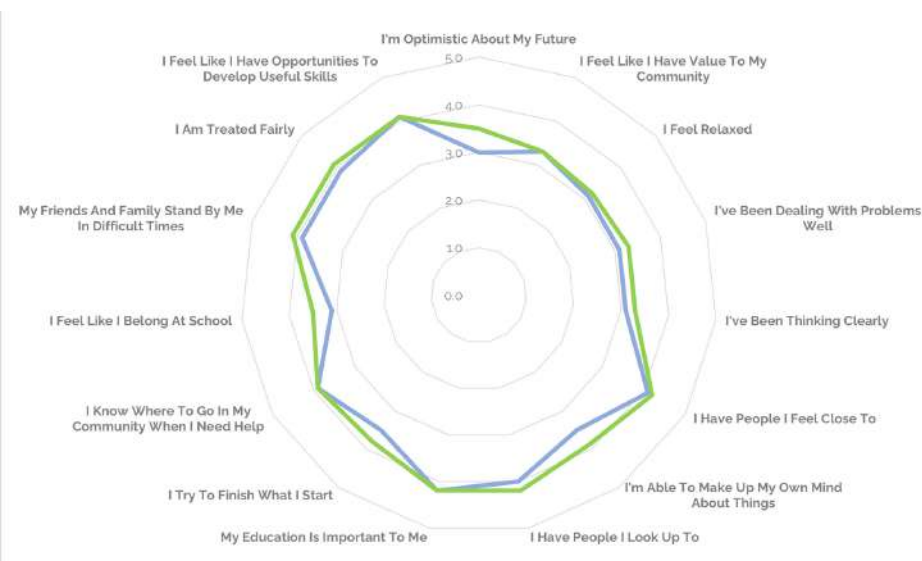


Was good to talk to someone about all my worries. I was given a lot of skills I can use later in life and can help others with.

- Young Person, 16

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.0 | 3.5 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 3.3 | 3.3 |
| I FEEL RELAXED | 3.1 | 3.2 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 3.1 | 3.3 |
| I'VE BEEN THINKING CLEARLY | 3.1 | 3.3 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.1 | 4.2 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.5 | 3.9 |
| I HAVE PEOPLE I LOOK UP TO | 4.0 | 4.2 |
| MY EDUCATION IS IMPORTANT TO ME | 4.2 | 4.2 |
| I TRY TO FINISH WHAT I START | 3.5 | 3.8 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.9 | 3.9 |
| I FEEL LIKE I BELONG AT SCHOOL | 3.1 | 3.5 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.9 | 4.1 |
| I AM TREATED FAIRLY | 3.9 | 4.1 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 4.1 | 4.1 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred to receive support for their low moods and also experiencing urges to self-harm. After a couple of sessions, YP disclosed how they are also struggled with some of their friendships within school and out of school.

This resulted in YP feeling isolated and impacting on YPs emotional well-being. Attended 6 support sessions and set personal goals to build positive friendships and learn coping skills to help manage their moods. YP responded and engaged well within their sessions and covered various issues that they were experiencing. YP developed and identified various coping skills and strategies to help manage their emotions.

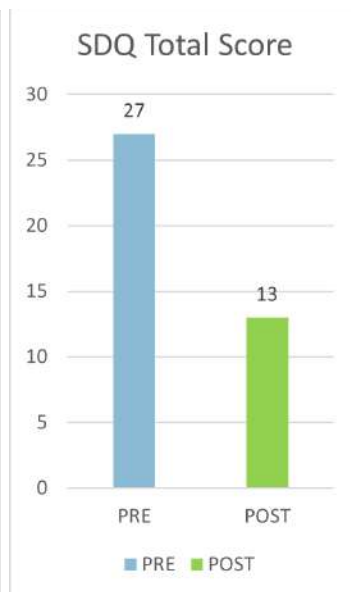
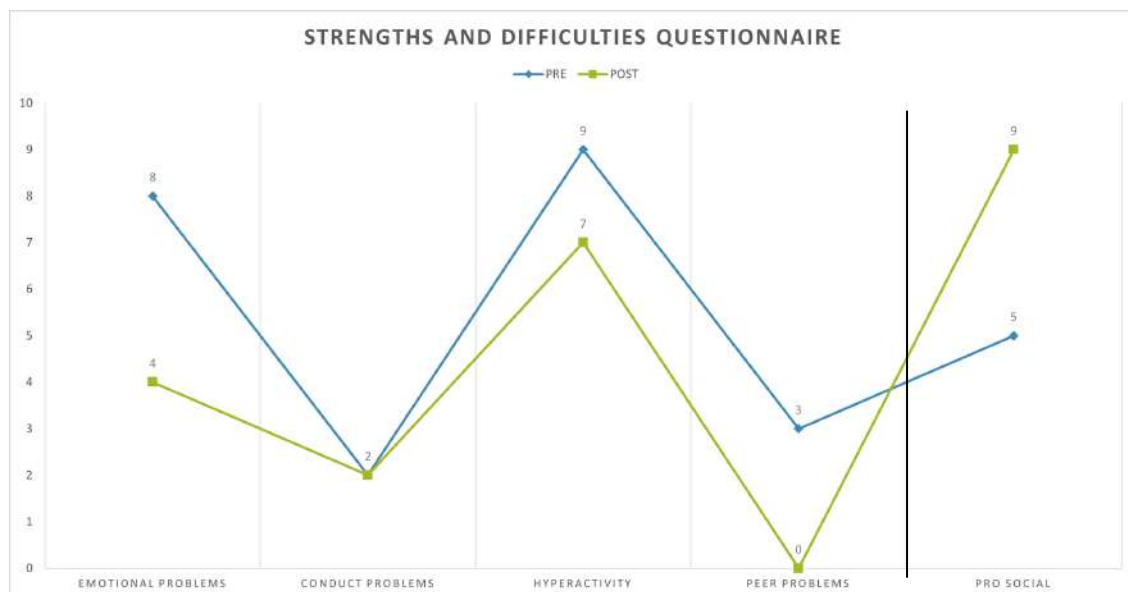
At the end of the sessions, YP felt that the sessions had helped them to become more open about their feelings, giving them more confidence in sharing their feelings with their parents and with pupil support. YP recognised how much happier and content they felt and continued to build more healthier coping strategies to support their emotions and wellbeing and friendships had improved.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Castle Douglas High School agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 518

YEAR 2

17

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

238

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

5

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

19

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Confidence
- Low Mood
- Anxiety
- Self Esteem
- Relationships



The problems I had were broken down and made less overwhelming to deal with.

- Young Person, 16

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.5 | 3.9 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.8 | 3.3 |
| I FEEL RELAXED | 2.3 | 2.6 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.5 | 2.8 |
| I'VE BEEN THINKING CLEARLY | 2.5 | 3.1 |
| I HAVE PEOPLE I FEEL CLOSE TO | 3.3 | 3.4 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.0 | 3.3 |
| I HAVE PEOPLE I LOOK UP TO | 2.9 | 3.0 |
| MY EDUCATION IS IMPORTANT TO ME | 3.7 | 4.0 |
| I TRY TO FINISH WHAT I START | 3.5 | 3.5 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 2.8 | 3.3 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.8 | 2.9 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.5 | 4.0 |
| I AM TREATED FAIRLY | 3.6 | 3.8 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 4.0 | 4.3 |

Castle Douglas High School

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred by Pupil Support Teacher for 1-2-1 support. There had been a significant amount of meetings with YP in school which was attended by their parents to discuss YPs behaviour. It was agreed that no progress was being made and YPs attendance at school was extremely low as they refused to attend any lessons and their levels of anxiety was increasing.

When the referral was initially submitted it was thought that YP needed support with regards to a family members health. However, during the sessions, it became clear that YP was not concerned about this family member. YP shared how these feelings became overwhelming during Covid. YP shared concerns about their behaviour and how anxious they become when they thought about coming to school. This has often led to YP getting very upset and having to go back home.

A person-centred approach was used to enable YP feel safe and take control of their own care and support. YP agreed to meet with the Youth Information Worker once a week and would be escorted by their parent who would wait until the end of the sessions and take YP back home.

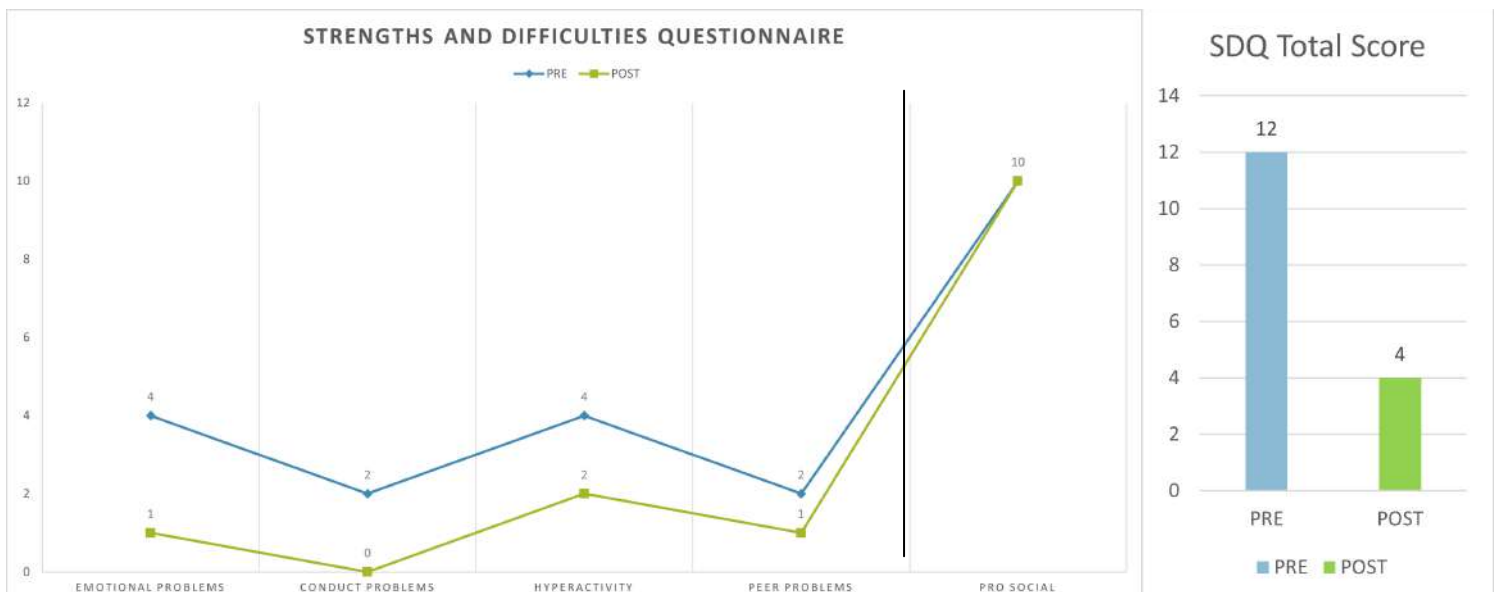
During their sessions, YP began to feel more at ease and express their true self in the room. The pace of the support was led by YP and a trusting relationship with the Youth Information Worker developed. This had a significant impact on YP where there was a noticeable change in their behaviour and became more in touch with their emotions. Each week YP became more aware of how they react to events that they could not control and identified coping strategies with the support of the Youth Information Worker. By the end of the support sessions YP was gaining more confidence and able to regulate their emotions and gradually started to attend more of the lessons at school. YP recognised their achievements and seemed very proud of themselves. Both the pupil support teacher and parents remarked on the changes in YP.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |



Dalbeattie High School



About The School

Dalbeattie High School agreed for our Youth Information Worker to deliver 1-2-1 support and Groupwork, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 372

YEAR 2

24

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

142

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

2

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

19

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support and groupwork sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anxiety
- Regulating Emotions
- Low Mood
- Self Harm
- Confidence



It has been helpful and feels like I can tell you everything that's happening and its like a safe space.

- Young Person, 16

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.2 | 4.0 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.8 | 3.2 |
| I FEEL RELAXED | 3.2 | 3.2 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 3.0 | 3.6 |
| I'VE BEEN THINKING CLEARLY | 2.8 | 3.1 |
| I HAVE PEOPLE I FEEL CLOSE TO | 3.7 | 4.3 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.5 | 3.9 |
| I HAVE PEOPLE I LOOK UP TO | 3.7 | 4.3 |
| MY EDUCATION IS IMPORTANT TO ME | 3.7 | 4.1 |
| I TRY TO FINISH WHAT I START | 3.2 | 3.9 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.3 | 3.4 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.9 | 3.3 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 4.2 | 4.2 |
| I AM TREATED FAIRLY | 3.9 | 3.9 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.8 | 4.2 |

Dalbeattie High School

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred by their pupil support teacher as they were having issues with their mood and expressing anger in school which often resulted in fighting with their peers. YP worked with Youth Information Worker for 8 sessions. During this time YP had engaged fully in the support, exploring, and being challenged about their risky behaviour. YPs goal was to control their anger; to understand and express their feelings and look at changing behaviours by identifying coping strategies.

Various reading materials and activities were used to help YP understand Anger. The sessions provided an environment where the YP felt safe to express their feelings and talk freely. They went through fear, self-doubt, anger, and acceptance. The YP began to make healthier choices and their mood began to lift. YP noticed a big improvement in themselves and started to look forward to the future rather than looking back on the past.

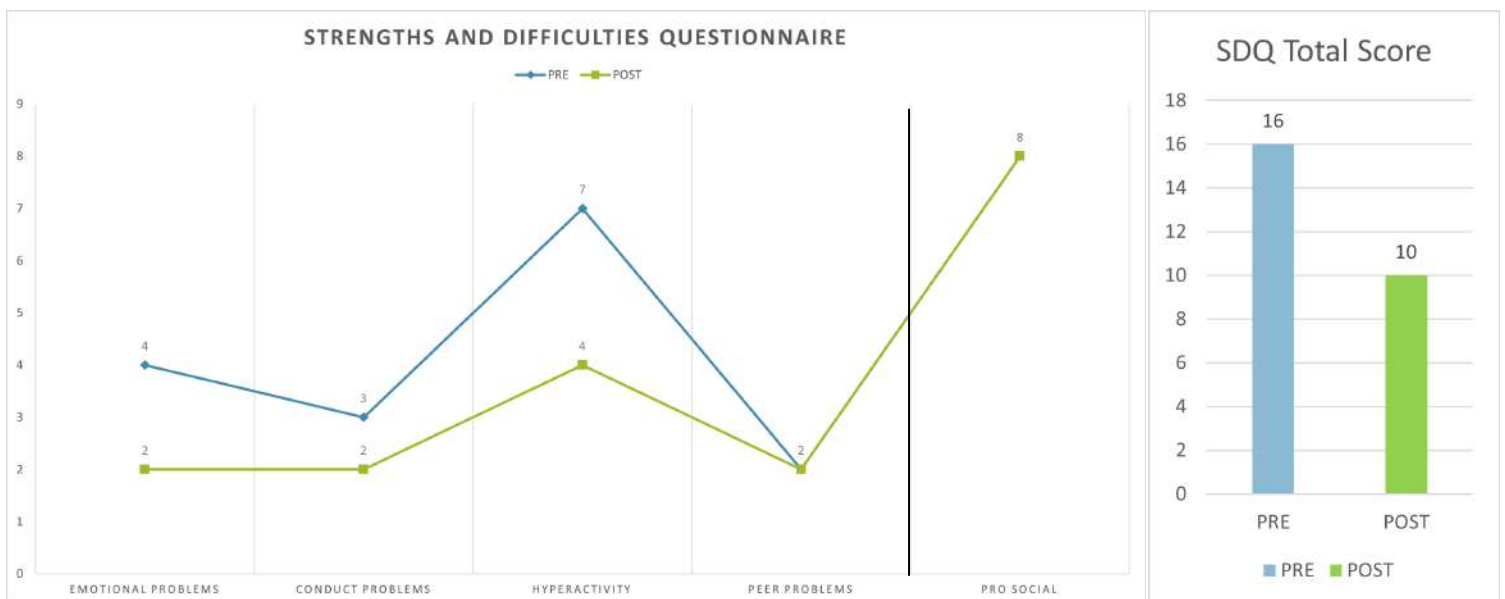
They became more focussed on doing things that they gained a lot of value from such as being around family and playing sports. YP has even been looking for jobs and what career they would like to chose when they leave school.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |



Dalry Secondary School



About The School

Dalry Secondary School agreed for our Youth Information Worker to deliver 1-2-1 support, one day a week with the young people who have been referred to our service.



SCHOOL ROLL - 52

| | |
|---------------|---|
| YEAR 2 | |
| 4 | OVERALL NUMBER OF REFERRALS RECEIVED 2021-22 |
| 77 | OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022 |
| 5 | NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT) |
| 9 | OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022 |

Dalry Secondary receives one day of support instead of two due to the smaller school roll. The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anxiety
- Relationships
- Stress
- Self Esteem
- Emotional Support

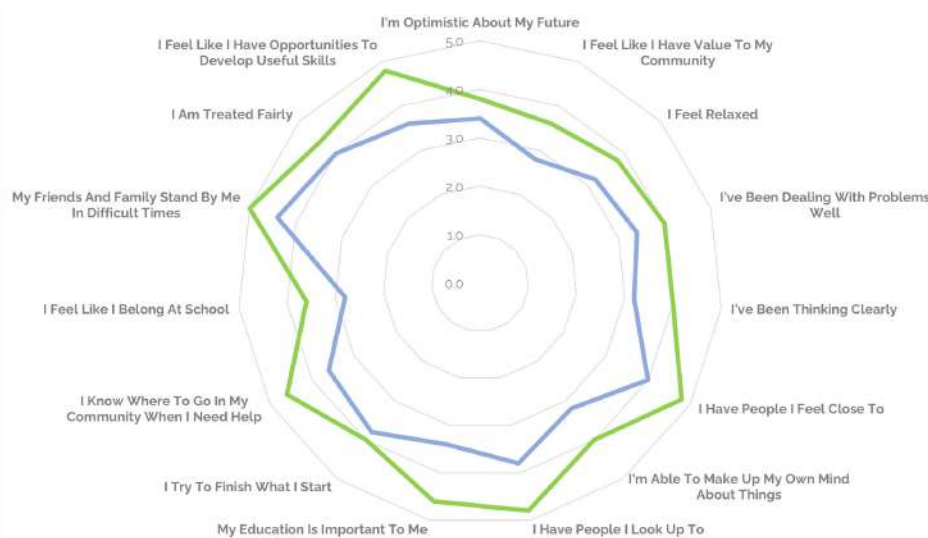


I felt like I was safe and I could come here and get things off my chest and felt I knew that this was a place where I would be listened to.

- Young Person, 14

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.4 | 3.8 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.8 | 3.6 |
| I FEEL RELAXED | 3.2 | 3.8 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 3.4 | 4.0 |
| I'VE BEEN THINKING CLEARLY | 3.2 | 4.0 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.0 | 4.8 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.2 | 4.0 |
| I HAVE PEOPLE I LOOK UP TO | 3.8 | 4.8 |
| MY EDUCATION IS IMPORTANT TO ME | 3.4 | 4.6 |
| I TRY TO FINISH WHAT I START | 3.8 | 4.0 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.6 | 4.6 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.8 | 3.6 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 4.4 | 5.0 |
| I AM TREATED FAIRLY | 4.0 | 4.4 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.6 | 4.8 |

Dalry Secondary School

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

A referral for YP was submitted with concerns about their attendance at school being incredibly low and affecting their school progress and achievements.

On first meeting with the Youth Information Worker, it was clear that YP did not seem keen on receiving support as they felt that it would not help. However, by using a person-centred approach YP engaged well with the sessions and attended on a regular basis. Through the creation of a safe environment and through building a trusting relationship YP began to articulate their family difficulties that had been a significant factor in their levels of anxiety. They were also extremely stressed over exams and making decisions of what to do once they left Dalry secondary.

YP set realistic goals and worked on various coping strategies to manage and regulate their moods. The sessions were used to encourage YP to problem solve and make informed decisions about the things they could change and have some control over. YP used scenarios to build their skills in communication and become assertive when expressing their needs and wants in school, with friends and with family.

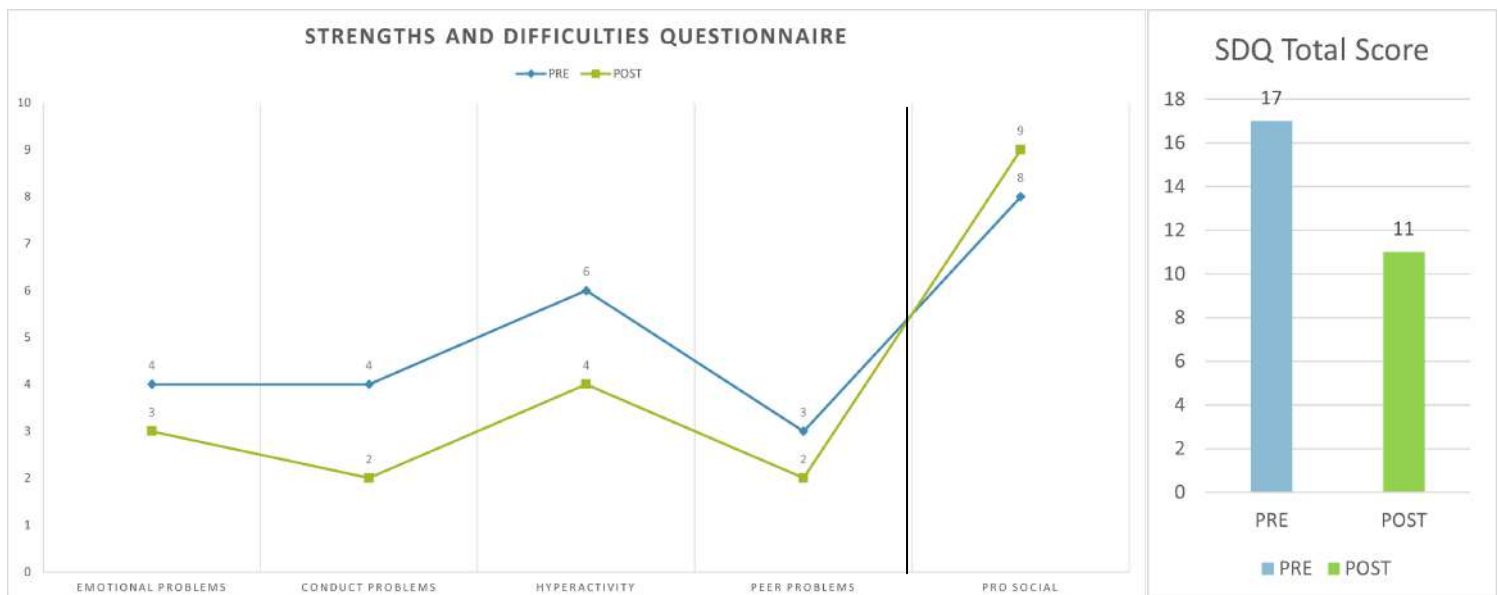
During these sessions, YP became more open to accepting change and looking at what their values were. YP became clearer as to what they would like to do after their exams. They had made a good effort of trying to improve their attendance at school and attended most of their study days in school.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Douglas Ewart High School agreed for our Youth Information Worker to deliver 1-2-1 support and Groupwork, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 580

YEAR 2

30

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

156

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

6

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

27

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support and groupwork sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anxiety
- Low Mood
- Bereavement
- Self Esteem
- Stress

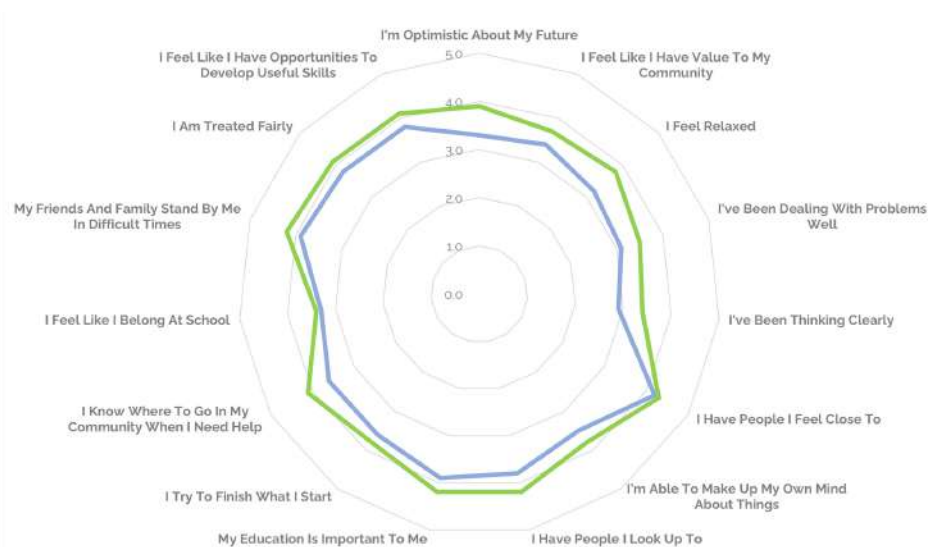


Allowed me to get things off my chest and understand my problems a bit more.

- Young Person, 14

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.3 | 3.9 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 3.4 | 3.7 |
| I FEEL RELAXED | 3.2 | 3.8 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 3.1 | 3.5 |
| I'VE BEEN THINKING CLEARLY | 2.9 | 3.4 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.2 | 4.3 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.5 | 3.8 |
| I HAVE PEOPLE I LOOK UP TO | 3.8 | 4.2 |
| MY EDUCATION IS IMPORTANT TO ME | 3.9 | 4.2 |
| I TRY TO FINISH WHAT I START | 3.6 | 3.8 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.6 | 4.1 |
| I FEEL LIKE I BELONG AT SCHOOL | 3.3 | 3.4 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.9 | 4.2 |
| I AM TREATED FAIRLY | 3.8 | 4.1 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.8 | 4.1 |

Douglas Ewart High School

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred for 1-2-1 support by their pupil support teacher to help them deal with their anxiety. YP has sought the support of their GP who believes that they may struggle with anxiety. YP is unable to identify the triggers that cause them to feel anxious. YP has been quietly dealing with this for some time but the formal assessments and the pressures of SQA courses has caused their anxiety to increase and this has been increased since Covid-19.

YP felt that their anxiousness was having a negative impact on their school and social lives. They have also had a few fall outs with their parent which has exacerbated their anxiety.

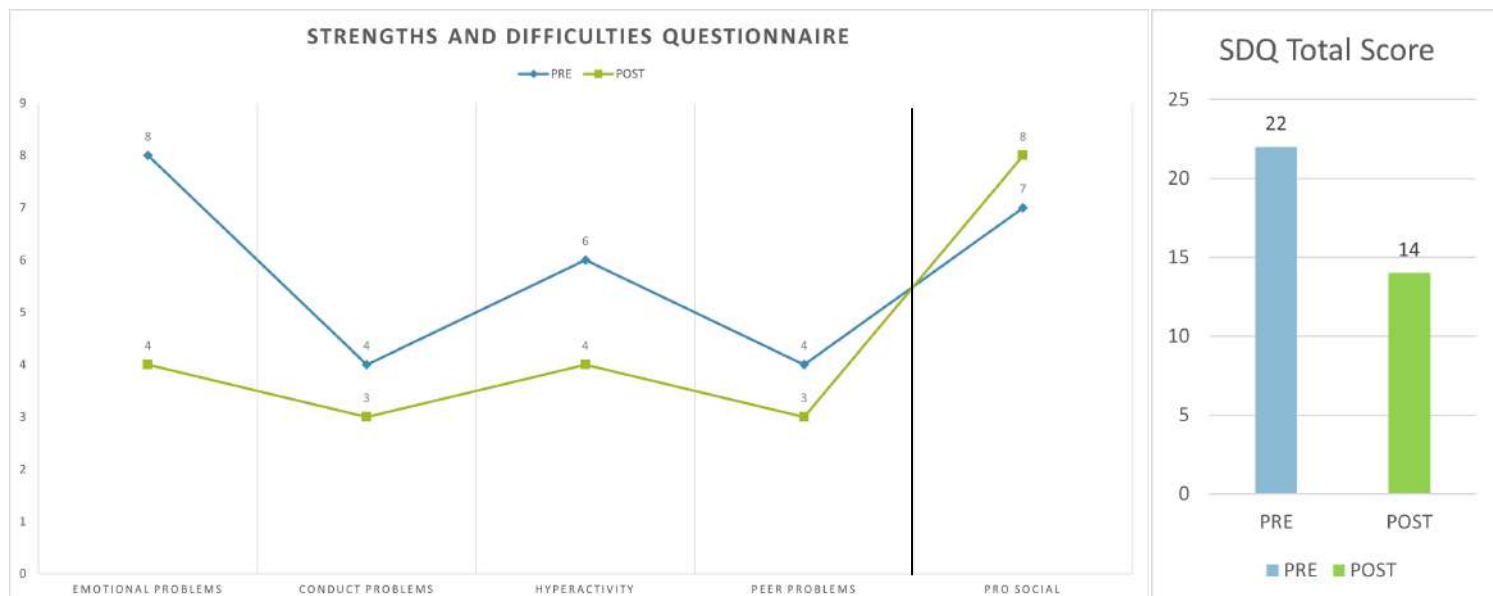
YP drew several mind maps trying to identify the triggers for their anxiety and feelings they experienced physically and mentally when they felt anxious. The Youth Information Worker and YP worked together to come up with different coping strategies and tools that would help the YP going forward with their anxiety. During the sessions YP worked on self-esteem, self-confidence, and anxiety. The young person was given short and long-term goals throughout the sessions to help them going forward and help improve their overall confidence. A CBT and person-centred approach were used during the sessions. The YP agreed to keeping a diary and recording moments of when they felt anxious and what caused these to try and help identify the triggers of their anxiety. After having 7 sessions of 1-2-1 support, the young person felt that they were in a far better place going forward and had the appropriate tools and strategies to help them reduce their anxiety. After completing the end of support target sheets and SDQ, it was clear to see that the YP had made significant progress, but the YP knew they still had areas to strengthen. The YP was confident that they had gained lots from the support which they would be able to continue going forward without the 1-2-1 support sessions.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Dumfries Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 588

YEAR 2

24

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

280

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

10

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

28

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Low Mood
- Anxiety
- Relationships
- Stress
- Regulating Emotions

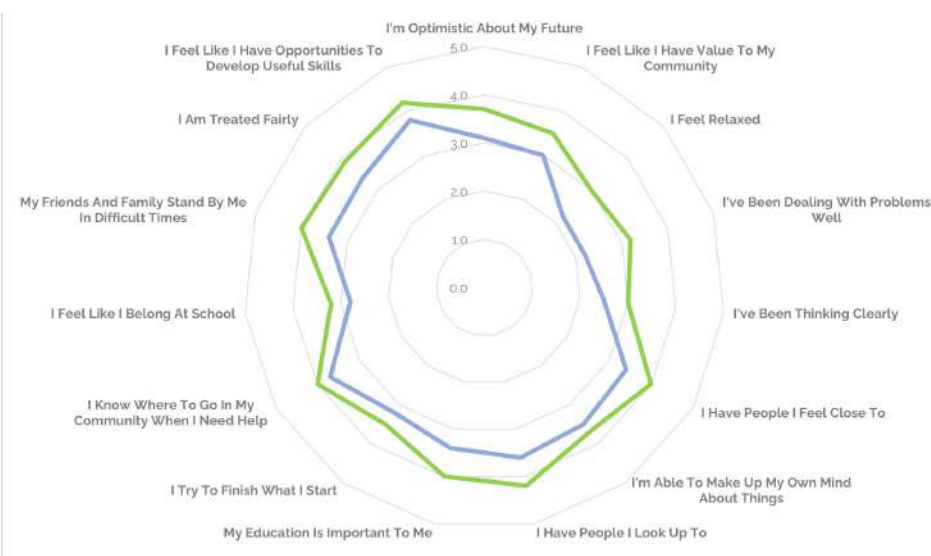


I was always listened to and given the advice that was relevant and helpful for me, which I found very helpful.

- Young Person, 16

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.1 | 3.7 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 3.0 | 3.5 |
| I FEEL RELAXED | 2.2 | 3.0 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.2 | 3.2 |
| I'VE BEEN THINKING CLEARLY | 2.5 | 3.0 |
| I HAVE PEOPLE I FEEL CLOSE TO | 3.4 | 4.0 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.5 | 3.7 |
| I HAVE PEOPLE I LOOK UP TO | 3.6 | 4.2 |
| MY EDUCATION IS IMPORTANT TO ME | 3.4 | 4.0 |
| I TRY TO FINISH WHAT I START | 3.2 | 3.5 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.7 | 4.0 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.8 | 3.2 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.4 | 4.0 |
| I AM TREATED FAIRLY | 3.4 | 3.9 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.8 | 4.2 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred for 1-2-1 support by school staff looking for support to deal with low moods and lack of resilience. YP referrer expressed some input regarding strategies to deal with difficulties, large and small, which may arise would be helpful to work on and YP would benefit from work on supporting their self-esteem.

YP can be vulnerable in school and spoke of feeling anxious and unhappy. Their family background was complicated. YP had a close relationship with their parent who was very supportive of them and the school.

YP was offered 7 face to face sessions and two over a phone call due to exam leave. YP set themselves with support from staff to set personal goals wanted to achieve within block of sessions. YP short term goal was to have a space to discuss how really feeling and see improvement within self. Their long-term goal was to have support with low mood and build on positive coping skills.

Staff used a range of various approaches and methods within sessions which included person centred approach, Cognitive Behaviour Therapy, and DNA-V skills. DNA-V model is acceptance and commitment therapy, to help manage emotions, build resilience, connect with values, and build healthy relationships. YP reflected feeling more optimistic, linking and identifying things in their life that keep them connected to what brings them happiness and close to their values.

YP completed all their end of block evaluation and through completing their what do I think about myself YP identified that they had marked higher than pre completion form and felt positive about this. YP completed personal goal sheet and made good progress to work towards this reaching halfway to target them self.

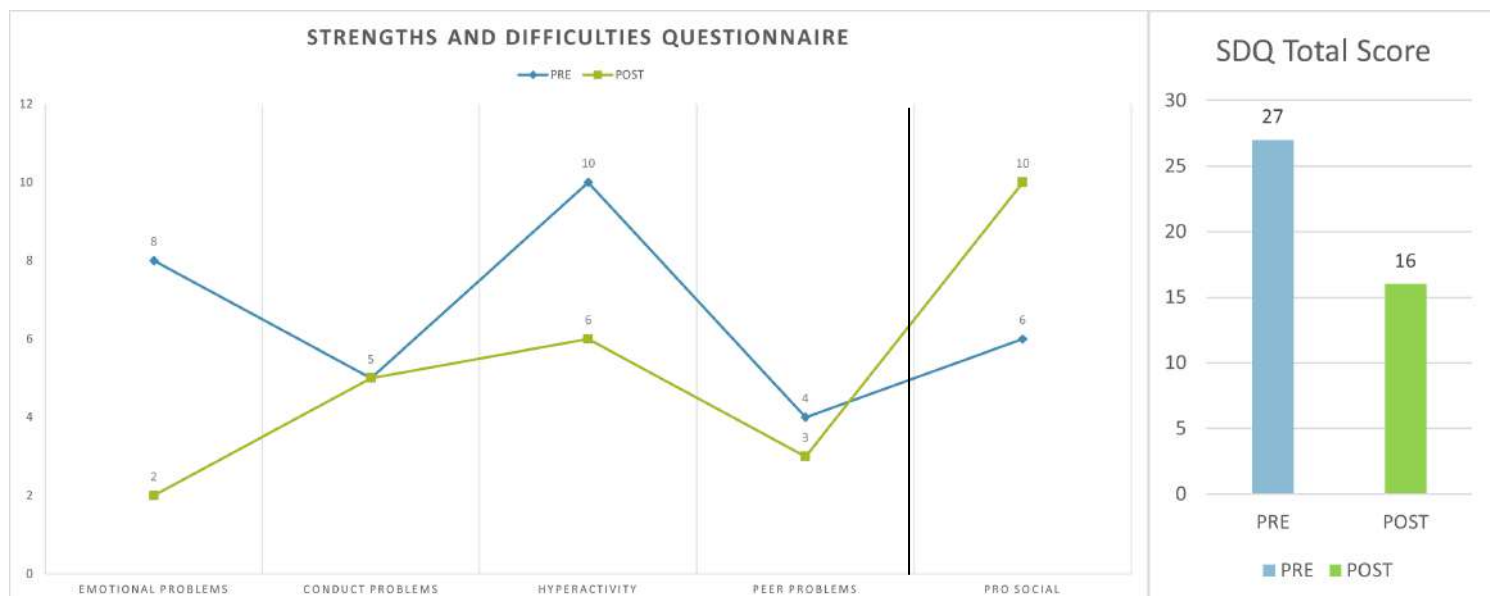
YP is looking forward to celebration awards ceremony and meeting up with new friend.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |



Dumfries High School



About The School

Dumfries High School agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 755

YEAR 2

22

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

223

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

8

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

26

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Self Esteem
- Anxiety
- Stress
- Bereavement
- Peer Pressure

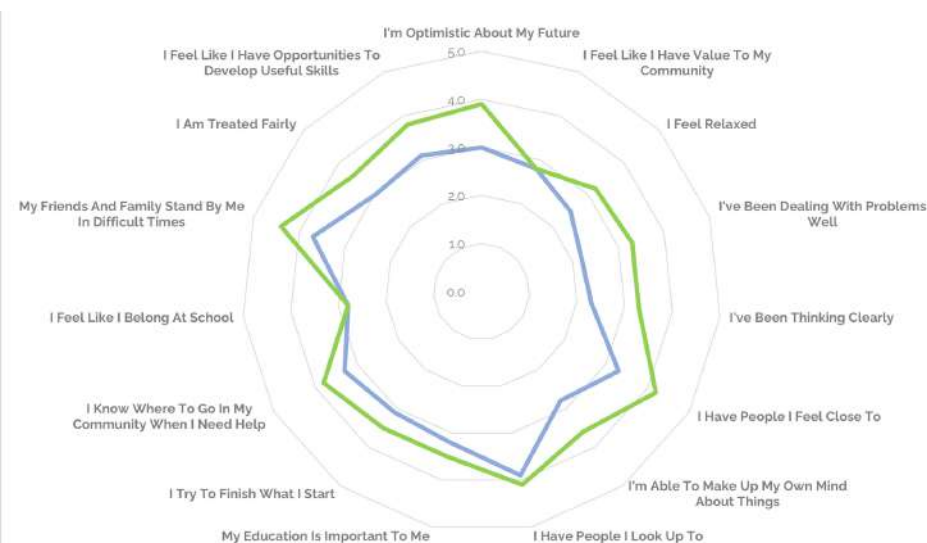


I felt I could talk about what was on my mind, in a confidential space.

- Young Person, 16

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.0 | 3.9 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.8 | 2.8 |
| I FEEL RELAXED | 2.5 | 3.2 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.2 | 3.3 |
| I'VE BEEN THINKING CLEARLY | 2.3 | 3.3 |
| I HAVE PEOPLE I FEEL CLOSE TO | 3.3 | 4.2 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 2.8 | 3.6 |
| I HAVE PEOPLE I LOOK UP TO | 3.9 | 4.1 |
| MY EDUCATION IS IMPORTANT TO ME | 3.2 | 3.5 |
| I TRY TO FINISH WHAT I START | 3.1 | 3.5 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.3 | 3.8 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.8 | 2.8 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.7 | 4.4 |
| I AM TREATED FAIRLY | 3.0 | 3.6 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.1 | 3.8 |

Dumfries High School

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred to the 1-2-1 programme following the passing of their parent. The grieving process was exceptionally difficult for the family due to COVID-19 restrictions. This had impacted on the YP and their family quite significantly.

Following the death of their parent YP struggled with their emotions. They worried constantly about their other family members (some who had underlying health conditions) catching COVID-19 and was living in constant fear of losing another close relative. Prior to lockdown YP had a very active social life, lots of hobbies including various sports. They had not been able to continue with these and was feeling quite isolated from their friends too.

YP was offered 6 to 8 sessions with the view to extending to 12 should there be a need for ongoing support. We spent the first 6 sessions getting to know each other; this allowed time to gain the trust of the YP. It was important for the YP to feel comfortable and at ease. The first few sessions focussed on the YP, they then naturally began to introduce conversations about their family and friends. By session 5 YP began to share their feelings about their loss. For another 6 sessions, YP worked through low-level grief support. Looking at stages of grief, emotions and how grief can affect people in different ways. There was also an emphasis on Selfcare and moving forward.

YP was discharged following session 13. YP said that they had enjoyed the sessions as it had given them time and space to not only think about their loss, but they had also began to understand that a lot of what they were feeling was completely normal and part of the grieving process.

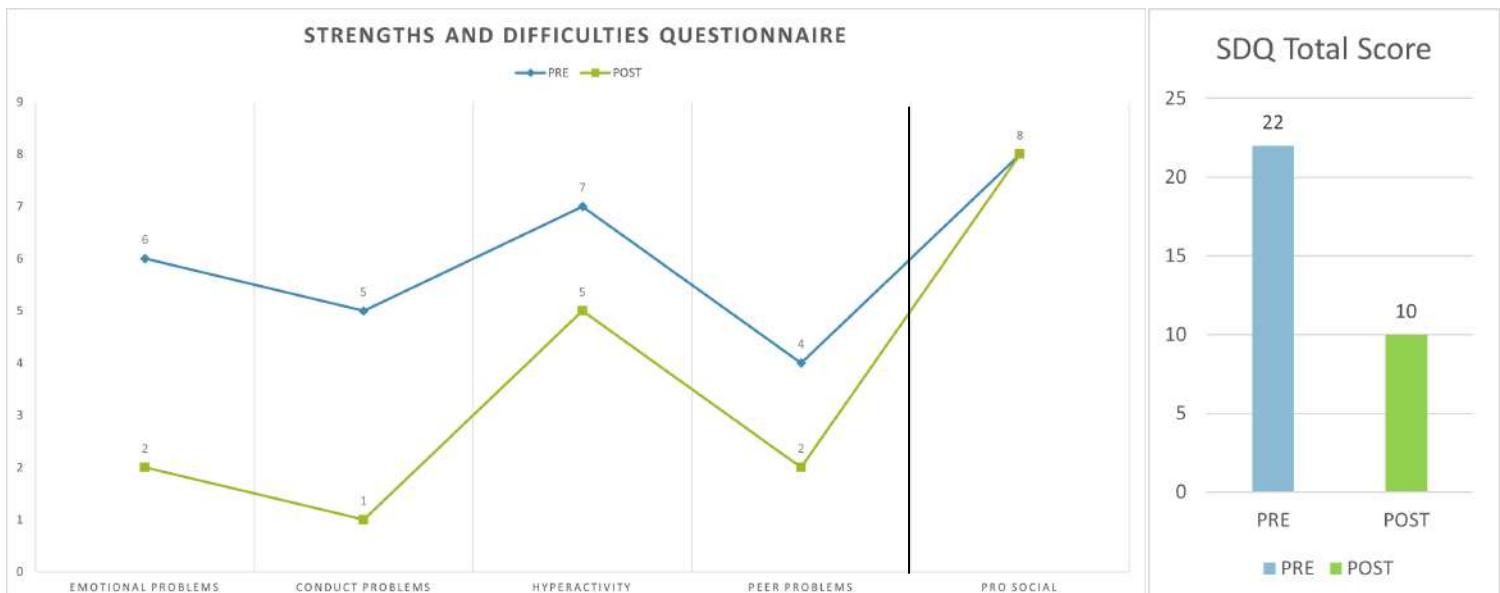
YP was signposted to another group for support but declined this offer. Other sources of information and helplines etc. were shared to continue with their support.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Kirkcudbright Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 404

| | |
|---------------|---|
| YEAR 2 | |
| 22 | OVERALL NUMBER OF REFERRALS RECEIVED 2021-22 |
| 218 | OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022 |
| 8 | NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT) |
| 16 | OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022 |

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

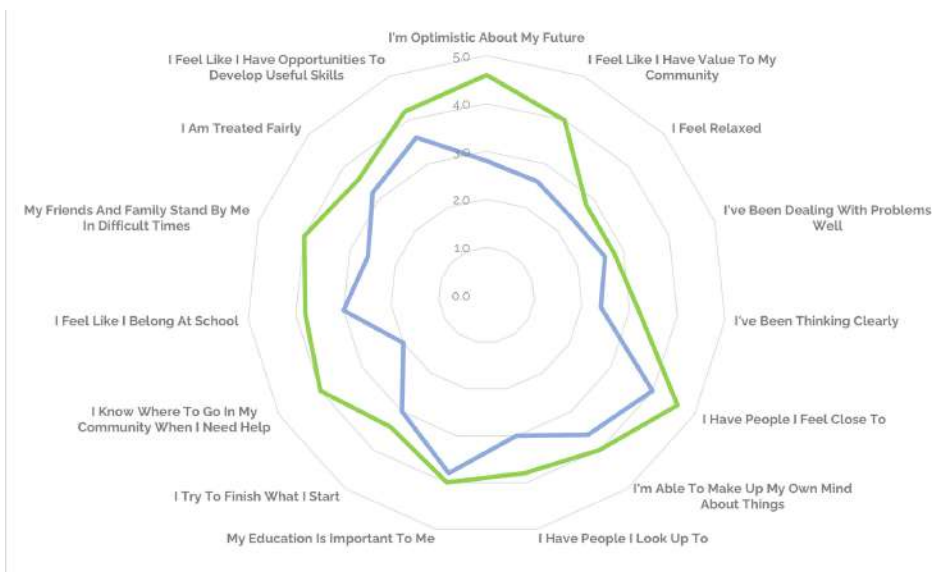
- Low Mood
- Anxiety
- Relationships
- Stress
- Regulating Emotions



It really helped me to deal with stuff, the advice and support was really good.

- Young Person, 16

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 2.8 | 4.6 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.6 | 4.0 |
| I FEEL RELAXED | 2.4 | 2.8 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.6 | 2.8 |
| I'VE BEEN THINKING CLEARLY | 2.4 | 3.2 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.0 | 4.6 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.6 | 4.0 |
| I HAVE PEOPLE I LOOK UP TO | 3.0 | 3.8 |
| MY EDUCATION IS IMPORTANT TO ME | 3.8 | 4.0 |
| I TRY TO FINISH WHAT I START | 3.0 | 3.4 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 2.0 | 4.0 |
| I FEEL LIKE I BELONG AT SCHOOL | 3.0 | 3.8 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 2.6 | 4.0 |
| I AM TREATED FAIRLY | 3.2 | 3.6 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.6 | 4.2 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was struggling with attending school, and this exacerbated their anxiety. They experienced difficult relationships with their parents. YP would also have fall outs with friends which resulted in YP being so angry that they would do or say things without thinking through the consequences. This then impacted on the anxiety that they experienced through school.

YP attended six sessions and the youth information worker worked collaboratively with YP to identify goals. YP set goals to manage their anger better and build better relationships with family and friends. YP engaged really well with the sessions and actively began to make small changes each week to reach their goals.

The Youth Information worker used various approaches such as CBT and Person-centred in order to meet the needs of YP. Providing a safe place to talk through issues and problem solve gave the YP the opportunity to focus and explore various tools and techniques to help them understand their emotions better and manage their anger in a more effective way.

YP became more aware of the changes that were happening and felt more motivated to continue working on themselves. Accepting things that they could control and couldn't and being able to explore and challenge their fears in a confident and assertive way, improved their self-esteem and communication skills. They used various distraction techniques to help manage their anger which they adapted to suit their needs.

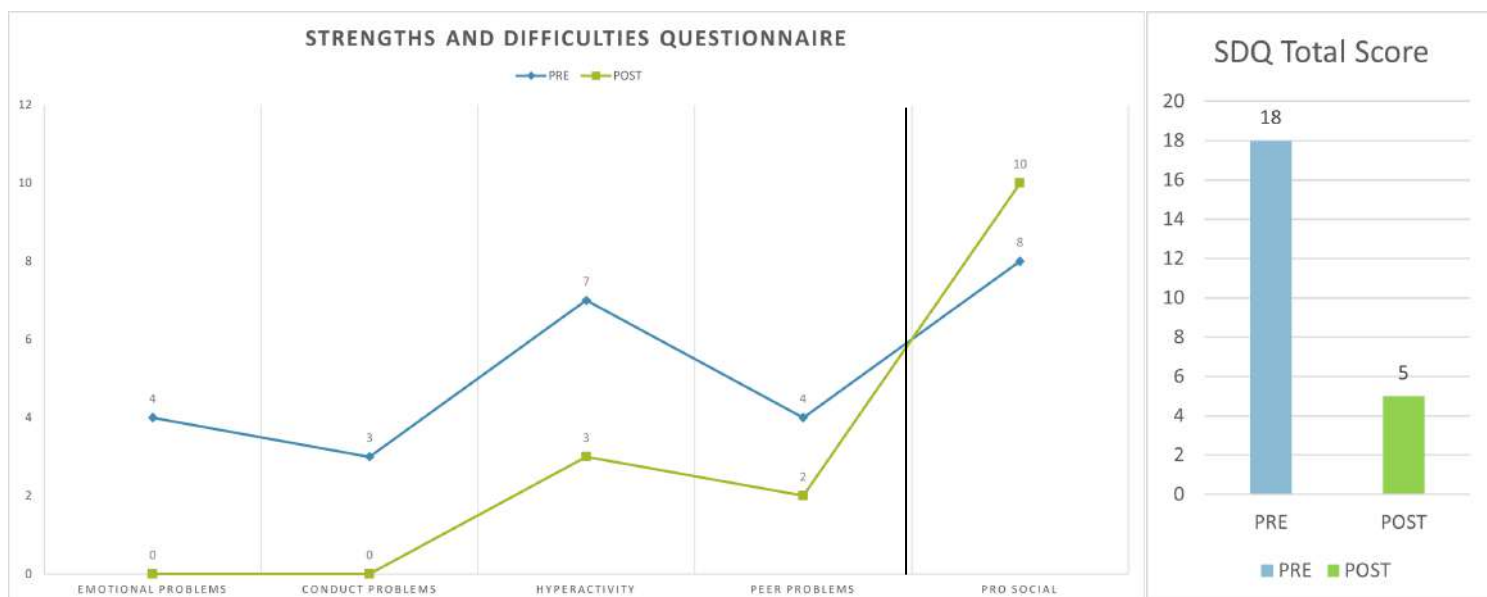
At the end of intervention, YP stated that they felt 'less anxious' and able to manage their anger a lot better. They felt able to open up more to family about how they were feeling and would continue to use the tools that helped through difficult situations.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |



About The School

Langholm Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 209

YEAR 2

22

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

175

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

5

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

25

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Coping With Change
- Regulating Emotions
- Anxiety
- Confidence
- Self Esteem

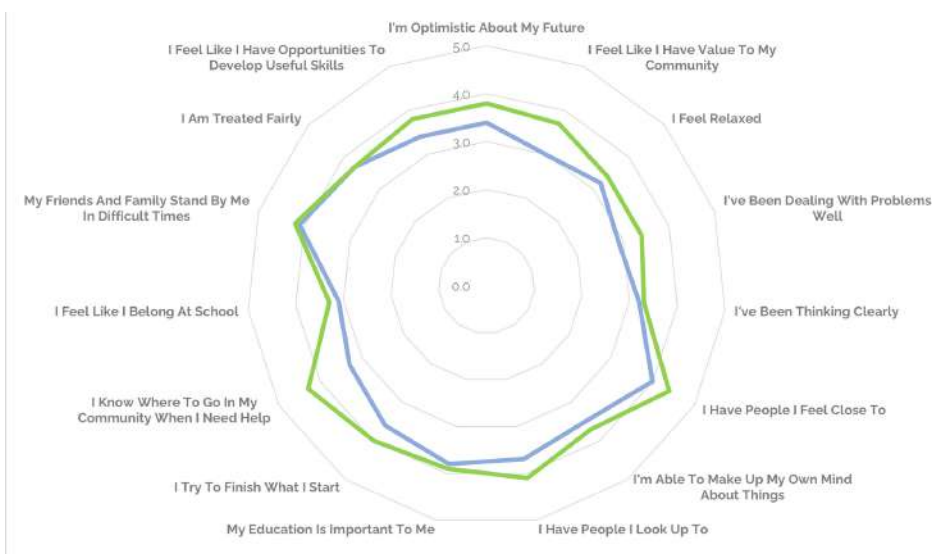


The sessions helped me to overcome my negative thoughts and worries.

- Young Person, 13

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.4 | 3.8 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 3.0 | 3.7 |
| I FEEL RELAXED | 3.2 | 3.4 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.9 | 3.4 |
| I'VE BEEN THINKING CLEARLY | 3.2 | 3.3 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.0 | 4.4 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.5 | 3.7 |
| I HAVE PEOPLE I LOOK UP TO | 3.7 | 4.1 |
| MY EDUCATION IS IMPORTANT TO ME | 3.8 | 3.9 |
| I TRY TO FINISH WHAT I START | 3.6 | 4.0 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.3 | 4.3 |
| I FEEL LIKE I BELONG AT SCHOOL | 3.1 | 3.3 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 4.1 | 4.2 |
| I AM TREATED FAIRLY | 3.7 | 3.7 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.4 | 3.8 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred to our 1-2-1 programme for support with anxiety, stress and anger. YP had been experiencing this for a while, Covid-19 made it difficult as well as fall outs with friends. YP does well in school, but struggles with bullies and friendships.

YP was offered 8 1-2-1 sessions with the youth information worker in school. YP struggled to pick a specific target to work on and wanted to see what came up in each session. YP wanted support with managing difficult emotions. A CBT approach to develop coping skills, challenge negative thoughts, and think about building positive behavioural patterns.

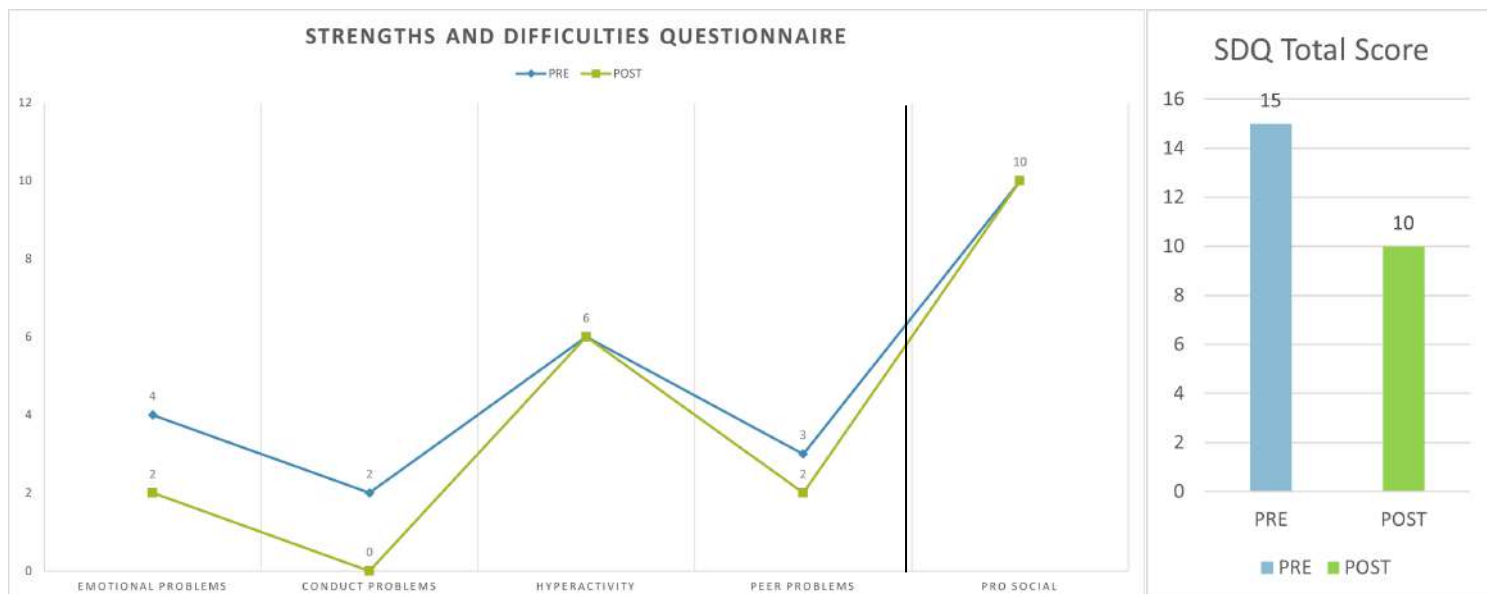
YP also used the sessions to talk through problems that arose each week at home or in school. In their final session, YP said that they were feeling better in themselves. YP was proud of how well they managed a difficult situation with a former friend. YP was happy to end support.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Lockerbie Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 701

YEAR 2

34

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

243

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

5

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

27

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Low Mood
- Stress
- Anxiety
- Relationships
- Anger

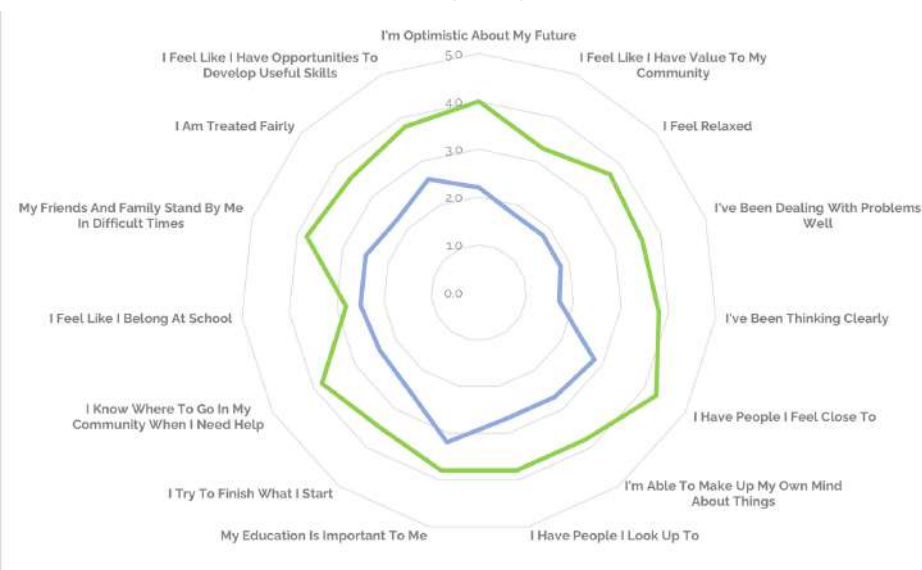


It was good to talk about everything and have (My Youth Information Worker) help me make sense of my feelings.

- Young Person, 16

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 2.2 | 4.0 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 1.8 | 3.3 |
| I FEEL RELAXED | 1.8 | 3.7 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 1.8 | 3.6 |
| I'VE BEEN THINKING CLEARLY | 1.7 | 3.8 |
| I HAVE PEOPLE I FEEL CLOSE TO | 2.8 | 4.3 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 2.7 | 3.8 |
| I HAVE PEOPLE I LOOK UP TO | 2.7 | 3.8 |
| MY EDUCATION IS IMPORTANT TO ME | 3.2 | 3.8 |
| I TRY TO FINISH WHAT I START | 2.5 | 3.5 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 2.4 | 3.8 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.5 | 2.8 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 2.5 | 3.8 |
| I AM TREATED FAIRLY | 2.3 | 3.6 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 2.6 | 3.8 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred to our 1-2-1 programme by their pupil support teacher. The referrer requested support for YP as their attendance was deteriorating and they were displaying challenging behaviour in school which they felt was being fuelled by unresolved issues at home.

YP struggled in school, spoke about having no friends or family and generally felt very lost and isolated. YP expressed frustration and anger and felt that 'they didn't know who they were'. YP was very self-critical and wanted to improve on their self-esteem and confidence.

YP responded well to the sessions, after the first session they seemed more relaxed and open to talk about the difficulties that they were struggling with and explore different ways to approach situations. Through these sessions, YP developed new skills that enabled them to communicate more effectively and with assertiveness. This particularly helped build stronger relationships with their peers and their family. Over the weeks, YP seemed a lot happier and their self-esteem had increased, which has allowed them to regulate their emotions better. YP's confidence also increased and became more able to make decisions and assert themselves.

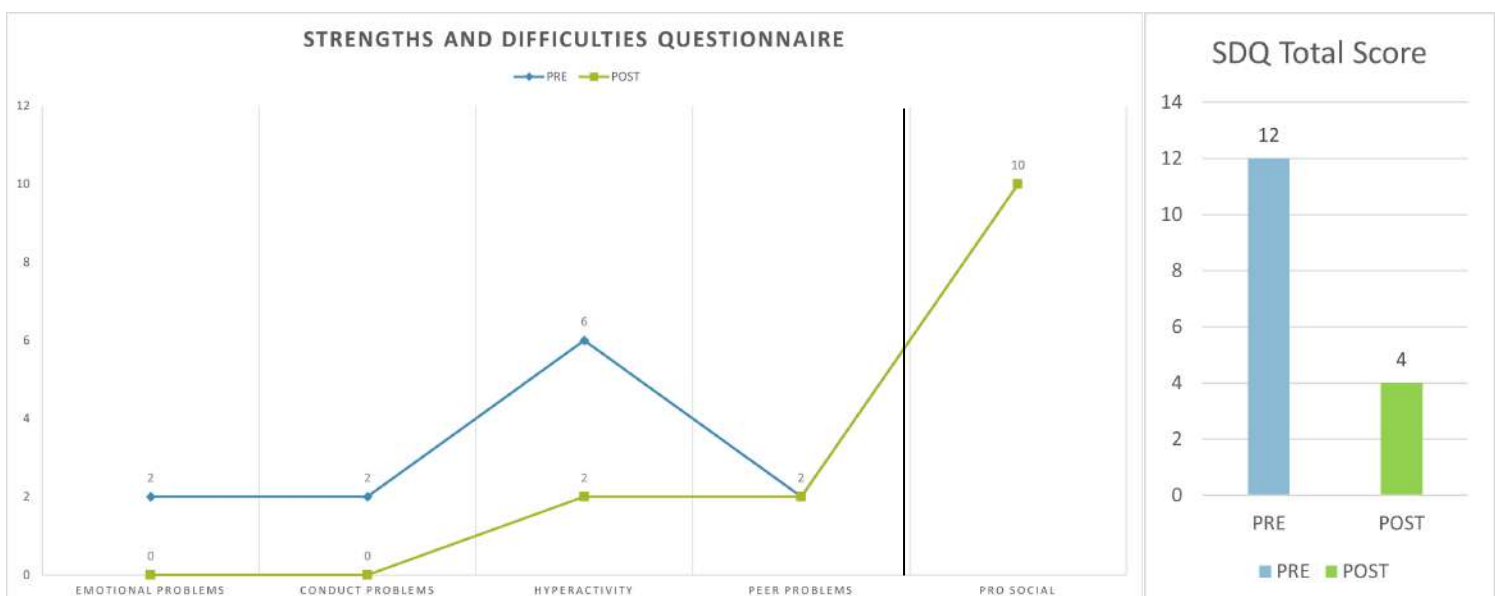
Their Pupil Support Teacher stated that YP's attendance and behaviour at school had greatly improved and presented a lot happier.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Moffat Academy agreed for our Youth Information Worker to deliver 1-2-1 support and Groupwork, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 259

YEAR 2

32

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

199

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

15

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

27

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support and groupwork sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anxiety
- Confidence
- Bereavement
- Relationships
- Self Esteem

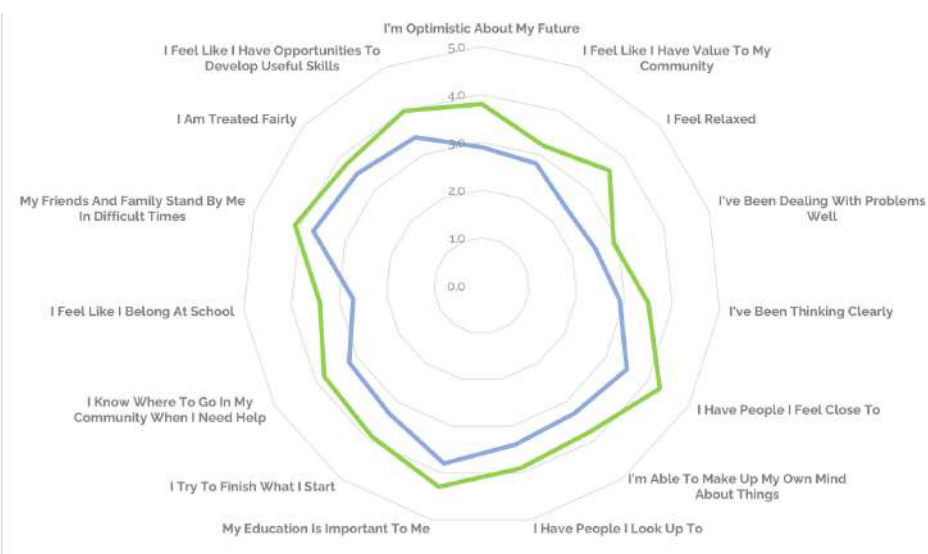


I learned that I am good enough. I can find help when I need it.

- Young Person, 17

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 2.9 | 3.8 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.8 | 3.2 |
| I FEEL RELAXED | 2.4 | 3.6 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.5 | 2.9 |
| I'VE BEEN THINKING CLEARLY | 2.9 | 3.5 |
| I HAVE PEOPLE I FEEL CLOSE TO | 3.5 | 4.3 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.3 | 3.8 |
| I HAVE PEOPLE I LOOK UP TO | 3.4 | 3.9 |
| MY EDUCATION IS IMPORTANT TO ME | 3.8 | 4.3 |
| I TRY TO FINISH WHAT I START | 3.3 | 3.9 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.2 | 3.8 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.7 | 3.4 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.7 | 4.1 |
| I AM TREATED FAIRLY | 3.5 | 3.8 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.4 | 4.0 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP struggled with controlling their anger, both in the home, community and sometimes at school. YP made poor choices which they struggled to see the consequences and the impact on everything in their life.

YPs choices led to extreme disruptive behaviour which also had an impact on their self-esteem and confidence. YP had a very negative view of themselves both in body image and abilities. Over the weekly sessions, YP worked at improving their behaviour and identified goals that they would like to achieve.

Staff worked closely with the school (with consent of YP) to ensure that support was put in place to support YP to compliment support provided by the youth information worker.

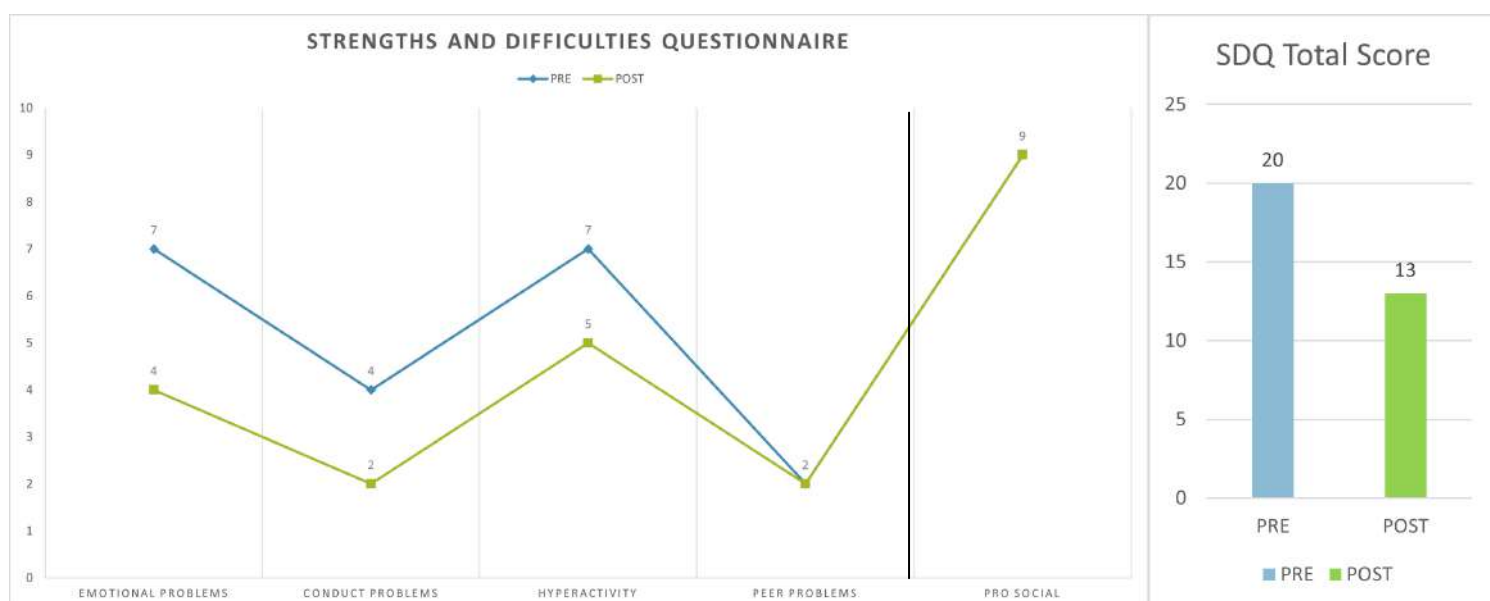
Since attending the sessions YP has been able to regulate their emotions and worked on CBT approach with staff to focus on what was going on in their life 'here and now' and to challenge negative thoughts and patterns. YP has become more focused and has chosen to concentrate on their future goals such as their desired career. YP has begun to recognise that their behaviour was having an adverse effect on their relationships and used their tools developed from the sessions. YP has become more confident.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |



North West Community Campus



About The School

North West Community Campus agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 726

YEAR 2

28

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

255

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

10

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

30

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Low Mood
- Bullying
- Anxiety
- Regulating Emotions
- Self Esteem



It was good to feel listened to and not feel judged or feel silly for sharing my feelings.

- Young Person, 14

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 2.3 | 3.7 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 1.9 | 3.3 |
| I FEEL RELAXED | 2.0 | 3.5 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.2 | 3.8 |
| I'VE BEEN THINKING CLEARLY | 1.9 | 3.6 |
| I HAVE PEOPLE I FEEL CLOSE TO | 2.9 | 3.9 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 2.5 | 3.7 |
| I HAVE PEOPLE I LOOK UP TO | 2.5 | 3.6 |
| MY EDUCATION IS IMPORTANT TO ME | 2.9 | 4.0 |
| I TRY TO FINISH WHAT I START | 2.2 | 3.5 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 2.8 | 3.6 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.2 | 3.9 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.0 | 3.7 |
| I AM TREATED FAIRLY | 2.1 | 3.3 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 2.5 | 3.6 |

North West Community Campus

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP asked for support dealing with low self-esteem and coping with significant changes within the family home which left them feeling out of control. YP stated that they had begun to experiment in risky behaviour due to the way they were feeling but recognised that this was not healthy, and it was having a severe effect on their life; socially and emotionally.

YP was offered eight sessions and set their goals 'to understand their feelings and improve their self-esteem and confident.

YP settled really into sessions as this was not the first time, they had been referred to the service and already had a good relationship with the youth information worker.

YP was introduced to the DNA-V model (refer to page 2) to help navigate and accept their feelings. This was used on a weekly basis and once YP grasped the concept of this technique they began to make small changes. YP also worked on healthy and unhealthy relationships, which helped them to improve the way they related with others and identify what was best for them. They began to make more informed decisions about what was best for them and communicate to the relative people in their lives.

YP was given the opportunity to be heard and develop their vocabulary in expressing their feelings and needs. YP was focused on making changes and used their time within sessions to do just this.

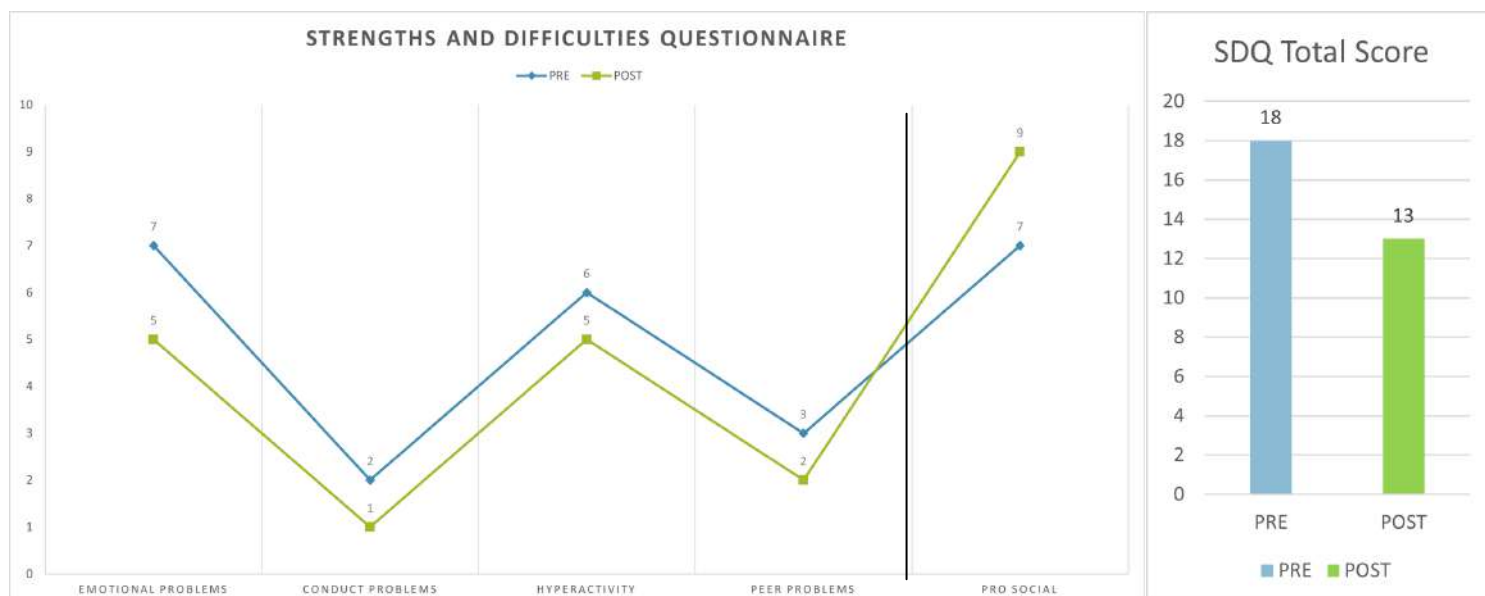
YP's improvement in their own self-worth, became evident as they returned to the hobbies and sports that they used to enjoy. Their relationships improved with family and felt more confident in being a part of making decisions within the family that would improve their life as well as others.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Sanquhar Academy agreed for our Youth Information Worker to deliver 1-2-1 support and Groupwork, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 247

YEAR 2

13

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

164

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

14

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

25

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support and groupwork sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

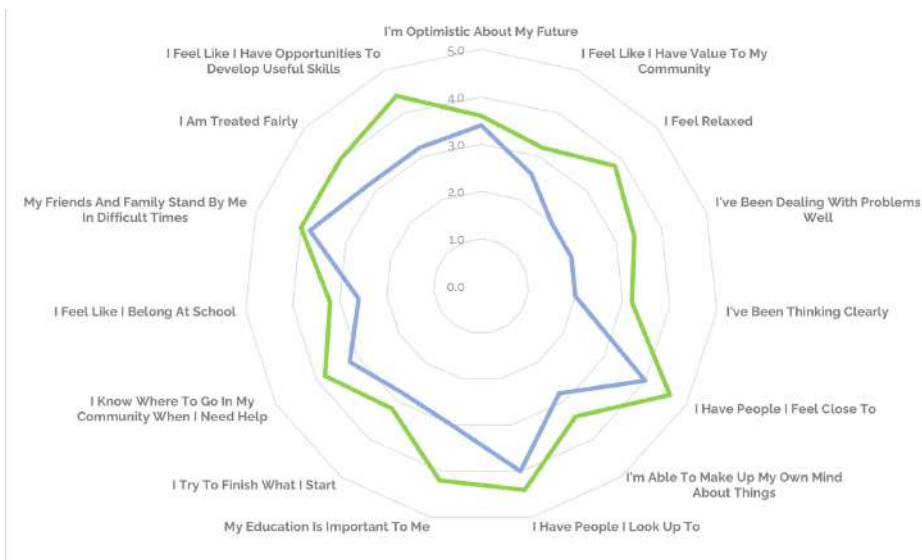
- Low Mood
- Anxiety
- Stress
- Regulating Emotions
- Relationships



I felt listened to and got help for issues I couldn't solve myself.

- Young Person, 16

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.4 | 3.6 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.6 | 3.2 |
| I FEEL RELAXED | 2.0 | 3.8 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.0 | 3.4 |
| I'VE BEEN THINKING CLEARLY | 2.0 | 3.2 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.0 | 4.6 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 2.8 | 3.4 |
| I HAVE PEOPLE I LOOK UP TO | 4.0 | 4.4 |
| MY EDUCATION IS IMPORTANT TO ME | 3.0 | 4.2 |
| I TRY TO FINISH WHAT I START | 2.8 | 3.2 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.2 | 3.8 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.6 | 3.2 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.8 | 4.0 |
| I AM TREATED FAIRLY | 3.2 | 4.0 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.2 | 4.4 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP had low self-esteem and confidence and it was agreed by the YP to have 1-2-1 support sessions. They said that they struggled to leave the house alone, and even going to the shop was difficult for them. The YP also had a history of self-harm and struggled with their identity/gender.

The YP was initially offered 8 1-2-1 sessions, however these were requested to be extended due to circumstances changing for the YP.

The YP set goals of:

- 'Being able to go out alone'
- 'Build self-confidence'
- 'Learn coping strategies'

The youth information worker started by introducing coping strategies to help the YP manage their anxiety more positively. The YP was open to trying different strategies until they found some that worked. Staff and the YP also looked at strength and qualities identification which helped the YP to see all the positive strengths and qualities that they had and build on these to develop more self-esteem and confidence. Staff also used a person-centred approach with the YP which gave the YP a safe space to talk when they needed it, as there had been a lot of changes.

When looking at anger the YP and staff worked through the Anger Gremlin (CBT resource), staff also provided further support with other resources, and this allowed the YP to develop healthier coping strategies. At the end of term, the YP felt that they no longer needed support and was happy to end the sessions.

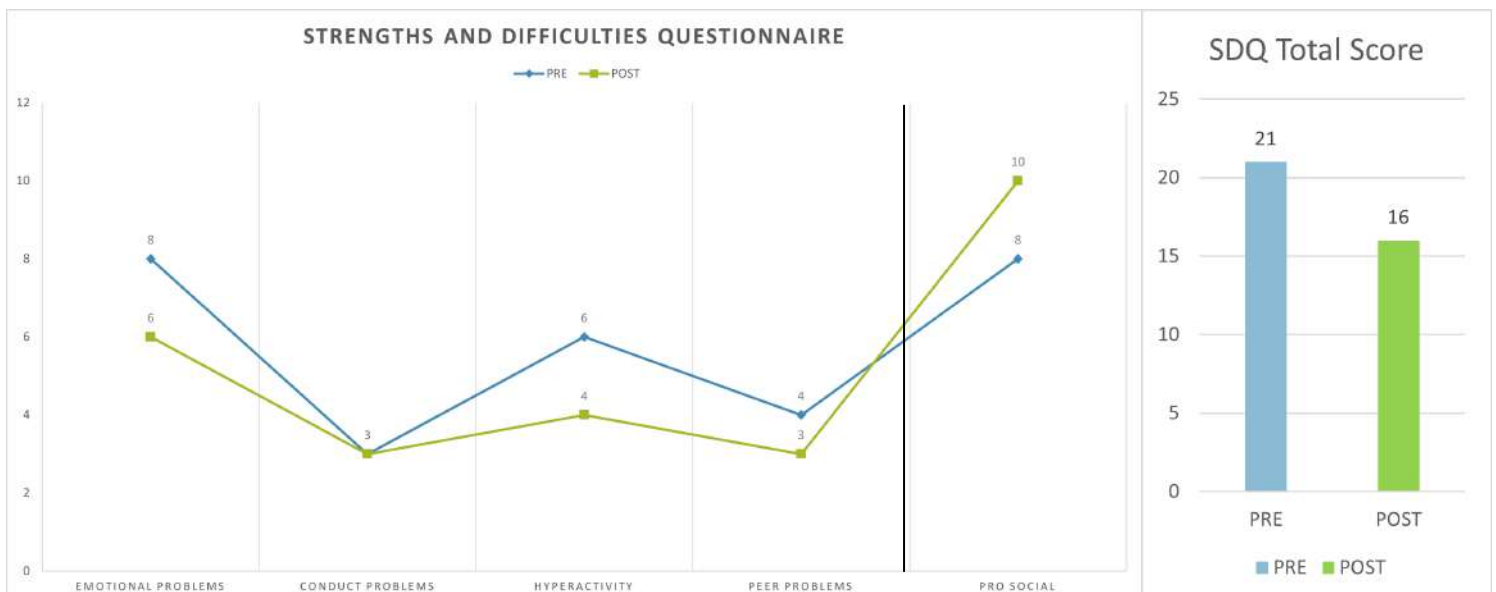
The YP had started to attend youth groups in their local area, and their attendance in school had greatly increased. The YP was able to go out on their own and was using public transport to attend school and activities. The YP had made new friends and had become more confident in their self.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

St Joseph's College agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 708

YEAR 2

30

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

221

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

10

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

30

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anxiety
- Regulating Emotions
- Self Esteem
- Relationships
- Stress

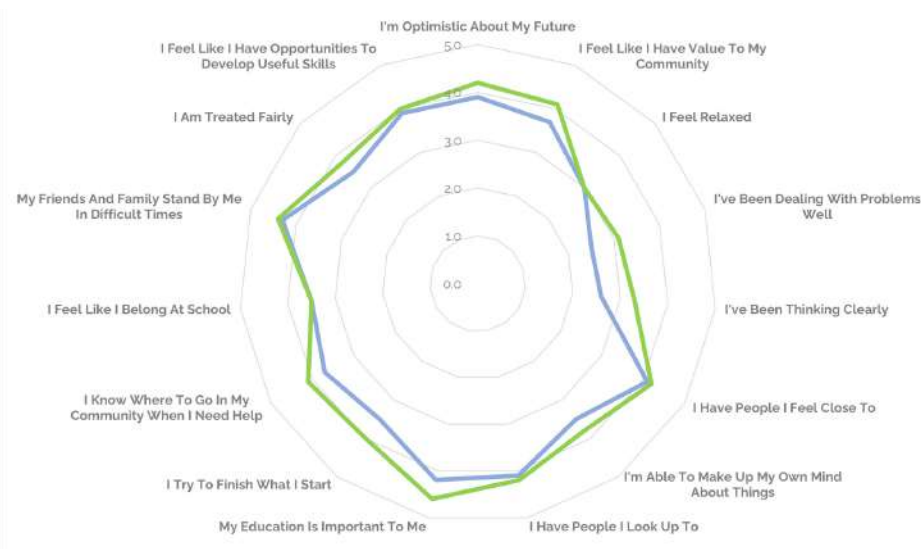


I was able to deal with lots of issues and problems not just the reasons that I was referred for.

- Young Person, 12

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.9 | 4.2 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 3.7 | 4.1 |
| I FEEL RELAXED | 3.0 | 3.0 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.5 | 3.1 |
| I'VE BEEN THINKING CLEARLY | 2.6 | 3.3 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.1 | 4.2 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.5 | 3.8 |
| I HAVE PEOPLE I LOOK UP TO | 4.1 | 4.2 |
| MY EDUCATION IS IMPORTANT TO ME | 4.2 | 4.6 |
| I TRY TO FINISH WHAT I START | 3.5 | 4.0 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.7 | 4.1 |
| I FEEL LIKE I BELONG AT SCHOOL | 3.5 | 3.5 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 4.3 | 4.4 |
| I AM TREATED FAIRLY | 3.5 | 3.8 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.9 | 4.0 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP was referred for 1-2-1 support by the school nurse following a short piece of work that they were involved in. It was suggested that YP wanted support with low confidence. They had lost confidence due to an incident with a former friend.

YP responded well to support. They were keen to share their thoughts and feeling and eager to explore possible solutions and coping strategies. Over the 9-week block of sessions, YP looked at friendships, in particular positive friendships/relationships. YP had experienced a controlling friendship which had an impact on their emotional wellbeing and became unable to manage their emotions.

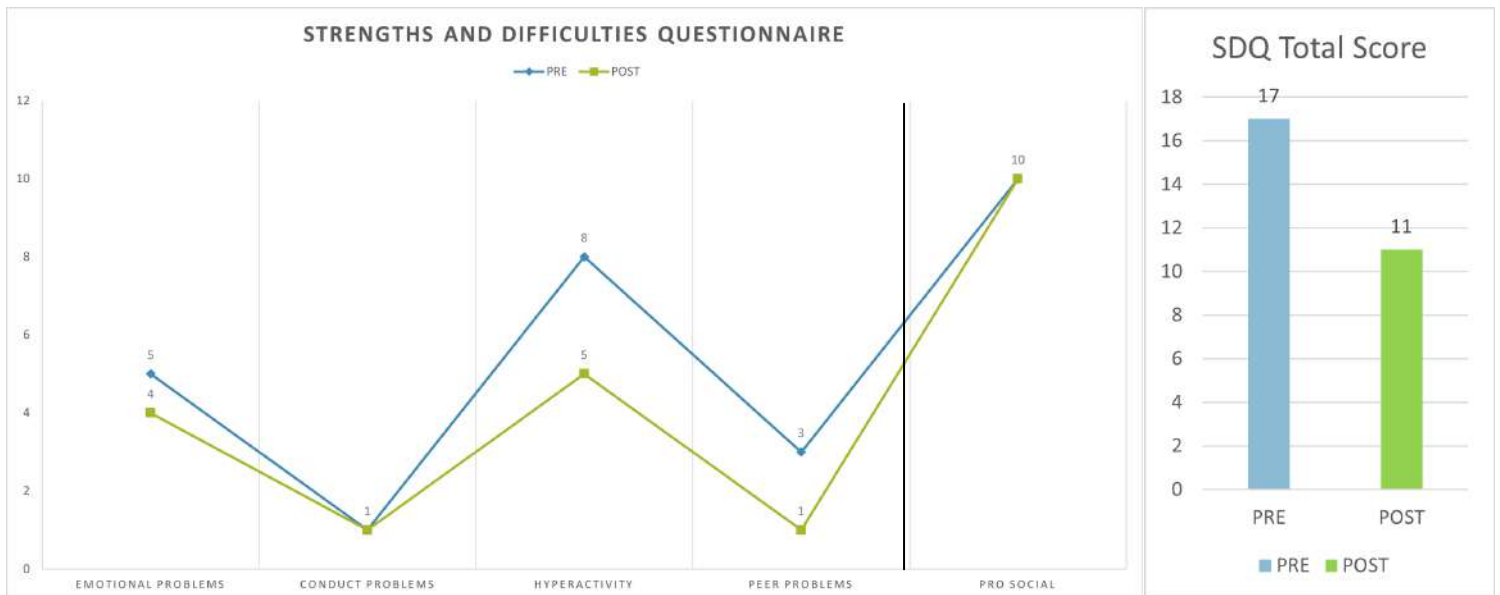
YP worked on self-worth, this saw YP identifying and challenging their own negative beliefs, identifying positive aspects, becoming more assertive and learning to say no, and not respond without thinking over potential consequences. This also tied in with building self-esteem. During session 4 Y/P proudly spoke about a situation that they had found themselves in. YP responded to a situation instead of reacting in a negative way and used the strategies identified through the support sessions. YP expressed a sense of achievement and pride in this situation.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Stranraer Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 954

| YEAR 2 | | YEAR 1 REPORT |
|------------|---|--|
| 19 | OVERALL NUMBER OF REFERRALS RECEIVED 2021-22 | <i>There is no data for Stranraer Academy for Year 1 of the report as the service did not access the school between August 2020 and June 2021.</i> |
| 101 | OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022 | |
| 0 | NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT) | |
| 14 | OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022 | |

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

- Anger
- Anxiety
- Emotional Support
- Low Mood
- Internet Safety

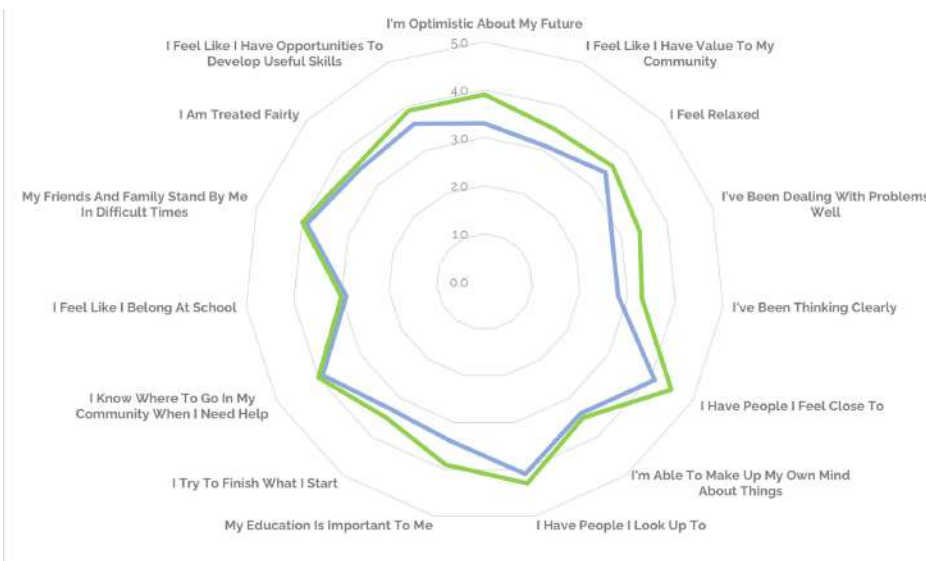


The sessions helped me a lot, you helped me understand and work on my anxiety

- Young Person, 12

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



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THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 3.3 | 3.9 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 3.1 | 3.5 |
| I FEEL RELAXED | 3.4 | 3.6 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.8 | 3.4 |
| I'VE BEEN THINKING CLEARLY | 2.8 | 3.3 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.1 | 4.5 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.4 | 3.5 |
| I HAVE PEOPLE I LOOK UP TO | 4.1 | 4.3 |
| MY EDUCATION IS IMPORTANT TO ME | 3.4 | 3.9 |
| I TRY TO FINISH WHAT I START | 3.3 | 3.5 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 3.9 | 4.0 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.9 | 3.0 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.9 | 4.0 |
| I AM TREATED FAIRLY | 3.5 | 3.6 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.6 | 3.9 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP received 7 support sessions for anxiety brought on by the transition from Primary to Secondary school. YP expressed how the thought of coming to school increased their levels of anxiety and became physically sick.

The sessions were led by YP and set goals that concentrated on understanding their anxiety, managing their emotions, and developing coping skills. A CBT approach was used to focus on changing the way that they thought and behaved. Various resources such as the Anxiety Gremlin (CBT resource) were used to get a better understanding on anxiety as well as activities to help with the transitioning to secondary school. As part of a whole approach in meeting the needs of YP, the Youth Information Worker communicated regularly (with consent of YP) ensuring a whole approach.

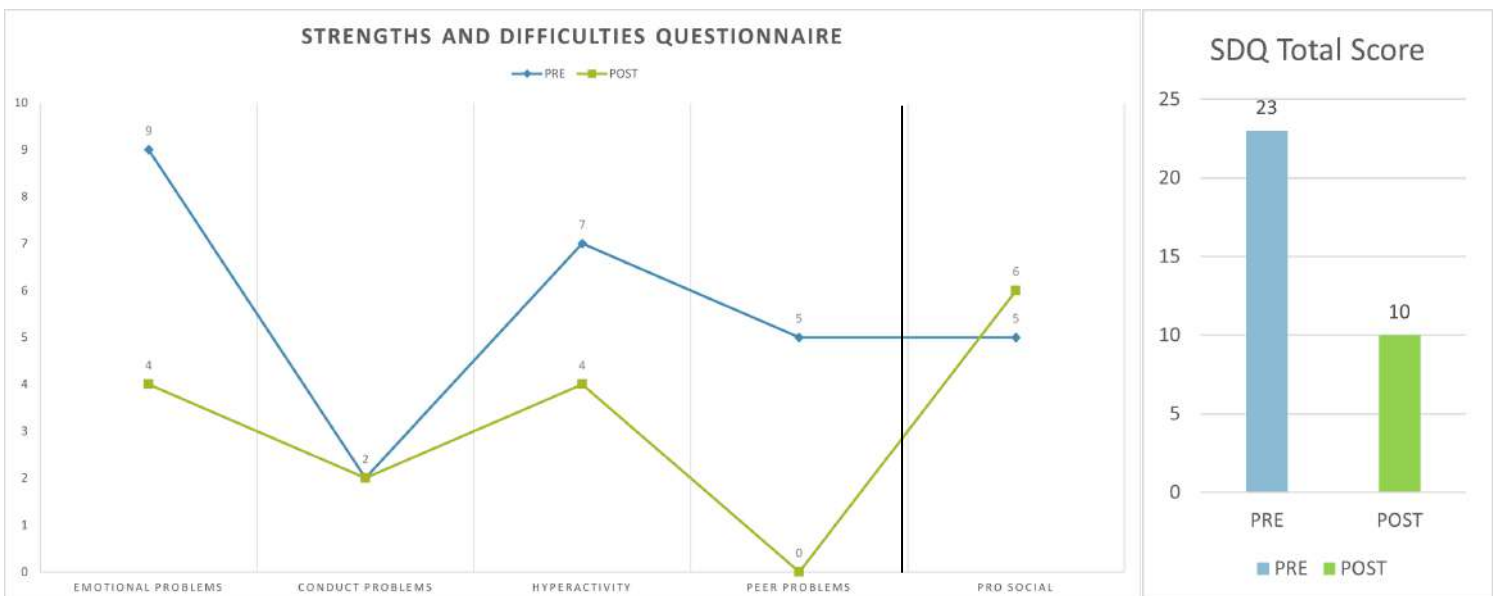
YP engaged fully in the sessions and despite finding it difficult to attend school, they were committed to attending all seven sessions which they recognised as a big achievement. YP has developed a better understanding of their needs, which has helped in reducing their anxiety. They have become more confident in themselves and have participated in school activities.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |





About The School

Wallace Hall Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 554

YEAR 2

33

OVERALL NUMBER OF REFERRALS RECEIVED 2021-22

137

OVERALL NUMBER OF 1-2-1 SESSIONS DELIVERED 2021-2022

3

NUMBER OF YOUNG PEOPLE CARRIED OVER FROM 2020-21 (WAITING LIST & FINISHING SUPPORT)

23

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2021-2022

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life, the main issues young people were referred for support in this school were:

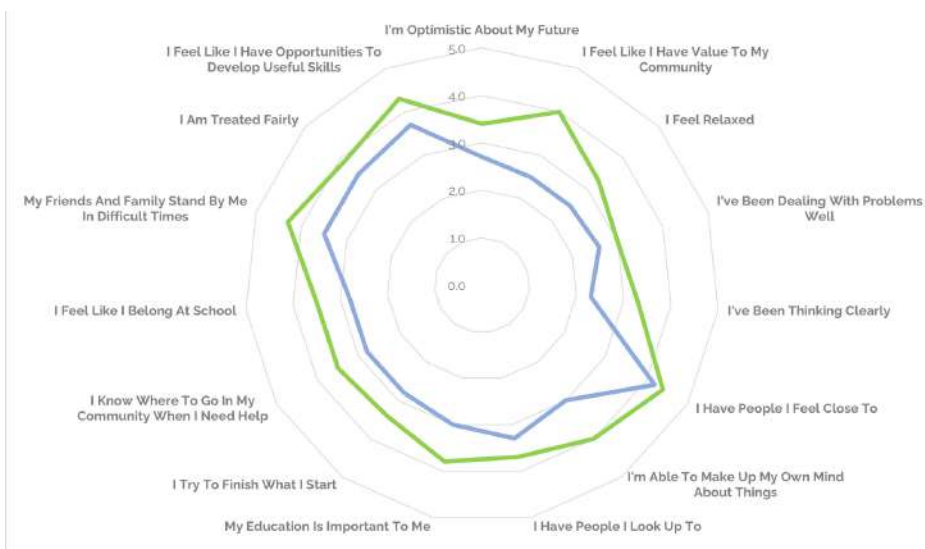
- Low Mood
- Anxiety
- Regulating Emotions
- Relationships
- Coping With Change



The Youth Worker worker listened to everything I had to say, took my opinions seriously, and provided the support and reassurance I needed. - Young Person, 17

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

| STATEMENT | PRE | POST |
|--|-----|------|
| I'M OPTIMISTIC ABOUT THE FUTURE | 2.7 | 3.4 |
| I FEEL LIKE I HAVE VALUE TO MY COMMUNITY | 2.5 | 4.0 |
| I FEEL RELAXED | 2.5 | 3.3 |
| I'VE BEEN DEALING WITH PROBLEMS WELL | 2.6 | 3.0 |
| I'VE BEEN THINKING CLEARLY | 2.3 | 3.3 |
| I HAVE PEOPLE I FEEL CLOSE TO | 4.2 | 4.4 |
| I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS | 3.0 | 4.0 |
| I HAVE PEOPLE I LOOK UP TO | 3.3 | 3.7 |
| MY EDUCATION IS IMPORTANT TO ME | 3.0 | 3.8 |
| I TRY TO FINISH WHAT I START | 2.8 | 3.4 |
| I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP | 2.8 | 3.5 |
| I FEEL LIKE I BELONG AT SCHOOL | 2.8 | 3.5 |
| MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES | 3.5 | 4.3 |
| I AM TREATED FAIRLY | 3.5 | 3.9 |
| I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS | 3.7 | 4.3 |

Case Study

For each school we have selected a case study from one Young Person who has received 1-2-1 support:

YP suffers from a lot of anxiety. Their worries mainly centred around trust issues with a close friend and worried about their family's health. YP also felt a lot of pressure from parents to do well in school and behave. YP had very low self-esteem and issues with body image. YP was dealing with their friend spending less time with them, making them feel lonely and abandoned.

YP spent a lot of the sessions talking about their trust issues with people that they were close to and would often enter toxic mind patterns where they would imagine they were seeing other people. YP engaged in a CBT approach to help stop the thought cycles and learn some coping techniques. YP looked at their strengths to help address their self-confidence issues, and also addressed their body-image issues by talking about the parts of her body they disliked and liked.

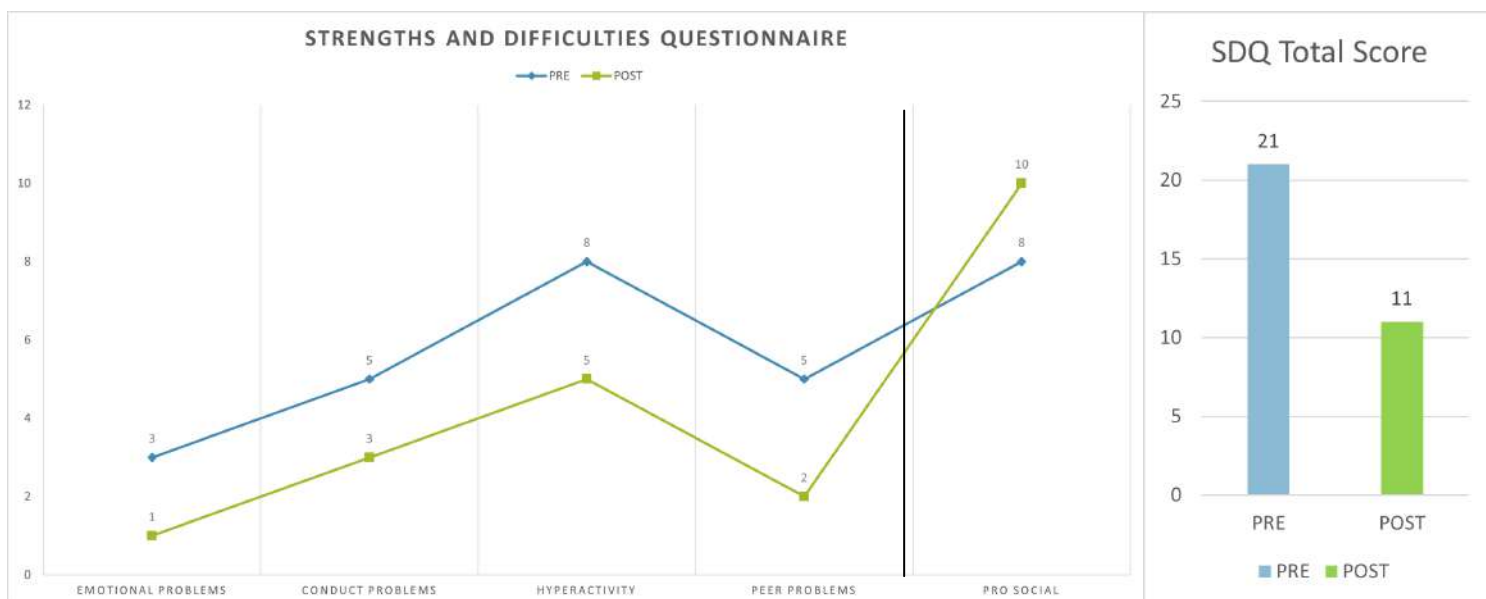
YP said they got a lot out of the sessions. YP was able to implement the CBT strategies to stop worrying and entering toxic thought cycles. YPs Relationship improved and YP felt more secure. YP said they felt more confident and less anxious, using their coping strategies to relieve animus thoughts and feelings, and to change the way they thought about their body. YP is now spending more time on self-care and working on their own interests.

Strengths & Difficulties Questionnaire

Below is an SDQ Graph which has been generated using the questionnaire responses received from the young person referenced in the case study above who has received support.

The graph is designed to show the change in the young person from the beginning of the support to when they completed support, with hopefully a lower score being achieved in their 'Post' support form in comparison to their 'Pre' Support form. More information on this method can be found on **Page 2**

| Total SDQ Score | Pro Social Score |
|-------------------------|---------------------|
| Normal 0-15 Low | Normal 6-10 High |
| Borderline 16-19 Medium | Borderline 5 Medium |
| Abnormal 20-40 High | Abnormal 0-4 Low |



Equalities Data



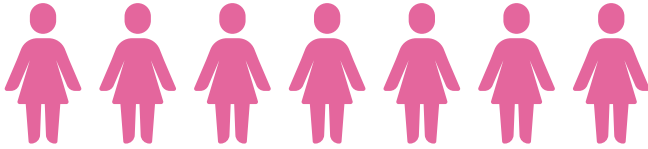
Throughout the secondary schools across the region every young person has been filling in an anonymous Equality and Diversity form after their first support session with their Youth Information Worker.

This provides us statistical information on the young people referred to our project such as:

Age, Postcode, Gender, Ethnicity, Religion, Sexual Orientation, Care Experience, Caring Responsibilities, and whether they receive Free School Meals.

A selection of the data gathered is displayed in the graphs below:

HOW WOULD YOU DESCRIBE YOUR GENDER?



FEMALE 62.59%



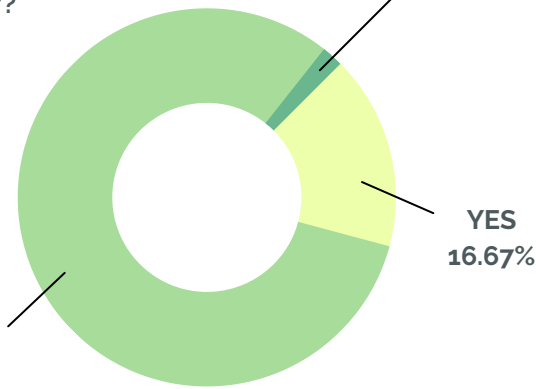
MALE 27.97%



PREFER NOT TO SAY 9.44%

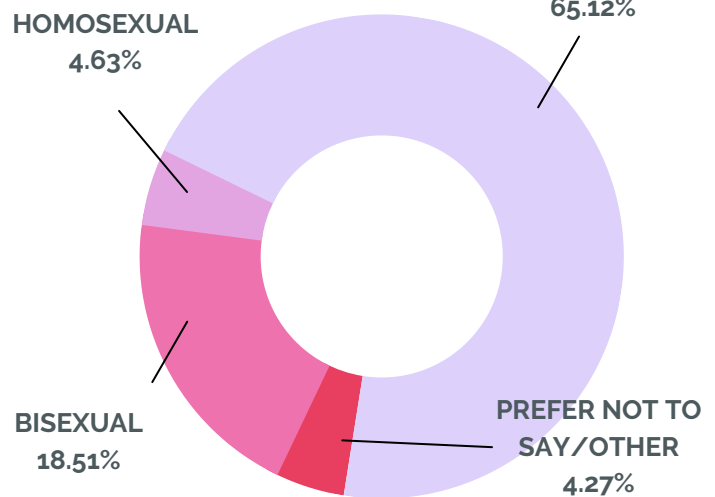
YEAR 1 REPORT COMPARISON - MALE SUPPORT UP FROM 21% TO 27% IN 2021-2022

ASN DO YOU HAVE AN ADDITIONAL SUPPORT NEED (ASN) OR DISABILITY?



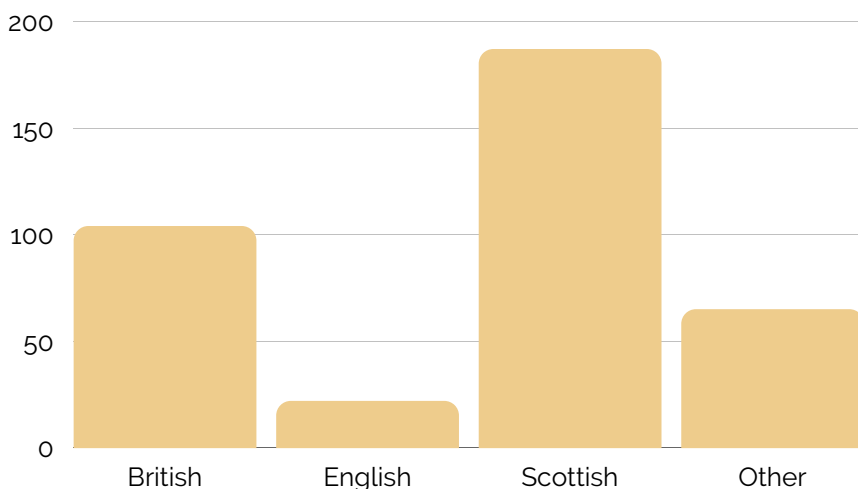
YEAR 1 REPORT COMPARISON - YOUNG PEOPLE IDENTIFYING AS HAVING A ADDITIONAL SUPPORT NEED OR DISABILITY IS UP FROM 10% TO 16% IN 2021-2022

SEXUAL ORIENTATION



YEAR 1 REPORT COMPARISON - SEXUAL ORIENTATION STILL LARGELY HETROSEXUAL, 69% TO 65% IN 2021-2022

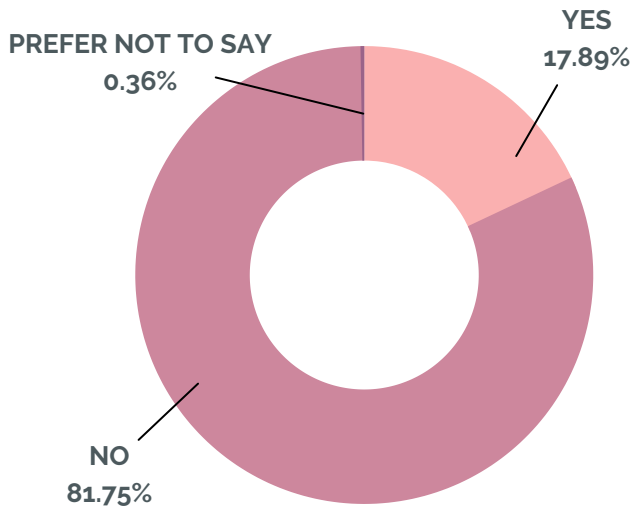
ETHNICITY



YEAR 1 REPORT COMPARISON - ETHNICITY STILL PREDOMINANTLY SCOTTISH AS IS TO BE EXPECTED WITH HIGH NUMBERS FOR BOTH YEARS

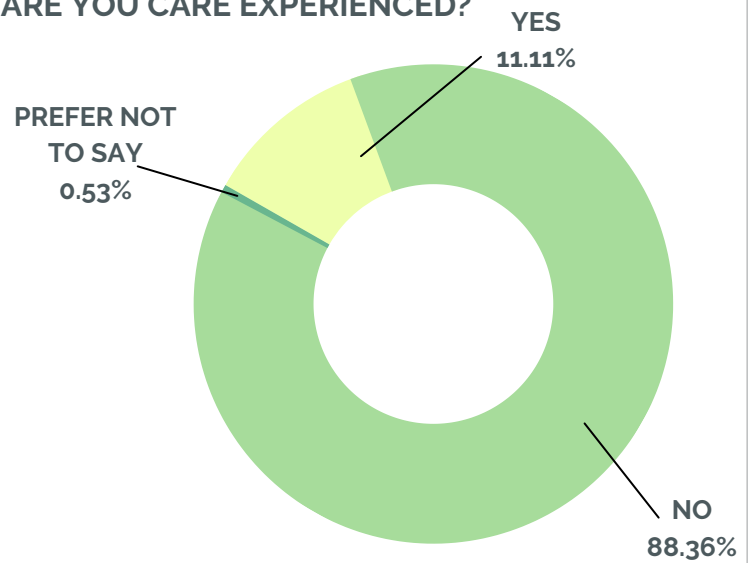


DO YOU HAVE CARING RESPONSIBILITIES AT HOME?



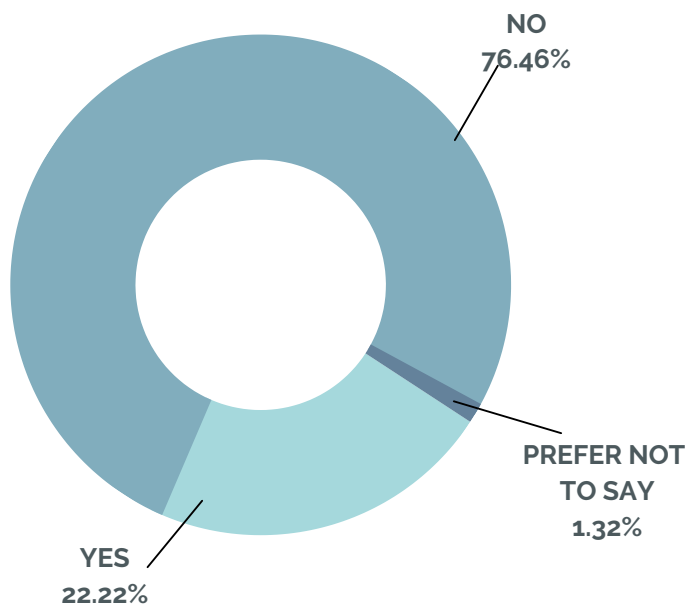
YEAR 1 REPORT COMPARISON - YOUNG PEOPLE TELLING US THEY HAVE CARING RESPONSIBILITIES AT HOME DOWN FROM 26% TO 17% IN 2021-2022

ARE YOU CARE EXPERIENCED?



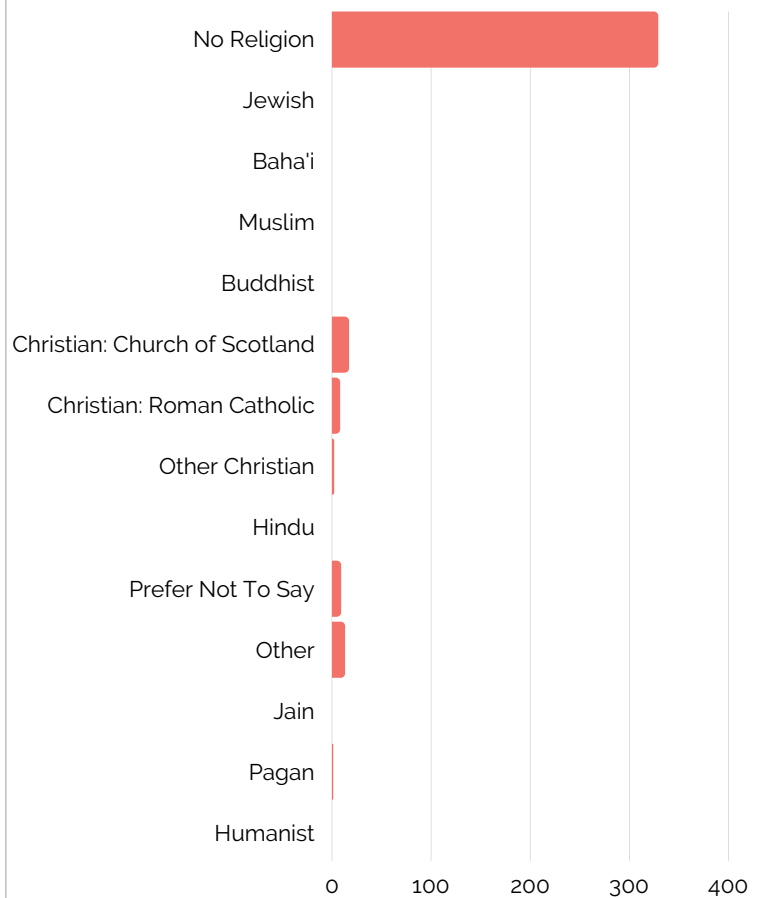
YEAR 1 REPORT COMPARISON - THE NUMBER OF YOUNG PEOPLE WHO ARE CARE EXPERIENCED IS LARGELY THE SAME THIS YEAR AS LAST YEAR, 11% THIS YEAR COMPARED TO 10% LAST.

DO YOU RECIEVE FREE SCHOOL MEALS?



YEAR 1 REPORT COMPARISON - YOUNG PEOPLE WHO RECIEVE FREE SCHOOL MEALS ARE AGAIN LARGELY THE SAME WITH 23% IN 21-22 AND 22% THIS YEAR.

RELIGION OR BELIEF:



YEAR 1 REPORT COMPARISON - RELIGION OR BELIEF IS STILL PREDOMONATLY 'NO RELGION' WITH 87%, SIMILAR TO LAST YEAR 85%

Key Facts & Figures



3,119

1-2-1 SESSIONS
DELIVERED WITHIN
SECONDARY SCHOOLS

399

REFERRALS RECIEVED FOR
1-2-1 SUPPORT

58

GROUP WORK SESSIONS IN
SECONDARY SCHOOLS



378

YOUNG PEOPLE
RECIEVED 1-2-1
SUPPORT BETWEEN
AUG-JUN WITHIN
SECONDARY SCHOOLS



125

YOUNG PEOPLE
ATTENDED GROUP WORK
SESSIONS IN SECONDARY
SCHOOLS



SUPPORT DELIVERED
WITHIN

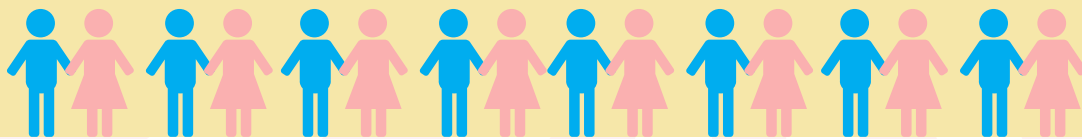
23

PRIMARY SCHOOLS



545

YOUNG PEOPLE DELIVERED TO
THROUGH PRIMARY SCHOOLS



92

YP ON WAITING LIST FOR 1-2-1 SUPPORT IN
SECONDARY SCHOOLS FOR 2022-2023

*AFTER REMOVING DUPLICATES & REFERRALS NO LONGER NEEDED



468

SESSIONS IN
PRIMARY SCHOOLS

783

YOUNG PEOPLE ATTENDED
LUNCH TIME DROP IN
SESSIONS IN SECONDARY
SCHOOLS



Secondary School Overview



The low-level mental health in schools project, is making a direct contribution to the health and wellbeing of young people in both primary and secondary schools.

The project has been implemented to support the attainment gap; to ensure that young people's learning is not adversely affected by their mental health and wellbeing.

This year saw Covid-19 restrictions lifted, which enabled our service to provide evidence-based group work programmes alongside 1-2-1 support. We have also been able to re-introduce lunch time drop ins. This has been useful for young people who may be considering support but want to meet the youth information worker and learn more about the project. This provides an opportunity for young people to meet up with likeminded people and encourage a sense of community. Some school's have extremely high numbers of young people who access this service each week. In total there has been **783** young people who have attended lunch time drop-ins. This has led to a number of referrals for intervention.

The 1-2-1 programme continues to offer weekly support for young people. Many of these young people have also received support from other agencies or waiting for specialist treatment from mental health teams such as CAMHS. In such circumstances we provide parallel support, ensuring that all agencies are working together to meet the needs of the young person, ensuring good communication (with the consent of the young person) and if needed, informing the relevant sources of any new and significant developments and concerns. There has been an increase in young peoples absences from school which has led to a significant drop in the number of 1-2-1 sessions we have been able to deliver. We did not see a high increase of referrals for the evidence-based group work programmes as anticipated, however, four schools received an 8 week block of sessions for Living Life to the Full or Seasons For Growth.

Since August 2021, we have received **399** new referrals which supplemented the number of young people we had carried over who were still in support when the previous school year ended. This meant we had **378** young people who had received and completed intervention across the school year. At present, we have **92** young people who will be starting their support sessions when returning to school in August 2022. The youth information workers have developed good working relationships with the teaching staff and work collaboratively to ensure that relevant information and concerns are shared (if needed).

Early this year, a small team of Youth Information Workers worked closely with Moffat Academy in response to a tragic accident involving local young people from the school. The school was aware that the news of such a tragedy would have an impact on the school community and asked for our support. Our service offered a quick response to the situation and provided 12 support sessions over a period of 3 weeks to young people who were struggling with such loss; this included the Easter break. Staff provided a safe, confidential space for 1-2-1 support and drop-ins. This example of support demonstrates how our therapeutic approach can help nurture a supportive ethos for the school environment. The feedback from both young people and the school staff was very positive. Many young people felt that the support **'helped them to talk about their friends and express their sadness in a safe environment'**

“ There has been an improvement in the young persons overall confidence and ability to ask for help when needed. Young Person seems to be more socially confident as well...

- Pupil Support Teacher, Lockerbie Academy

Primary School Overview



From August 2021 to June 2022, we delivered evidence-based mental health programmes 'Living Life to the Full' and 'Mindful Warrior' (DNA-V) in Primary Schools across Dumfries and Galloway with **23** schools participating in the programme.

Our Youth workers delivered this cognitive behavioural therapy programme over a period of 8 weeks, that lasted for 45-60 mins each session.

The young people engaged in an interactive programme that included:

- Understanding how to make positive choices; to respond differently to difficult situations.
- Building inner confidence
- How to fix almost everything – by breaking things up into manageable steps
- Learning new techniques/strategies to cope with difficult feelings such as irritability and anger.

Each young person was given a booklet that they used each week and completed various worksheets they could keep and use when needed.

In total, there were **545** young people that participated in these evidence-based programmes, and **468** sessions completed. There was an increase of schools receiving group work programmes compared to Year 1 due to Covid-19 restrictions being lifted.

“ I feel that the children have gained confidence in voicing their thoughts and feelings within a small group. I think that by it being with someone that is external to the school it has also helped as they have felt slightly removed therefore more confident.

- Katie Bell, Drummore Primary School

“ The pupils have matured and appear to be more resilient in a number of different ways. It has helped build their confidence especially among their peers.

- Laura Proudlock, Georgetown Primary School

Primary School Stats 2021 - 2022

| Beattock Primary | | Belmont Primary | | Calside Primary | | Closeburn Primary | |
|---------------------------|----|---------------------------|----|------------------------------------|----|---------------------------|----|
| No of YP Attended: | 12 | No of YP Attended: | 28 | No of YP Attended: | 24 | No of YP Attended: | 13 |
| No of Sessions Delivered: | 8 | No of Sessions Delivered: | 27 | No of Sessions Delivered: | 24 | No of Sessions Delivered: | 8 |
| Drummore Primary | | Dunscore Primary | | Eastriggs Primary | | Gatehouse Primary | |
| No of YP Attended: | 10 | No of YP Attended: | 8 | No of YP Attended: | 54 | No of YP Attended: | 1 |
| No of Sessions Delivered: | 12 | No of Sessions Delivered: | 7 | No of Sessions Delivered: | 22 | No of Sessions Delivered: | 14 |
| Georgetown Primary | | Hecklegirth Primary | | Johnstonebridge/Nethermill Primary | | Kirkcudbright Primary | |
| No of YP Attended: | 8 | No of YP Attended: | 1 | No of YP Attended: | 12 | No of YP Attended: | 75 |
| No of Sessions Delivered: | 8 | No of Sessions Delivered: | 2 | No of Sessions Delivered: | 6 | No of Sessions Delivered: | 49 |

Primary School Overview



| Locharbriggs Primary | |
|---------------------------|----|
| No of YP Attended: | 36 |
| No of Sessions Delivered: | 24 |

| Lockerbie Primary | |
|---------------------------|----|
| No of YP Attended: | 28 |
| No of Sessions Delivered: | 10 |

| Loreburn Primary | |
|---------------------------|----|
| No of YP Attended: | 26 |
| No of Sessions Delivered: | 6 |

| Moffat Primary | |
|---------------------------|----|
| No of YP Attended: | 53 |
| No of Sessions Delivered: | 32 |

| NWCC Primary | |
|---------------------------|----|
| No of YP Attended: | 44 |
| No of Sessions Delivered: | 84 |

| NWCC (S1) | |
|---------------------------|----|
| No of YP Attended: | 17 |
| No of Sessions Delivered: | 15 |

| Penpont Primary | |
|---------------------------|---|
| No of YP Attended: | 9 |
| No of Sessions Delivered: | 8 |

| Sandhead Primary | |
|---------------------------|----|
| No of YP Attended: | 17 |
| No of Sessions Delivered: | 6 |

| Sanquhar Primary | |
|---------------------------|----|
| No of YP Attended: | 42 |
| No of Sessions Delivered: | 31 |

| Shawhead Primary | |
|---------------------------|----|
| No of YP Attended: | 13 |
| No of Sessions Delivered: | 8 |

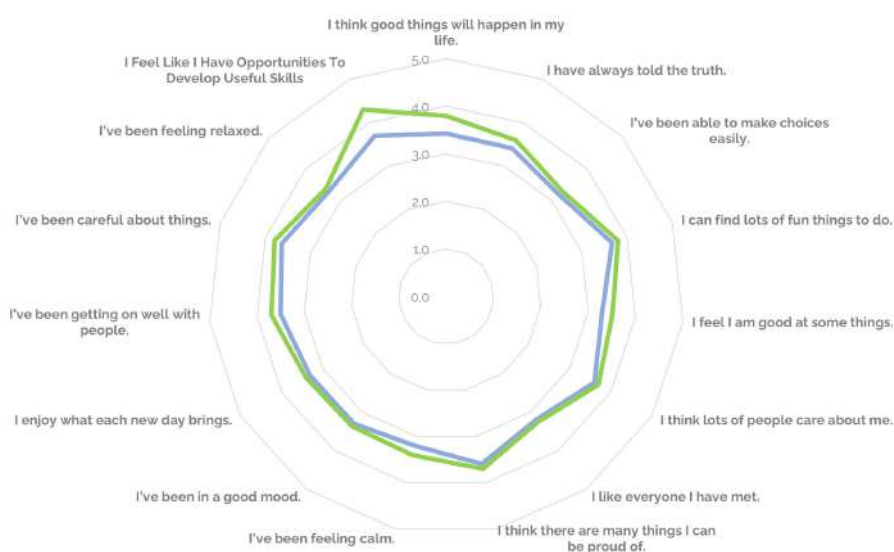
| Wallace Hall Primary | |
|---------------------------|----|
| No of YP Attended: | 14 |
| No of Sessions Delivered: | 57 |

“ It has allowed my P7s from both schools to come together, start to get to know each other before transition and begin friendships that they would otherwise not have had a chance to make before heading to secondary. This has been particularly evident for two of the children with additional support needs.

- Evonne Cameron, Johnstonbridge & Nethermill Primary Schools

YLS National Wellbeing Scale

The graph below has been completed using an average of the overall data gathered individually from the young people who received support in this school, giving us an overall scale.



| STATEMENT | PRE | POST |
|--|-----|------|
| I THINK GOOD THINGS WILL HAPPEN IN MY LIFE. | 3.4 | 3.8 |
| I HAVE ALWAYS TOLD THE TRUTH. | 3.4 | 3.6 |
| I'VE BEEN ABLE TO MAKE CHOICES EASILY. | 3.2 | 3.3 |
| I CAN FIND LOTS OF FUN THINGS TO DO. | 3.7 | 3.8 |
| I FEEL I AM GOOD AT SOME THINGS. | 3.3 | 3.5 |
| I THINK LOTS OF PEOPLE CARE ABOUT ME. | 3.6 | 3.7 |
| I LIKE EVERYONE I HAVE MET. | 3.2 | 3.3 |
| I THINK THERE ARE MANY THINGS I CAN BE PROUD OF. | 3.6 | 3.7 |
| I'VE BEEN FEELING CALM. | 3.2 | 3.4 |
| I'VE BEEN IN A GOOD MOOD. | 3.3 | 3.4 |
| I ENJOY WHAT EACH NEW DAY BRINGS. | 3.3 | 3.4 |
| I'VE BEEN GETTING ON WELL WITH PEOPLE. | 3.5 | 3.7 |
| I'VE BEEN CAREFUL ABOUT THINGS. | 3.6 | 3.8 |
| I'VE BEEN FEELING RELAXED. | 3.3 | 3.4 |

THE WELL-BEING EVALUATION WAS USED TO MEASURE WELLBEING INDICATORS WITH PARTICIPANTS AT THE START OF THEIR ENGAGEMENT AND AT THE END IN ORDER TO MEASURE IMPACT OVER A PERIOD OF TIME.

THE YOUNG PEOPLE WERE ASKED TO COMPLETE A QUESTIONNAIRE, MARKING THEIR FEELINGS FOR EACH STATEMENT FROM 1-5 ON THE SCALE (1 LOW-5 HIGH). THEY WERE THEN ASKED TO FILL OUT THE SAME QUESTIONNAIRE AT THE END OF THEIR 1-2-1 PROGRAMME.

Evaluation Outcomes



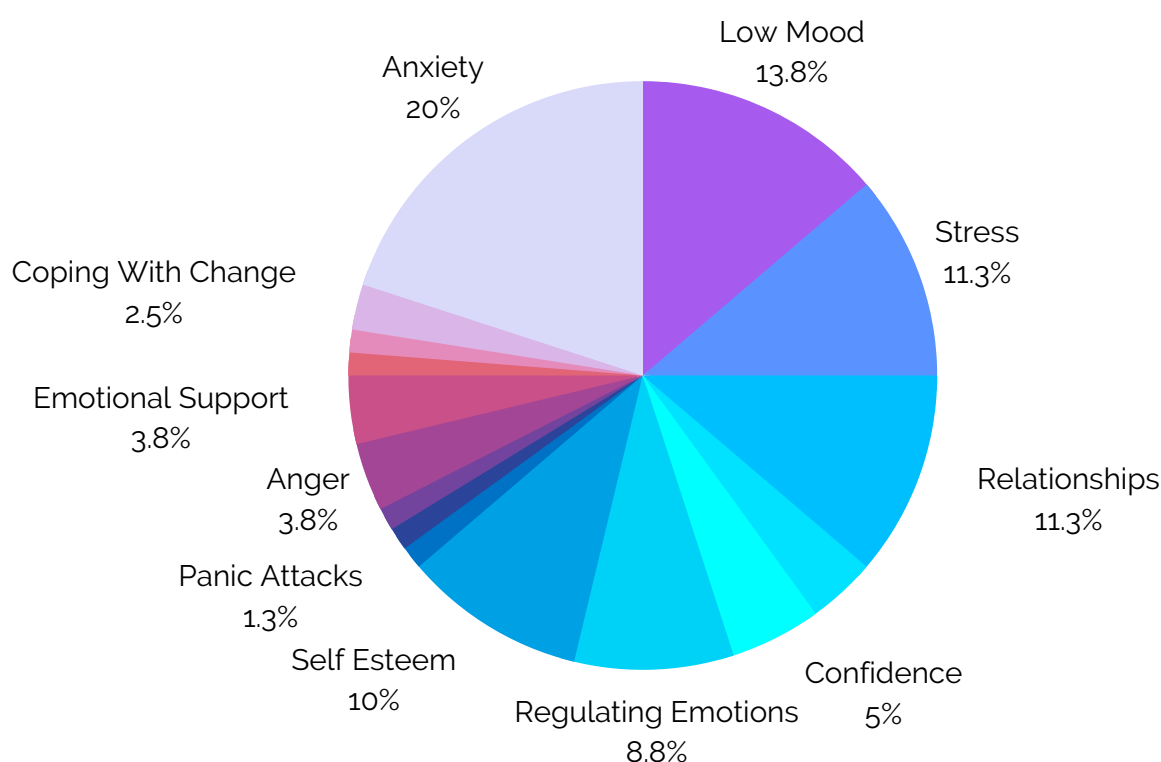
Our findings are based on our data collected to assess the impact of the service on the young people and the effectiveness of the service.

Based on the feedback from the youth information workers we have seen an increase of young people with eating issues, which has resulted in staff contacting CAMHS for guidance and support with several referrals made for possible eating disorders.

Young people are continuing to self-refer to the service and there continues to be an increase of males being referred for support from 21% to 27%. This is encouraging as young people are recognising the importance of talking about the difficulties that they are facing, and contributes to a culture, where talking about mental health and emotional well-being is normalised.

Referrals received gives a valuable demonstration of the impact of the project. The range of issues that staff have been working with include bullying, eating issues and self-harm, attachment/loss/grief, and interpersonal skills. Some of the most frequent issues that young people presented with are Anxiety, peer difficulties, emotional regulation and low self-esteem and confidence.

Anxiety is still one of the highest themes for referrals, many struggling with attending school and some young people's attendance has been recorded as low as 49%. This increased absence of young people at school has had some impact on the continuity of support which has meant that support has been extended so that the young person receives at least 12 sessions to ensure needs are met.



Our service has provided opportunities for young people to express their feelings, to gain a better understanding of themselves, to build resilience, to identify skills and strategies to address problems and pursue meaningful goals.

Evidence indicates that the project has had a significant impact on young people who have accessed our service, improving their emotional, behavioural, and mental health. They feel a lot happier in themselves and able to use the skills to develop independence in problem solving and making decisions.

“ **Young Person is adopting strategies and appears to be more in control of their attainment and achievement anxieties...More confident in talking about their stresses and raises the alarm early.**

- Pupil Support Teacher, Douglas Ewart High School

Moving Forward



We are moving into the last year of the project and will continue to ensure that our project is committed to offering a service for young people requiring emotional/mental health and well being support.

Our project is currently involved in research with Youth Link Scotland, University of St Andrews and Northern Star to examine the impact of youth information workers being trained as counsellors to provide mental health support for young people in schools in Dumfries and Galloway.

The research aims to understand the impact of youth information workers providing mental health support to young people in schools and will collate stories from young people who have experienced significant change because of using our one-to one programmes and evidence-based group work. The results are hoping to be published in early 2023.

From 7th September 2022, all the Youth Information Workers involved in the mental health support in schools project will be starting a two year course through The Centre of Therapy and Counselling Studies to obtain Scotacs Diploma in Counselling and Groupwork – A Cognitive Behavioural Approach qualification.



5 ways youth work is closing the gap

1. Overcoming barriers to learning

The National Improvement Framework (NIF) acknowledges that supporting children and young people with their broader needs is an essential element to raise attainment and close the poverty-related attainment gap.

Social and emotional wellbeing

Youth workers are particularly skilled in engaging and supporting the hardest to reach. They use a trauma informed approach and range of engagement and learning tools through which young people increase their social and emotional wellbeing. This includes those that focus on early intervention and prevention, promoting healthy lifestyles, building resilience and tackling health inequalities.

Learning loss and holiday hunger

Youth work also addresses barriers to learning through breakfast clubs, after school provision and school holiday programmes. School holiday programmes counter disproportionate learning loss in literacy and numeracy, and help address the broader needs of families impacted by 'holiday hunger'.

Learning in health and wellbeing

Youth work also offers a range of activities and learning options to complement formal learning in health and wellbeing; ensuring children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. This may include providing support and information services in a confidential space within the school, co-delivering PSE lessons, outdoor learning, group work, pupil support and youth work awards.

2. Parental engagement and family learning

Parental engagement is an important element of closing the attainment gap. Family learning, as distinct from parental engagement, is an important aspect of youth work, particularly around periods of transition and in delivering targeted interventions.

3. Youth participation and pupil voice

Youth work supports the National Improvement Framework focus on empowerment, supporting children and young people to participate in their own learning and in the life and work of their school and wider community.

Youth workers support young people in their community or within school to have their voice heard, for example through a youth voice or participation group. This can encourage engagement with learning and contribute to raising attainment.

4. Wider learning and achievement

Youth work plays a central role in ensuring all young people have opportunity to undertake wider learning and achievement, both within school and in the wider community.

Wider achievement plays an important role in a young person's learner journey and in closing the attainment gap. Youth work awards provide opportunities to recognise young people's achievements, complementing formal learning and increasing attainment. Recognising wider achievement is important for all young people, but can be particularly crucial to closing the attainment gap for young people who are less likely to achieve through formal routes. Working towards a youth work award can increase attendance, engagement and attainment.

5. Employability and skills development

Youth work contributes to Developing the Young Workforce, helping young people develop employability skills and progress to positive and sustained post-school destinations. This can include specific employability programmes, volunteering, peer mentoring and enterprise projects. In addition, employers are increasingly recognising the value of youth work and youth work awards in developing and demonstrating young people's skills and achievements.



For advice or support regarding the role of youth work within your school community please contact Marielle Bruce, Youth Work & Schools Partnerships Manager on mbruce@youthlinkscotland.org | tel: 01 31 31 3 2488



Who are youth workers?

There are 80,000 youth work practitioners across Scotland, supporting and engaging nearly 400,000 children and young people every week. The practitioner role is underpinned by the national occupational standards, values, ethics, and competences of the CLD Standards Council

Youth work is a relationship-based practice. This has been identified by young people as a key element of the sector's success in engaging and delivering outcomes with them .

The role of the youth worker as a trusted adult for vulnerable children and young people was highlighted by NHS Health Scotland , as important in preventing and responding to Adverse Childhood Experiences; playing a significant role in re-engaging children and young people in learning.

Youth Work Outcomes

Youth work helps young people to develop across each of the four capacities of Curriculum for Excellence. These capacities are embedded within the National Youth Work Outcomes.

The outcomes and indicators help young people to recognise and articulate their skills and capacities. This includes those that can be more difficult to teach in the classroom – including confidence, resilience, and life skills.

The National Youth Work Outcomes are also used to evidence impact and self-evaluate for continued improvement. This can be particularly valuable to help schools measure the impact of interventions on health and wellbeing, attainment, attendance, engagement and participation, and to understand what works.

Youth Work Outcomes

1. Young people are confident, resilient and optimistic for the future
2. Young people manage personal, social and formal relationships
3. Young people create, describe and apply their learning and skills
4. Young people participate safely and effectively in groups
5. Young people consider risk, make reasoned decisions and take control
6. Young people express their voice and demonstrate social commitment
7. Young people broaden their perspectives through new experiences and thinking



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YOUTHWORK
DUMFRIES & GALLOWAY



MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

FULL YEAR REPORT

AUGUST 2021 - JUNE 2022

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