

MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

EVALUATION REPORT - YEAR 3

AUGUST 2022 - JUNE 2023



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Introduction



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, with initial funding 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 strategic group reports back to Dumfries & Galloway's Children's Services Mental Health Strategy Group. This project 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 to equip young people with coping strategies. The longer term goal is to reduce 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 early 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) and are currently completing a diploma in Counselling and Groupwork – A Cognitive Behavioural Approach. 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 project's 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 1:1 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 1:1 '**Blether**' programme is our 1:1 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 1:1 support programme lasts between 6-8 weeks, meeting once weekly for 45 minutes per session. All school staff can refer a young person for 1:1 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 1:1 support, two days a week with the young people who have been referred to our service.



SCHOOL ROLL - 935

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

30

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

186

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

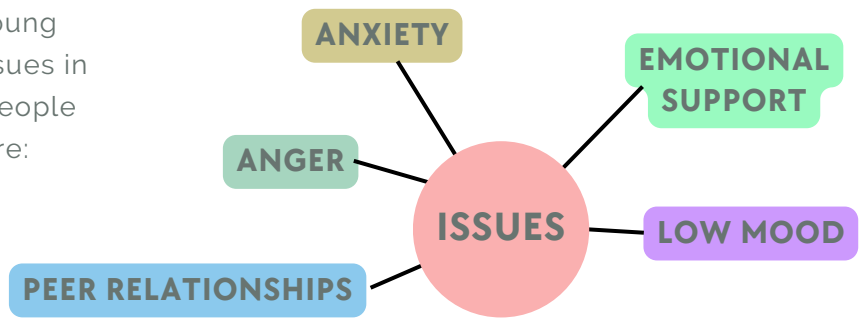
22

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

The young person (YP) faced significant anxiety while attending school. They described school as a challenging environment, often feeling overwhelmed and anxious in class. This was affecting their studies and relationships with their peers.

The YP was referred to address their school-related anxiety. Over eight sessions the youth information worker employed various therapeutic approaches to help the YP manage their anxiety.

Throughout the sessions, the YP made progress in identifying the sources of their anxiety and developing strategies to cope with it. They learned to recognise triggers and use techniques to reduce anxiety during stressful situations in school. At the beginning of the sessions, a target score sheet monitoring their progress was completed by and the YP scored themselves 3 reflecting how they were feeling when it came to feeling anxious and understanding how to manage it. By the end of the sessions the YP scored themselves a 7, showing a significant improvement in their feelings and understanding.

By the end of the eight week intervention, the YP reported feeling more confident and capable of managing their anxiety in school. They used the tools that they had identified within the sessions, regularly to ensure that they continued to be aware of their thoughts and feelings. They showed improved self-esteem and a greater sense of control over their emotions.

“ Annan Academy pupils have benefited hugely from the ongoing support that the project offers. Improving the mental health of our pupils empowers them to be able to access more of the curriculum than they were able to access before. Pupils talk positively about the relationships they have built up with their worker. The skills and techniques they learn will be with them throughout their lives. Thank you.

”

- Mrs Speight, Depute Head Teacher, Annan Academy



About The School

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



SCHOOL ROLL - 491

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

44

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

288

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

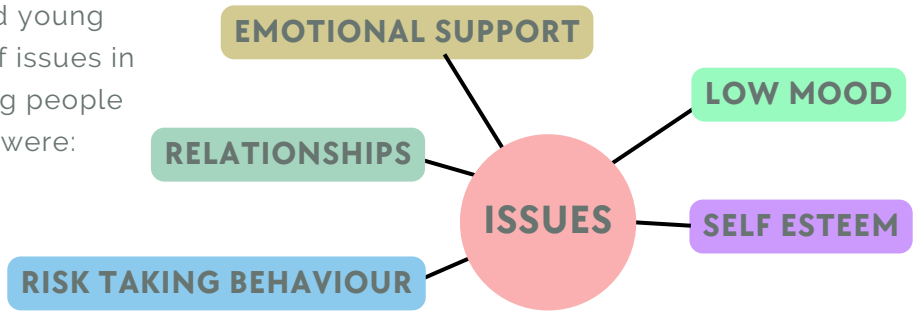
26

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

The young person (YP) faced significant challenges and their disengagement from school raised alarms among teachers and support staff. There were concerns about their lifestyle choices, particularly substance misuse, which was negatively impacting on their education and overall well-being.

The YP Engaged well with the Youth Information Worker and over several sessions, there were discussions about the YPs life, behaviours, and challenges.

During the sessions, the YP revealed a history of past trauma, which had contributed to their difficulties in forming relationships and trusting others. They had experienced grooming and abuse, which led to their involvement with social service. Substance use and alcohol was a coping mechanism that was adversely affecting their life.

Through open and honest discussions, the YP and their parents began addressing the underlying issues. Trust was built using a person-centred approach, enabling the YP to talk about their emotions and experiences. The newfound openness led to a reduction in risky behaviours and improved communication between them and their family.

“ I have more confidence than I ever thought possible, I didn't feel judged. Talking has made me feel so much better about me!!! Thank you ”

- Young Person, Castle Douglas High School

Dalbeattie High School



About The School

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



SCHOOL ROLL - 351

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

26

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

173

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

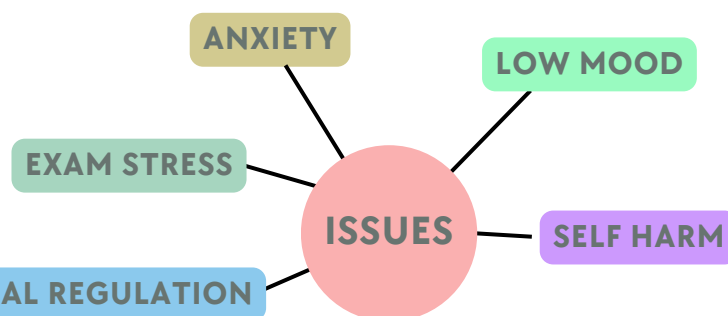
30

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

Young Person (YP) was initially referred for support to help manage their anxieties, as they would fixate on certain health worries or concerning topics that were discussed in school. This would lead to catastrophising thoughts and intense worrying, resulting in them often feeling anxious and tearful. YP's personal goal was to manage their worries to help them feel less scared.

YP was offered ten sessions in total. This was due to a change-over in workers which resulted in a break in support, therefore time was needed to build a trusting relationship with the new worker. Firstly, YP was supported to identify and develop a better understanding of their fears and anxieties before moving on to learn useful coping strategies.

The youth information worker explored unhelpful thinking patterns with YP to help them recognise and catch their intrusive thoughts before they become too difficult to manage. Various techniques were used to help the YP manage their anxious thoughts, such as thought diaries, exploring facts/myths around their worries, CBT worry sheets and grounding techniques. YP found the CBT approach to be particularly useful, as this helped them to directly challenge their own thoughts and consider more realistic, positive alternatives. YP told the worker that these were simple and easy to use in their daily life.

YP had been feeling much more settled in the final weeks of support and had been making good use of the coping strategies they had learned. YP told the youth information worker that they were in a healthier mindset and experiencing less distress as a result. YP was feeling calmer now that they could manage their worries effectively, and therefore recognised that they were ready to end support.

“ These sessions made me feel safe and it was good knowing I had someone to speak to. ”

- Young Person, Dalbeattie High School



About The School

Dalry Secondary School agreed for our Youth Information Worker to deliver 1:1 support, one day a week (due to school size) with the young people who have been referred to our service.



SCHOOL ROLL - 34

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

5

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

51

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

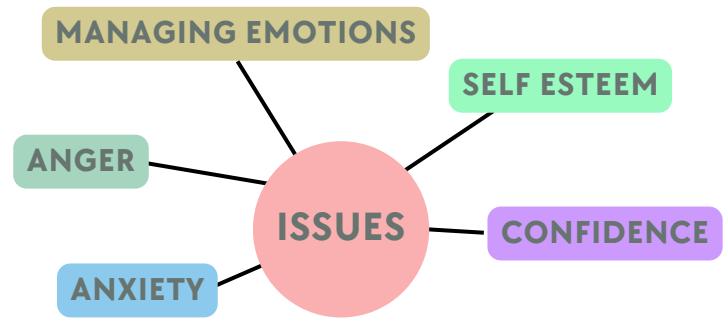
7

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

Young Person (YP) faced significant challenges in forming and maintaining friendships within their school environment. They found it notably difficult to build connections with peers in school. They constantly wrestled with thoughts that others didn't like them, leading to feelings of isolation and a pervasive sense of not being accepted. Additionally, the YP had been deeply affected by a seriously ill family member, which exacerbated their distress and heightened their anxiety levels.

Recognising the YPs struggles, the school referred them for support. Their emotional well-being was a primary concern due to the difficulties they faced in forming friendships and the distress stemming from their ill family member.

The YP participated in a series of sessions aimed at building resilience and addressing their social challenges. The sessions involved discussions about their thoughts and feelings of not being liked by others. They explored techniques to manage these negative thoughts and cope with the anxiety related to their family members illness.

The YP kept a thought journal to record their negative thoughts, which helped them identify thought patterns and challenge irrational beliefs, which was discussed in sessions with the Youth Information Worker. Mindfulness techniques, meditation and grounding exercises were introduced to help the YP stay grounded and reduce anxiety. YP developed assertiveness skills to enable them to communicate their thoughts and feelings more confidently, leading to improved social interactions and activities to enhance social skills, such as active listening and effective communication, empowering the YP to navigate social situations with greater ease.

Over the course of these sessions, the YP began to develop resilience and adopt a more constructive outlook on their social interactions. Their target sheet used in each session scored low pre sessions at a 2 and had increased significantly post sessions to an 8. They gradually started forming meaningful connections with peers at school, diminishing feelings of isolation. YP said that the support had really helped them to 'understand their anxiety and how to control it' and to be 'kind to myself'.

“ Having someone to build a relationship with and to receive support from someone that is not in my everyday life really helped me.

- Young Person, Dalry Secondary

Douglas Ewart High School



About The School

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



SCHOOL ROLL - 595

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

26

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

238

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

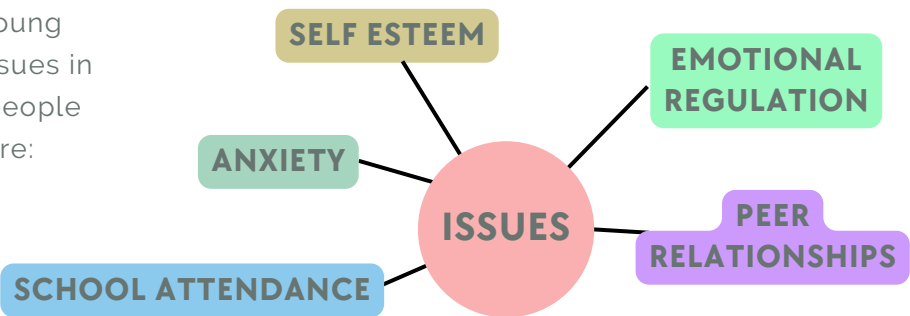
27

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

Young Person (YP) was referred to Youth Services by Pupil Support. YP had been engaging quite well with their Pupil Support Teacher, but PS and YPs parent felt that more in depth 1:1 support was required for YP. YP had been struggling with their emotions and had a low mood. YP would become upset in class and began to try and avoid attending school.

It was agreed that YP would attend twelve, 1:1 sessions with the Youth Information Worker. YP had various issues going on at home and was feeling like everything bad was happening in their life. YP needed someone to talk to and needed some support to help them through these issues. YP's mood was quite low and YP needed some support in understanding and managing their emotions.

Sessions were person centred and YP was given space to talk through their feelings and was able to slowly understand and manage the feelings. YP began to trust youth worker and engaged well in each session.

YPs progress was monitored throughout sessions – by the end of sessions, by completing the end of intervention paperwork, YP was able to see the progress that had been made and felt generally happier than they had done before attending sessions.

“ My Youth Worker listened to me and seemed to care about how I was feeling - I feel a weight has been lifted off my shoulders and I feel understood and happier than I have for a while ”

- Young Person, Douglas Ewart High School



About The School

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



SCHOOL ROLL - 617

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

38

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

292

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

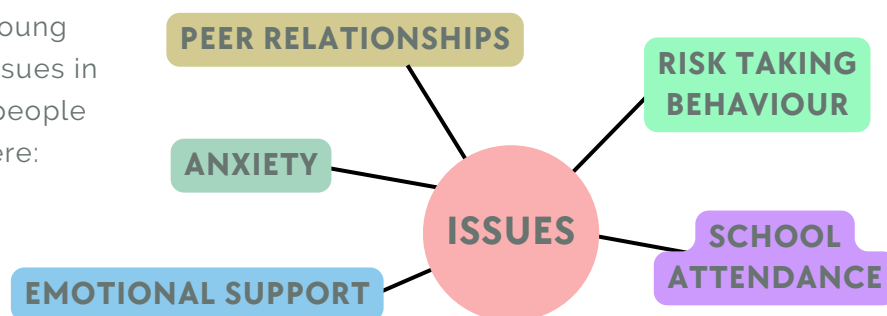
28

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

The Young Person (YP) sought 1:1 support to cope with significant life changes and challenges. They experienced an injury that took a toll not only on their physical well-being but also their mental well-being. They felt lost, struggled with strained relationships, and had intrusive thoughts affecting their confidence and trust in friends.

They received nine sessions and engaged well from the beginning, expressing their emotions and concerns comfortably. The short-term goal was to discuss their feelings, and the long-term goal was to reduce stress and anxiety. The youth information worker used various approaches, including video clips, worksheets, and guided anxiety exercises.

The YP continued support both at school and home, progressing at their own pace. After twelve sessions, the YP reported feeling happier, less anxious, and more in control. They learned to implement coping strategies, manage their thought processes, and have uncomfortable conversations. They even participated in sports competitions and expanded their comfort zone. The support helped them be kinder to themselves and accept their feelings as normal.

The YP's dedication and commitment to the support were evident. They learned effective ways to regain control and manage their emotions, ultimately improving their overall well-being.

“ ...It helped a lot with my worries and helped me to do things I thought I couldn't do anymore.

”

- Young Person, Dumfries Academy

Dumfries High School



About The School

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



SCHOOL ROLL - 756

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

40

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

267

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

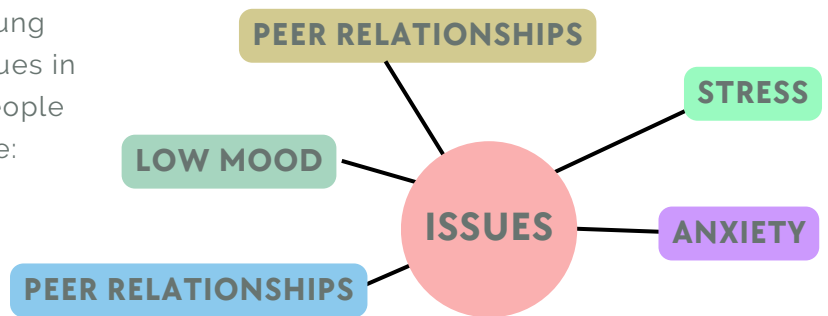
31

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

The Young Person (YP) was referred as they were experiencing intense academic pressure, which was taking a toll on their emotional well-being and daily life. They had high expectations for themselves in various aspects of their life, especially academics, which was becoming overwhelming.

The school's pupil support teacher referred the YP for 1:1 sessions to address their anxiety and stress levels. Over the course of six sessions, a person-centred approach was employed, allowing the YP to engage at their own pace. This approach helped establish trust and openness, enabling them to discuss their anxiety related issues.

During the sessions, it became apparent that the YP struggled with low confidence, particularly regarding their academic skills. This low self-esteem was contributing to their stress and anxiety.

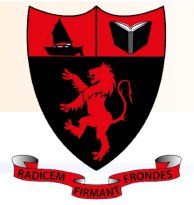
The YP was supported in recognising their strengths and past achievements to build a more positive self-image.

Practical study strategies were introduced such as creating structured study timetables, breaking down study material and setting achievable goals. Emphasis was placed on using effective study techniques such as study guides and practicing past exam papers.

Stress management techniques were encouraged, including deep breathing exercises, meditation and maintaining a healthy lifestyle through adequate sleep and nutrition. The YP successfully implemented these strategies and as a result their anxiety levels decreased significantly. The YP passed all their exams during the summer break which significantly improved their overall well-being.

“ I learned a lot about anxiety and how it affects me, triggers and situations that make things worse. I learned lots of new techniques to help manage and this.

- Young Person, Dumfries High School



About The School

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



SCHOOL ROLL - 421

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

38

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

290

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

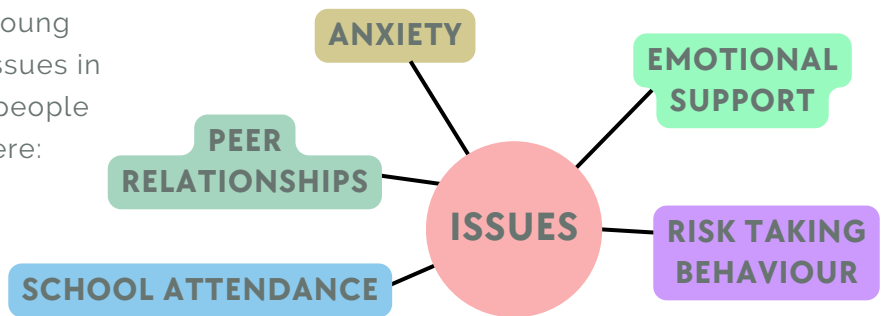
31

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The young person (YP) had been absent from school for several months, due to their refusal to attend classes. They had a limited social circle and relied heavily on online friendships, which often turned negative.

They lived with their parent and partner and had a complex relationship with both due to various dynamics. One of the YPs parents struggled with mental health issues, adding to the challenges they faced.

The YP was referred by pupil support. Initially reluctant to meet with the youth information worker, they eventually attended ten sessions. Building trust took time, as the young person had a rigid perspective on relationships.

Throughout the sessions, a significant shift occurred in how the YP viewed their relationships and interactions. The youth information worker actively supported the YP by attending meetings with the school and social services, advocating on their behalf and providing much needed support.

While there were ongoing challenges at school, the YP made noticeable progress in attendance, now attending two out of three classes. Additionally, an assessment for Autism was initiated during the support, showing an improved understanding between the school, social services and the YP. Attendance and positive behaviours demonstrated significant improvements.

“ It has been absolutely invaluable having the support in school. This has allowed us to support our young people at an early stage, and those who have been supported have been very positive about this.”

- Kirkcudbright Academy

About The School

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



SCHOOL ROLL - 240

OVERALL NUMBER OF REFERRALS
RECEIVED 2022-2023

18

OVERALL NUMBER OF 1:1 SESSIONS
DELIVERED 2022-2023

165

OVERALL NUMBER OF YOUNG PEOPLE
WHO RECEIVED SUPPORT 2022-2023

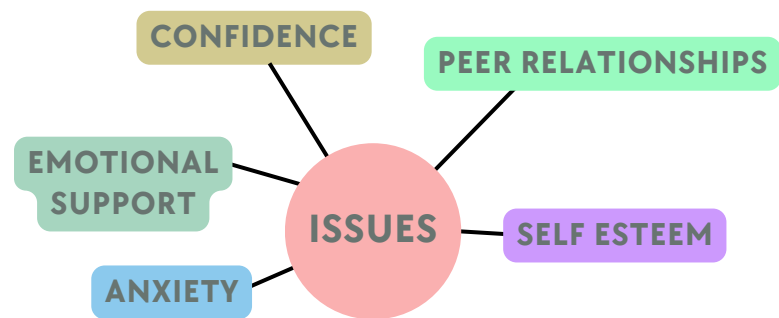
19

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO:
YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The Young Person (YP) was referred due to anger management issues and a need for coping strategies when dealing with frustration.

The YP has a close relationship with their parent and has a sibling. They struggle with dyslexia, making school challenging, leading to frustration in class and with teachers. They have many friends but found school life and relationships strained due to anger issues. Overthinking situations often triggered their anger, leading to physical reactions they didn't like.

The YP had twelve sessions with the Youth Information Worker. It took some time for them to open about their emotions, but a relaxed atmosphere was established. The sessions focused on understanding the anger, triggers, and negative self-perception. The Youth Information Worker used tools like an anger iceberg and addressed self-esteem and self-confidence.

The YP set a goal to control their overthinking and reduce frustration. Their initial target sheet score was very low at a 2 but improved significantly to an 8 in the final session. They reported fewer instances of anger and better self-perception. They became more confident about the future, expressing interest in volunteering.

The YP experienced reduced anger, improved self-esteem, and confidence. They expressed greater happiness and actively sought opportunities for personal growth and community engagement. They found the sessions enjoyable and valuable for their personal development.

The YP stated that they 'haven't felt as angry in a long time' and manage situations a lot better, feeling happier and more confident.

“ Youthwork provide invaluable support to pupils in secondary education. Working with individuals and groups, Youthwork has increased social skills, confidence and positive decision making within our young people. Our pupils enjoy how approachable and relatable our youth worker is which enhances the excellent provision that the service provides. ”

- Adam Barker, Depute Head Teacher, Langholm Academy



About The School

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



SCHOOL ROLL - 787

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

33

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

272

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

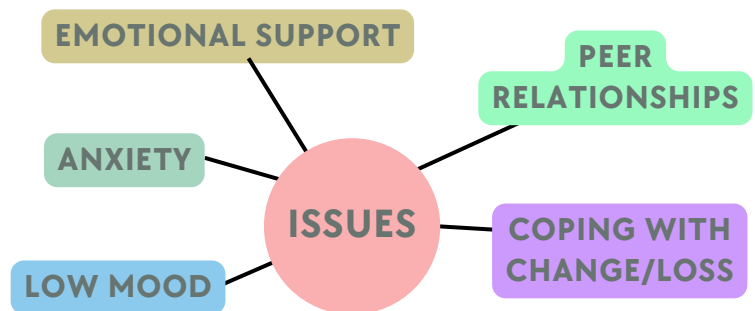
30

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The Young Person (YP) was referred for 1:1 support due to grief experienced by the loss of a parent and struggling to cope with the loss. As a result, they had to move to their grandparents. Adjusting to a new school was challenging, and their emotions felt overwhelming.

The YP was finding it hard to manage their grief and was often redirecting anger toward themselves and blaming others for their parent's death. They carried guilt for not being able to save their parent and felt immense anger, leading to behavioural issues at school, arguments at home and difficulties at school.

The YP was offered eight sessions, but due to the hesitance in engaging in sessions this was extended to twelve sessions. They were uncomfortable discussing their feelings and felt embarrassed. A person-centred approach was adopted to ensure they felt heard and safe. Activities like games and emotional well-being wheels helped build trust. Around the seventh session, the YP began talking about their loss and how much they missed their parent.

The focus of the sessions shifted towards understanding and normalising grief. Coping strategies were developed to address the guilt they felt. By the 12th session, teachers noted a significant improvement in their behaviour and engagement in class. The YP started building strong rapport with teachers and gradually overcame the shame associated with their emotions.

While some residual anger remained, the YP learned how to manage it and spot warning signs. They gained confidence and improved their overall self-esteem. Both teachers and grandparents noticed positive changes and remarked on how the sessions had helped the YP feel heard, confident in managing their emotions and better about themselves.

“ I really felt at home during the sessions. My Youth Worker was easy to talk to and took me seriously. We would laugh and joke together and it was easy to work through what should have been difficult. It was amazing, it's changed me. ”

- Young Person, Lockerbie Academy



About The School

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



SCHOOL ROLL - 252

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

18

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

164

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

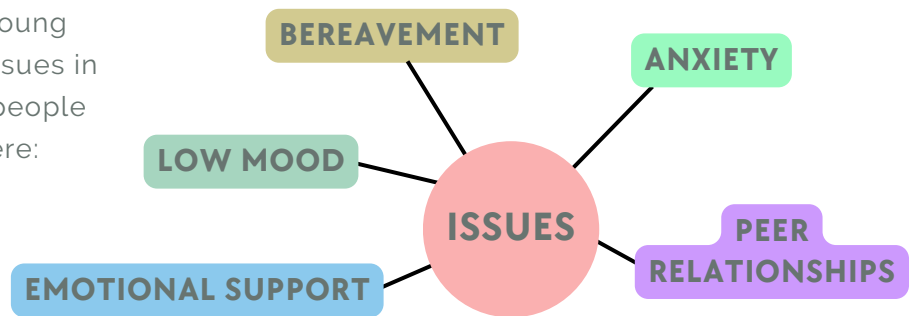
23

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

Young Person (YP) was referred by their pupil support teacher as they had reported that they were struggling with the pressures of S5. The YP was a young-carer and had responsibilities at home. Support was requested to help the YP build their confidence and give them a safe space to talk about their feelings.

The YP set their goals as improving their social skills and building their self-confidence.

Youth information worker and the YP worked on strength exploration to allow the YP to see their strengths and how they can build on these. They also worked on challenging negative thoughts and found useful coping strategies that the YP can use at school and in their home life.

The YP and youth information worker also worked through exam stress resources to help break down some anxieties the YP had around exams and school.

The YP moved from a 6 to an 8 when they scored their self-confidence and felt that they were more confident when it came to sitting their prelims and exams.



I found the sessions useful as it gave me a place where I was able to talk about my feelings. I feel that I am more confident in myself now and socialise more with friends and peers



- Young Person, Moffat Academy

North West Community Campus



About The School

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



SCHOOL ROLL - 339

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

39

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

357

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

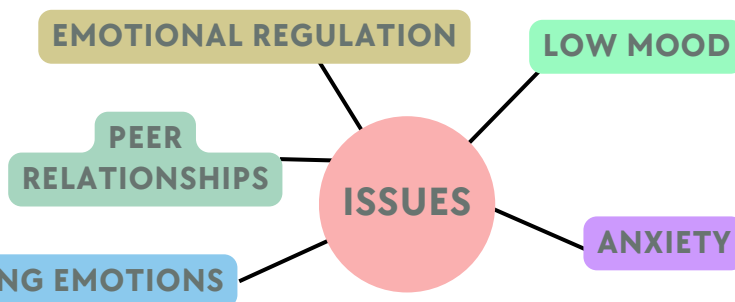
34

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

Young Person (YP) was referred to the service with concerns about the YP being withdrawn and experiencing low moods as well as struggling to build friendships. The YP spent a lot of time on their own both in school and at home. They didn't feel supported within their family and often felt invisible. The loss of their grandparent had a significant impact on them. This sense of isolation intensified their depression.

The YP described themselves as depressed and struggled with daily life. They believed that everyone hated them and battled with overthinking. This constant overthinking led to disrupted sleep, severe migraines, and the display of OCD symptoms.

Initially, the YP was offered eight sessions, but they needed more time to build trust and open. They had a goal to overcome their negative thoughts and socialise without worrying about being disliked.

By the end of their sessions, the YP had achieved their goal. They learned that their thoughts didn't always reflect reality, allowing them to trust themselves and step out of their comfort zone. They found employment, interacted with the public and made friends at work. They also improved their overall well-being and learned to recognise and control their overthinking.

The YP's life significantly improved as they found confidence in socialising, secured two jobs, and joined a well-being group. They even started attending college. Overall, they had learned tools to manage overthinking and break down social barriers, leading to a positive transformation in their life.



Our young people have benefited immensely from this service. It provides a neutral, safe space for them to open up and develop strategies to manage their emotional wellbeing.



- Kirsty Templeton, Depute Head Teacher, North West Community Campus,



About The School

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



SCHOOL ROLL - 250

OVERALL NUMBER OF REFERRALS
RECEIVED 2022-2023

17

OVERALL NUMBER OF 1:1 SESSIONS
DELIVERED 2022-2023

209

OVERALL NUMBER OF YOUNG PEOPLE
WHO RECEIVED SUPPORT 2022-2023

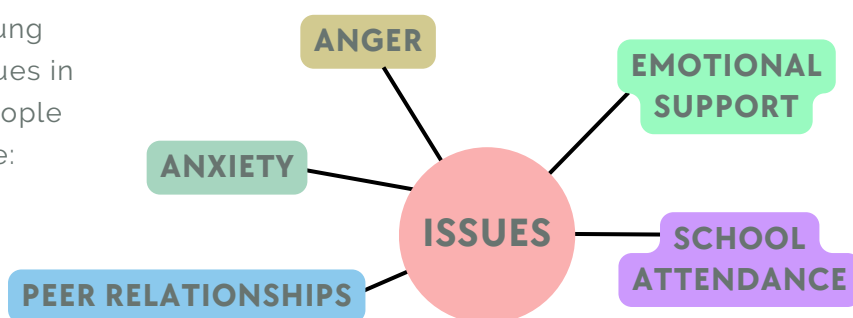
19

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO:
YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

Young Person (YP) was referred for support after approaching their pupil support teacher reporting that they had been feeling anxious and experiencing panic attacks. At the initial session the YP set goals to find helpful coping strategies that they could use when they felt anxious.

The first sessions focused on some psychoeducation surrounding anxiety allowing the YP to learn more about anxiety and how it was affecting them. The YP realised that their anxiety, at times, would stop them from trying new things and spending time with friends.

YP and Youth information worker worked through resources to help the YP try out different coping strategies that were helpful when they were feeling anxious. The YP was able to identify breathing techniques that they found useful and learned ways of challenging their anxious thoughts. The YP also found useful distraction techniques that they could use when they found their self over thinking situations.

The YP reported that they felt more in control of their anxiety and felt that they were able to manage it in a more positive way. The YP said that they no longer allowed their anxiety to prevent them from trying new things and they were able to go out with friends more often and would often initiate outing with them.

“

The sessions were really helpful and helped me gain more control of my anxious thoughts. The sessions have helped my confidence grow a lot, and my anxiety doesn't stop me from doing things with my friends anymore.

”

- Young Person, Sanquhar Academy



About The School

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



SCHOOL ROLL - 955

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

33

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

231

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

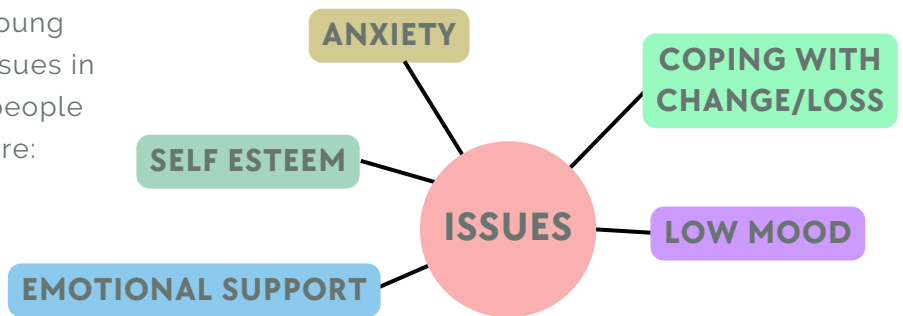
32

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

The Young Person (YP) lives with their parents and a younger sibling in a supportive environment, with an extended family and a small, close-knit group of friends.

They were grappling with school-based anxiety, which had been steadily escalating. This anxiety manifested as persistent worrying, overthinking, emotional and panic attacks, and even physical symptoms like nausea. These challenges had begun to affect their mental health, leading to concerns about school attendance.

The YP's school nurse referred them to our service to avoid duplication of support. Initially reserved, they gradually built trust and confidence in our sessions. The youth information worker adopted a person-centred approach, addressing their negative thoughts and teaching them de-escalation techniques such as grounding, positive self-talk, and distraction. They also worked on methods to manage physical symptoms and relaxation techniques.

Significant progress was noted, with an increase in their confidence, acknowledged not only by the YP but also by their parents and extended family. There was a significant improvement in their anxiety levels and their understanding on how to manage and reduce their anxiety levels. Their target level improved from a 2/10 to 9/10. This improvement allowed the YP to regain a sense of control over their lives.

“Sessions were in school, which made it easy to attend. I felt it was easy to talk to my worker, the sessions were fun and relaxed. I felt comfortable enough to talk about things that were bothering me.”

- Young Person, St Joseph's College



About The School

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



SCHOOL ROLL - 986

OVERALL NUMBER OF REFERRALS RECEIVED 2022-2023

21

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2022-2023

192

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2022-2023

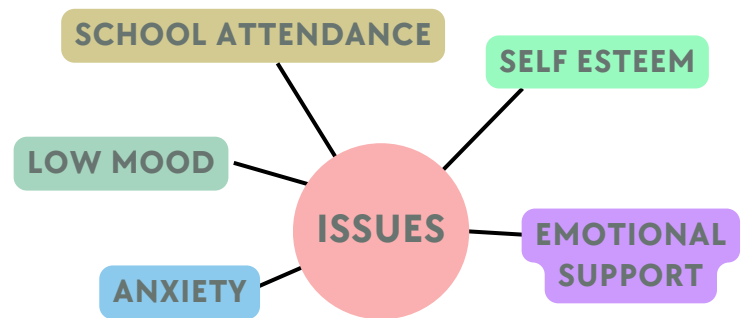
20

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO: [YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE](#)



Case Study

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

Young Person (YP) and their parents had meetings with Pupil Support to try and identify how YP could be supported and helped within school. It was decided that YP would be referred to Youth Services for some 1:1 support.

YP was struggling a lot with anxiety and low self-esteem. YP had recently experienced some panic attacks in school. YP was spending more time within the inclusion base which was affecting her education. YP was also spending less time with friends out with school due to low self-esteem and anxiety.

YP agreed to begin to attend 1:1 sessions with Youth Information Worker in school once a week. YP was able to build up her confidence and managed to slowly open to Youth Information Worker about how her anxiety was affecting their life and how they felt during anxiety attacks. YP was keen to take control of their anxiety and to manage it better than they had been. A person-centred approach was used throughout the sessions, sessions were paced to suit the YP. YP and YIW completed activities and to try and build YP's self-esteem and worked on tools and techniques to help deal with and manage their anxiety. YPs confidence began to grow, and YP was able to identify triggers, and was able to recognise symptoms, managing them before they got too bad.

By completing the end of support paperwork, YP was able to recognise the progress that they had made. YP was spending less time in inclusion base and began going out at weekends with their friends a bit more.

“ The support from the youth worker has been so good, I have felt listened to and finally felt that someone cared and wanted to help me. ”

- Young Person, Stranraer Academy



About The School

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



SCHOOL ROLL - 526

OVERALL NUMBER OF REFERRALS
RECEIVED 2022-2023

37

OVERALL NUMBER OF 1:1 SESSIONS
DELIVERED 2022-2023

232

OVERALL NUMBER OF YOUNG PEOPLE
WHO RECEIVED SUPPORT 2022-2023

20

*Includes those carried over from 2021-2022 who finished support

Young People Issues

The 1:1 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:

GO TO:
YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE

COPING WITH CHANGE/LOSS

LOW MOOD

ANXIETY

ISSUES

PEER
RELATIONSHIPS

EMOTIONAL
SUPPORT

Case Study

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

The young person (YP) was referred due to struggles with self-confidence, particularly in social situations involving larger groups of people. They began distancing themselves from friends, spending breaks and lunchtimes alone. Their self-confidence noticeably declined after the Covid lockdown. They faced immense pressure to excel academically and had challenges maintaining healthy sleep and eating habits. They hesitated to discuss these difficulties with their parents but had a good relationship with them. They had a large group of friends but found socialising in larger groups challenging.

The pupils support teacher referred the YP. The YP described experiencing intense anxiety and occasional panic attacks. They often had negative thoughts about the future and felt like others talked behind their back.

The YP attended eight sessions with a Youth Information Worker. They discussed their difficulties and developed strategies to boost self-confidence, manage panic attacks and reduce time out of class. Various worksheets and activities helped them recognise their strengths and challenged unhelpful thinking.

The YP learned to identify and challenge automatic negative thoughts, adopting more realistic beliefs about self-worth and how others perceive them. Coping techniques like grounding exercises, mindfulness and mediation helped reduce anxiety and panic. They began feeling more comfortable in class, integrated better with their friend group and experienced fewer panic attacks. Both parents and school staff noticed significant positive changes in the YP's confidence and happiness.



The worker was able to understand my worries and problems and talk me through them. They often made me feel better through the week and knew what to say when I was feeling down.



- Young Person, Wallace Hall Academy

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.

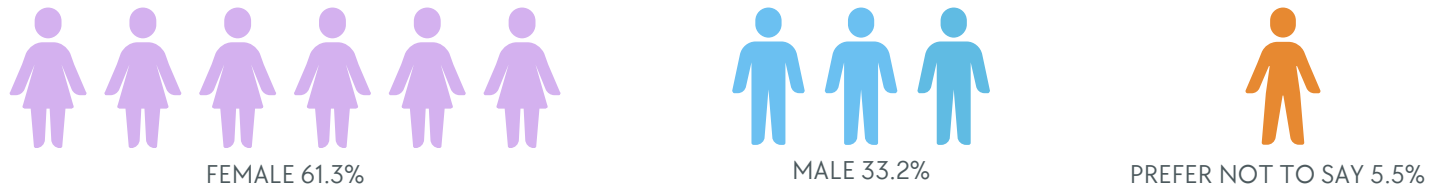
This provides us statistical information on the young people referred to our project such as:

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?

 **MALE SUPPORT UP FROM 27% TO 33%**



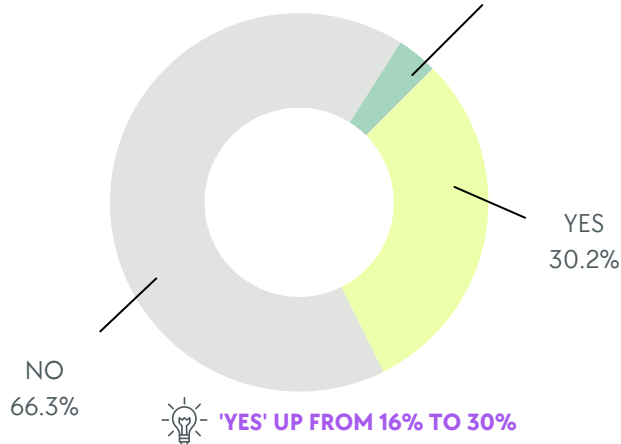
YEAR 1 REPORT - FEMALE 74.5%, MALE 21.3%, PREFER NOT TO SAY 4.2%

YEAR 2 REPORT - FEMALE 62.6%, MALE 27.9%, PREFER NOT TO SAY 9.5%

ASN

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

PREFER NOT TO SAY 3.5%

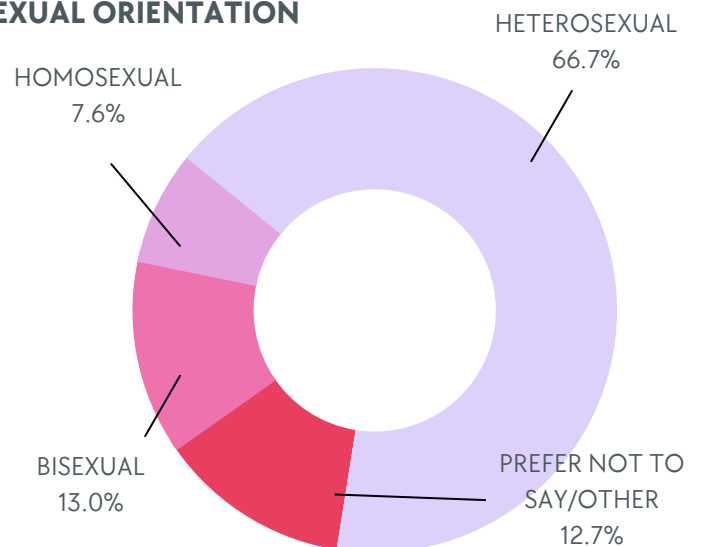


 **'YES' UP FROM 16% TO 30%**

YEAR 1 REPORT - YES 10.3%, NO 89.3%, PREFER NOT TO SAY 0.4%

YEAR 2 REPORT - YES 16.7%, NO 81.5%, PREFER NOT TO SAY 1.8%

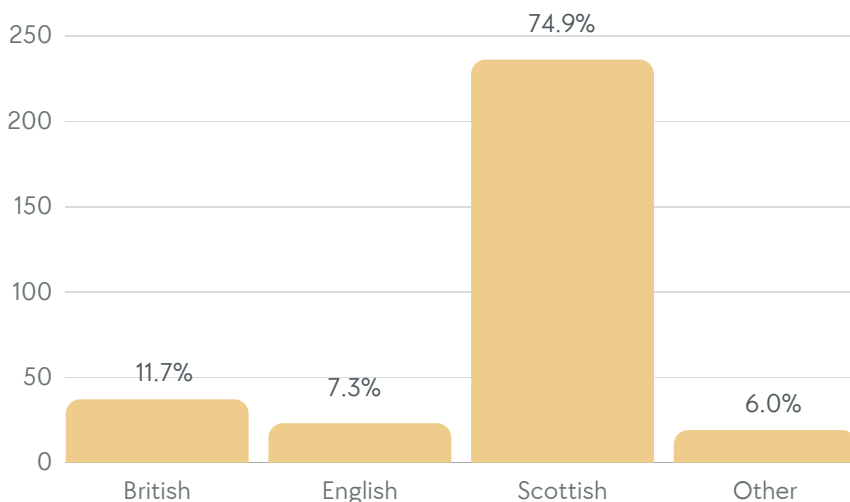
SEXUAL ORIENTATION



YEAR 1 REPORT - HETRO 69.2%, HOMOSEXUAL 3.9%, BI 16.1%, PREFER NOT TO SAY 10.8%

YEAR 2 REPORT - HETRO 65.1%, HOMO SEXUAL 4.6%, BI 18.5%, PREFER NOT TO SAY 11.8%

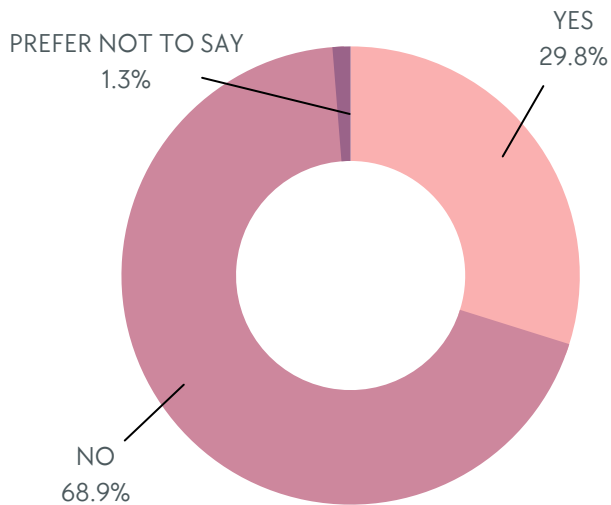
ETHNICITY



Equalities Data



DO YOU HAVE CARING RESPONSIBILITIES AT HOME?



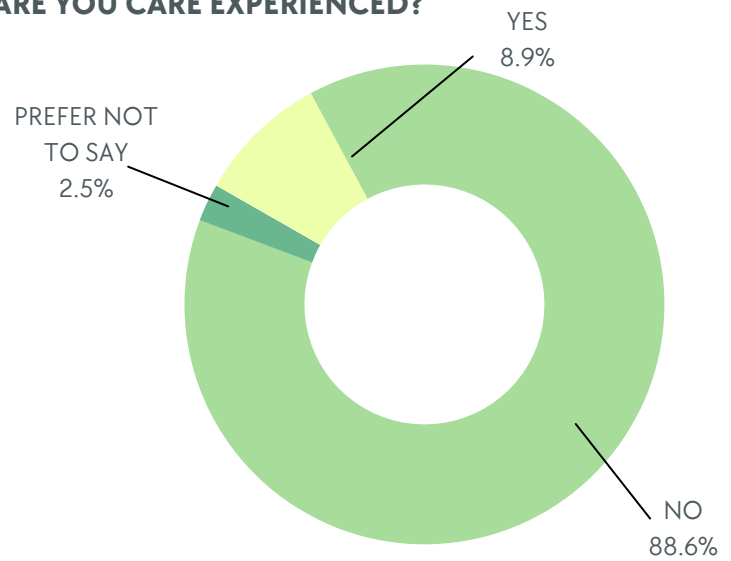
YEAR 1 REPORT - YES 26.5%, NO 72.5%, PREFER NOT TO SAY 1.0%

YEAR 2 REPORT - YES 17.9%, NO 81.7%, PREFER NOT TO SAY 0.4%



'YES' UP YEAR TO YEAR 17% TO 26% TO 29%

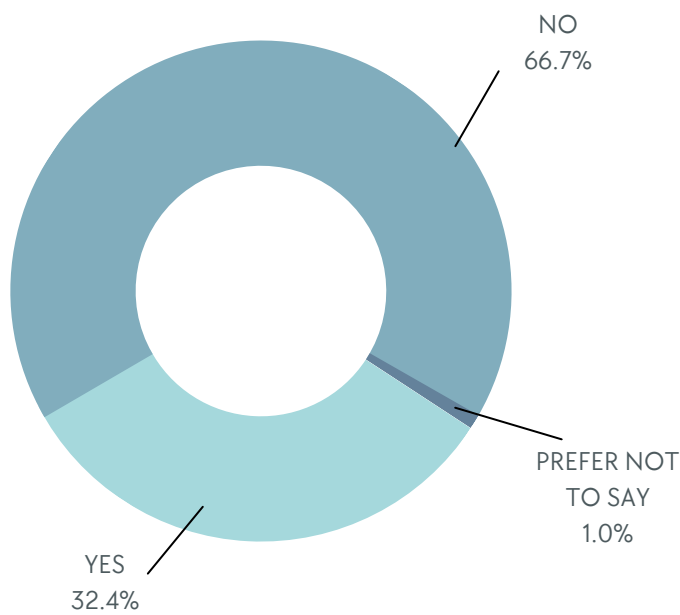
ARE YOU CARE EXPERIENCED?



YEAR 1 REPORT - YES 10.3%, NO 89.3%, PREFER NOT TO SAY 0.4%

YEAR 2 REPORT - YES 11.1%, NO 88.4%, PREFER NOT TO SAY 0.5%

DO YOU RECIEVE FREE SCHOOL MEALS?



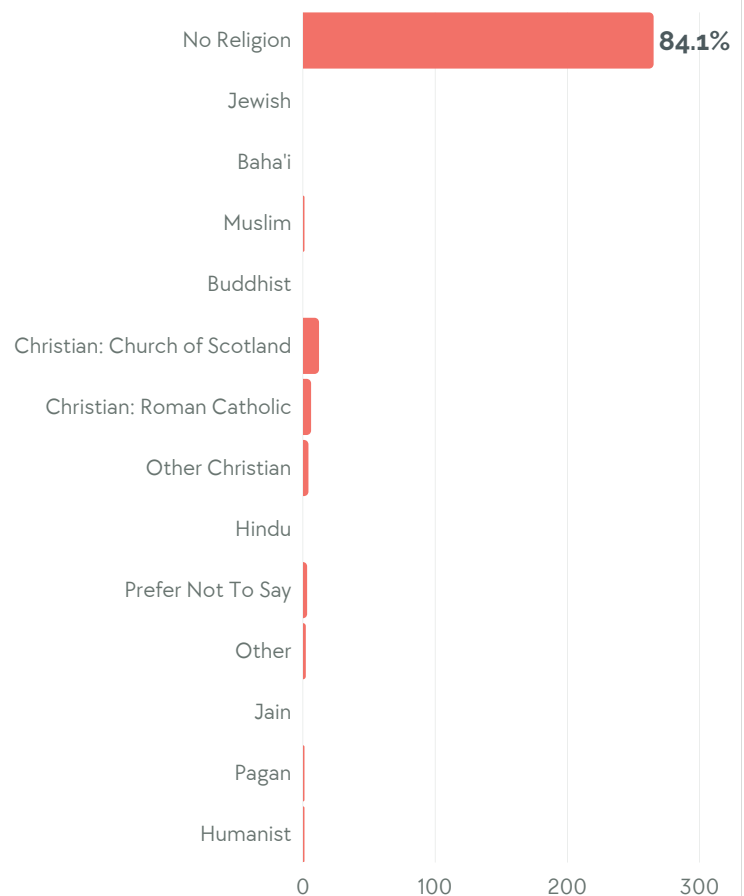
YEAR 1 REPORT - YES 23.6%, NO 75.4%, PREFER NOT TO SAY 1.0%

YEAR 2 REPORT - YES 22.2%, NO 76.5%, PREFER NOT TO SAY 1.3%



'YES' UP YEAR TO YEAR 22% TO 23% TO 32%

RELIGION OR BELIEF:



YEAR 1 & 2 REPORT COMPARISON - RELIGION OR BELIEF IS STILL PREDOMONATLY 'NO RELGION' WITH 87% YEAR 2, SIMILAR TO YEAR 1'S 85%

Key Facts & Figures



3,607

1:1 SESSIONS
DELIVERED WITHIN
SECONDARY SCHOOLS

463

REFERRALS RECEIVED
FOR 1:1 SUPPORT

77

GROUP WORK SESSIONS
IN SECONDARY SCHOOLS

400

YOUNG PEOPLE RECEIVED
1:1 SUPPORT BETWEEN
AUG-JUN WITHIN
SECONDARY SCHOOLS



63

YOUNG PEOPLE

ATTENDED GROUP
WORK SESSIONS IN
SECONDARY SCHOOLS



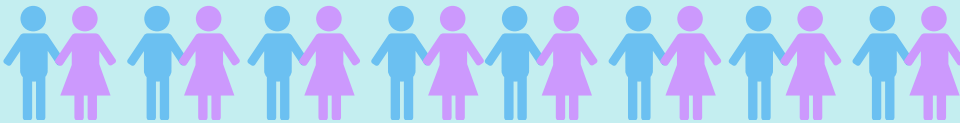
SUPPORT DELIVERED
WITHIN

11

PRIMARY SCHOOLS

282

YOUNG PEOPLE DELIVERED TO
THROUGH PRIMARY SCHOOLS



128

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

*AFTER REMOVING DUPLICATES & REFERRALS NO LONGER NEEDED



116

SESSIONS IN
PRIMARY SCHOOLS



2,860

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.

The 1:1 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. Again, similar to last year there has been an increase in young peoples absences from school which has led to a them missing several weeks of support in some cases. As the year progressed we seen an increase in schools referring young people for group work. Group work such as Living Life to the Full and Mindful Warrior (DNA-V) were then delivered to groups of around 4-6 young people in several schools.

Alongside 1:1 support and evidence based group work, lunch time drop ins have continued to get high attendance in a number of schools. 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 first. This provides an opportunity for young people to meet up with likeminded people and encourage a sense of community. Some schools have extremely high numbers of young people who access this service each week. Overall, the lunchtime drops ins attendance was 2,860 with some young people attending multiple times. This has then led to a number of referrals for intervention.

Since August 2022, we have received **463** 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 **400** young people who had received and completed intervention across the school year. At present, we have **128** young people who will be ready to start their support sessions when returning to school in August 2023. 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).

School Staff Evaluation

Educational Psychology and Youth Work have been working together since the start of 2019 to design and implement the Counselling in Schools Service. The service went live in August 2020 and by the end of April this year over 1000 young people in Dumfries and Galloway secondary schools had engaged in 1:1 counselling sessions in school. Pre and post measures from young people had consistently shown positive impact and it was felt timely to also access the views of school staff.

As part of the evaluation of the project, semi-structured interviews were completed during May 2023 with the project links in school management teams in all secondary schools in Dumfries and Galloway. Feedback from every project link indicated that the counselling in schools service is highly rated and much valued.

Common themes across all settings included the importance of having an adult for young people to talk to who isn't their teacher or their parent/carer; the value added of having a youth information worker as part of the school team; and the creativity shown by the youth information workers to build relationships with all young people in the school community. All links in schools agreed that the project should continue in its current form.

Youth Work Team Wins National Award



On Wednesday 21 June 2023, at YouthLink Scotland's National Youth Work Awards, held In Glasgow, the 'Youth Information in Schools Project', part of Dumfries and Galloway Council's Youth Work Team, was nominated in both the 'Health and Wellbeing' category and 'Team of the Year' category, winning in the 'Health and Wellbeing' category.

Councillor Ian Blake, Chair of the council's Communities Committee said: "The Youth Information in Schools Project is a very worthy winner of this national award. The staff are dedicated and passionate about the work that they do, and they have made a significant impact on hundreds of young people's lives in our region since 2020. Over 500 young people are provided support through this service each year and this includes support to address the significant impact on the emotional and mental wellbeing of young people caused by the COVID-19 pandemic.

“ The impact of this project on the young people who access it is huge. They have said that through taking part, they feel a lot happier in themselves and are able to use the skills to develop independence in problem solving and making decisions. ”

Jackie McCamon, Vice Chair of Communities Committee added: "With the current mental health crisis for young people, this project is critical in supporting our young people's health and wellbeing and gives them a helping hand when they need it. Interventions provided through the project give the right support at the right time for the individual young person, and ultimately prevented things escalating to a crisis level that need more formal interventions.

“ This innovative way of supporting young people's mental health further demonstrates that youth work plays a vital role in supporting the health and wellbeing of our young people. We are extremely proud of all those involved in the planning and delivery of this project. Thank you for all you do to support the young people in our region. ”



Primary School Overview



From August 2022 to February 2023, 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 **11** schools participating in the programme. To participate all Primary Schools in Dumfries and Galloway were invited to complete a referral form selecting which group or groups they would like us to deliver, with **11** completing the referral form.

Our Youth workers delivered this cognitive behavioural therapy programme usually over a period of 8 weeks, that lasted for 45-60 mins each session. Group sizes were kept between 6 & 15 young people so some schools split their classes in to multiple groups.

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 **282** young people that participated in these evidence-based programmes, and **116** sessions completed.

“ The class really enjoyed the sessions and the youth worker worked really well with them. The young people are more settled and more independent and mature. I think they enjoyed talking about their problems and listening to others and discussing solutions. ”

- Karen Anderson, Langholm Primary

Primary School Stats 2022-2023

Beattock Primary		Calside Primary		Canonbie Primary		Duncow Primary	
No of YP Attended:	7	No of YP Attended:	22	No of YP Attended:	17	No of YP Attended:	17
No of Sessions Delivered:	6	No of Sessions Delivered:	22	No of Sessions Delivered:	7	No of Sessions Delivered:	3

Gretna Primary		Hecklegirth Primary		Langholm Primary		Lockerbie Primary	
No of YP Attended:	6	No of YP Attended:	22	No of YP Attended:	32	No of YP Attended:	48
No of Sessions Delivered:	7	No of Sessions Delivered:	5	No of Sessions Delivered:	24	No of Sessions Delivered:	18

Loreburn Primary		Moffat Primary		Sanquhar Primary	
No of YP Attended:	29	No of YP Attended:	61	No of YP Attended:	21
No of Sessions Delivered:	8	No of Sessions Delivered:	13	No of Sessions Delivered:	3

Primary School Overview



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 primary schools, 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 PROGRAMME.

STATEMENT	PRE	POST
I THINK GOOD THINGS WILL HAPPEN IN MY LIFE.	2.6	3.6
I HAVE ALWAYS TOLD THE TRUTH.	2.3	3.5
I'VE BEEN ABLE TO MAKE CHOICES EASILY.	2.4	3.4
I CAN FIND LOTS OF FUN THINGS TO DO.	2.8	3.8
I FEEL I AM GOOD AT SOME THINGS.	2.6	3.8
I THINK LOTS OF PEOPLE CARE ABOUT ME.	3.0	3.9
I LIKE EVERYONE I HAVE MET.	2.3	3.5
I THINK THERE ARE MANY THINGS I CAN BE PROUD OF.	2.8	3.8
I'VE BEEN FEELING CALM.	2.4	3.5
I'VE BEEN IN A GOOD MOOD.	2.5	3.7
I ENJOY WHAT EACH NEW DAY BRINGS.	2.5	3.5
I'VE BEEN GETTING ON WELL WITH PEOPLE.	2.5	3.8
I'VE BEEN CAREFUL ABOUT THINGS.	2.6	3.7
I'VE BEEN FEELING RELAXED.	2.6	3.4

“ We find the programmes very helpful and beneficial to the pupils. Pupils talk about the programmes and enjoying them and seeing a positive impact on their mental health from this. (The support) also helped to improve social interactions between peers. ”

- Lisa McIlorum, Calside Primary



Evaluation Outcomes

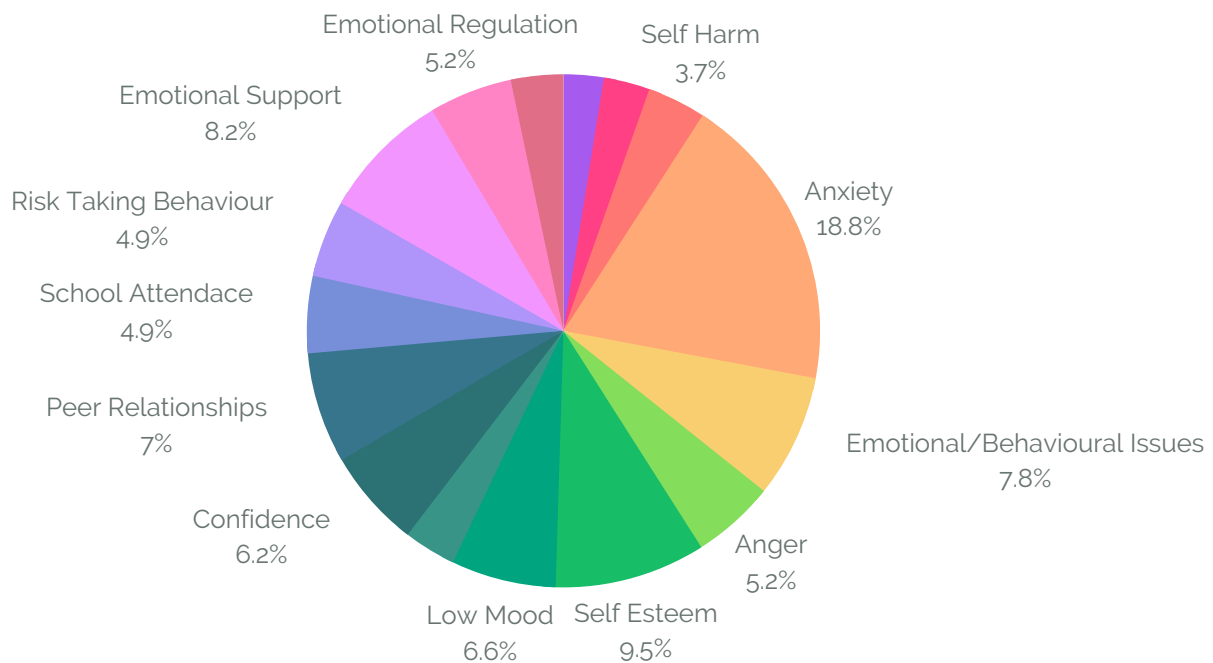


Our findings are based on our data collected to assess the impact of the service on the young people and the effectiveness of the service.

Young people are continuing to self-refer to the service and there continues to be an increase of males being referred for support year to year from 21% in our first year to 33% in year three. 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 school attendance, risk taking behaviour, self-harm, loss/grief, and anger. Some of the most frequent issues that young people presented with are Anxiety, peer relationships, and low self-esteem and confidence.

Anxiety is still one of the most dominant themes for referrals, with many young people struggling with anxiety to the point of not wanting to attend school. This increased absence of young people at school has had some impact on the continuity of support which has meant that in some cases the number of support sessions has been extended so that the young person receives at least 12 sessions to ensure their 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.



Funding

The 2018/19 Programme for Government included a commitment to invest in access to school counselling services across education. This commitment was to ensure that every secondary school had access to counselling services, while improving the ability of local primary and special schools to access counselling for an initial three year period.

Our project has established access to counselling support through secondary schools in Dumfries & Galloway and will become permanently funded through the local government settlement from the Scottish Government. This will continue to support our local authority with funding going forward to ensure that every secondary school has access to counselling services. We will also look to develop our offer for Primary Schools.

Independent Research

Due to the significant positive outcomes for young people linked with our delivery model for the Low Level Mental Health Support in Schools Project in Dumfries and Galloway, we were invited to be part of a national research project to provide independent and robust research on why the model in Dumfries and Galloway is having a greater positive impact than most other local authorities' delivery models. The initial work of this research is on the added value that a partnership approach between Educational Psychology and Youth Work is having by delivering this project using a youth work model and with Youth Information Workers is having as opposed to a more traditional approach that other local authorities are using.

The research is being led by University of St Andrews working with Northern Star (an independent research company) and Youthlink Scotland (national youth work agency) and will present its report and findings in late 2023.

Diploma

Our Youth Information workers will start the second year of their diploma in Counselling and Groupwork – A Cognitive Behavioural Approach qualification in September 2023, with completion of the course scheduled for August 2024.

Reporting/Analysis

Our project will continue to sit within the Dumfries & Galloway Children's Services Mental Health Pathway and we will continue to collect, analyse and report on the data and refine the project accordingly. As part of this ongoing refining of the project, we will look to develop our offer for support with Primary Schools.

We will continue to provide six-monthly joint reports to the Scottish Government on both access to counsellors in secondary schools and children and young people's community mental health services.

The analysis provided from previous reports has allowed us to plan out new groups to improve services for young people, these include:

- Joint Education Psychology/Youth Work support sessions designed to help parents support their Young People outside of school.
- Development of workshops for Young People targeting specific areas e.g. Exam Stress
- Develop our offer for Primary Schools



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YOUTHWORK
DUMFRIES & GALLOWAY



MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

FULL YEAR REPORT

AUGUST 2022 - JUNE 2023

FOR MORE INFORMATION, PLEASE CONTACT:

Youth Enquiry Service
Top Floor, DG1 Leisure Complex,
Hoods Loaning,
Dumfries,
DG1 2HT

01387 251 322
YES@DUMGAL.GOV.UK

Dumfries
& Galloway

