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YOUTHWORK
DUMFRIES & GALLOWAY



MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

FULL YEAR REPORT

AUG 2020 - JUN 2021

Dumfries
& Galloway



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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 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-judgemental, 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 basic 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.



Youth Work

a guide for schools

This guide sits alongside other resources intended to inform decision making on the use of Pupil Equity Funding and approaches within wider school improvement planning for excellence and equity in education.

YouthLink
Scotland
The national agency for youth work

What is youth work?

Youth work is:

- One strand of Community Learning and Development¹
- Part of the learning community, contributing to delivery of Curriculum for Excellence
- A recognised education practice that facilitates the personal, social and educational development of young people – promoting inclusion, equity and young people's interests and wellbeing

Youth work in Scotland is underpinned by three key principles, as set in out in the Nature and Purpose of Youth Work:

- Young people choose to participate
- The work builds from where young people are
- The young person and youth worker are partners in the learning process

Some of the features which distinguish youth work from other professions that work with young people:

- Having a dedicated focus on young people
- Specialising in personal, social and educational development
- Being inclusive without being based on a singular interest, skill or capacity

What does it do?

The key purpose of youth work is to 'enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential'².

Youth work delivers person-centred informal learning and development, working with the young person as a whole, within their family and community. As a rights-based practice,

youth work offers opportunities for all young people, whilst making a unique contribution to those who are vulnerable.

Youth workers engage with children and young people through age and stage appropriate learning and activity. They use a diverse range of engagement tools and vehicles for learning to respond to the needs and priorities of children, young people, families and communities. This includes both universal youth work and targeted interventions.

Youth work's position within the wider school community puts youth workers in a unique place to build relationships with young people across school, home and community settings. This allows youth work to create links between school and community, to engage families and deliver family learning. Parental engagement and family learning are important aspects of youth work, particularly around transition points and when supporting young people through targeted interventions.

1. The key purpose of community learning and development is empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.
2. Youth Work National Occupational Standards.

What does youth work offer schools?

Youth work is valuable for all children and young people, helping them to develop a broad range of skills, capacities and achievements to allow them to succeed. It complements and enhances delivery of the formal curriculum and should be an integral part of the learning experience for all pupils; raising attainment for all.

Scottish Attainment Challenge

As part of the Scottish Attainment Challenge, youth work focuses on improving outcomes for children and young people who need it most. This includes addressing barriers to learning and offering flexible and tailored options and pathways for young people to develop and recognise skills and achievements. These improve attendance, engagement, attainment, health and wellbeing and school leaver destinations. Additionally, they support schools to focus on key approaches identified within the Interventions for Equity framework, in particular:

- Promoting a high quality learning experience
- Differentiated support
- Partnership
- Employability and skills development
- Targeted approaches to literacy and numeracy
- Social and emotional wellbeing
- Promoting healthy lifestyles
- Engaging beyond school



5 reasons to collaborate with youth work

Youth workers complement and enhance the formal curriculum and support for pupils, working collaboratively with teachers:

- 1.** Providing a range of learning options for your pupils, including youth work awards to recognise wider achievement
- 2.** Supporting your school improvement priorities through delivering tailored interventions for equity
- 3.** Providing capacity to respond to areas of need within your school
- 4.** Contributing to school improvement planning and self-evaluation, including evidencing progress towards closing the poverty-related attainment gap; and
- 5.** Supporting you with parental engagement, connecting families and communities in school education and delivering family learning.

Support and further information

In many schools across Scotland, teachers and youth workers are collaborating to close the attainment gap. These partnerships bring complementing professional skills, knowledge and approaches together to enable schools to target and focus effort on those who need it most. Practice examples can be found at www.youthlinkscotland.org/programmes/closing-the-attainment-gap/

YouthLink Scotland is working in partnership with The Scottish Government Scottish Attainment Challenge Policy Unit and Education Scotland to further support collaboration between schools and youth work. The Youth Work & Schools Partnership Programme is helping schools to develop partnership with youth work and increase evidence of what works.



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.

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.

COVID 19 SUPPORT

From January - March 2021, our service continued to engage with young people using digital platforms throughout lockdown. This meant that we were able to continue to provide 1-2-1 support and as an addition, offer weekly 15-minute check-ins for those who had recently completed their 1-2-1 support.



ABOUT THE SCHOOL

School Roll: 921

10-<20% of young people attending Annan Academy live within the top 20% of Scottish Index of Multiple Deprivation.

20-<30% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

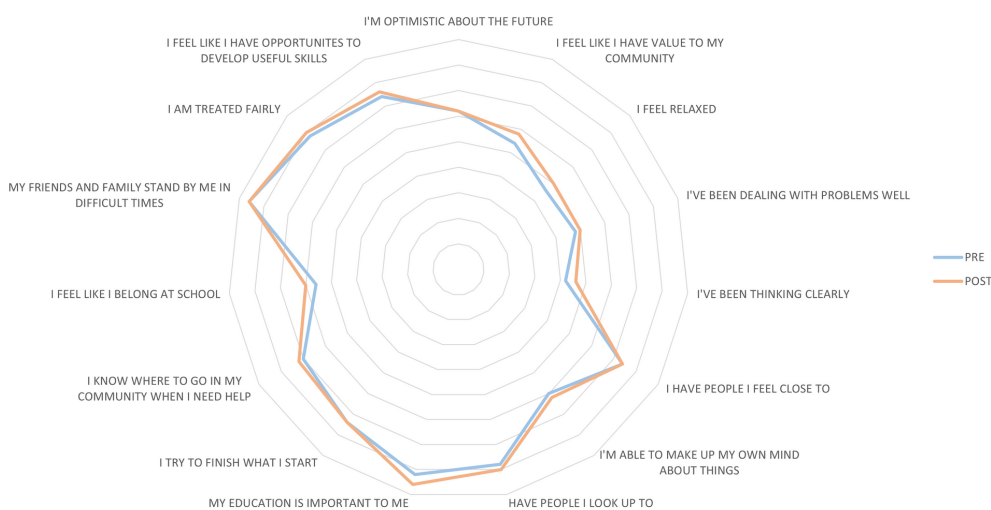
Annan Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Anxiety
- Lockdown/Covid-19
- Low Mood
- Low Self Esteem
- Self Harm
- Relationships



YLS NATIONAL WELLBEING SCALE



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.1	3.1
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.7	2.9
I FEEL RELAXED	2.3	2.5
I'VE BEEN DEALING WITH PROBLEMS WELL	2.4	2.5
I'VE BEEN THINKING CLEARLY	2.1	2.3
I HAVE PEOPLE I FEEL CLOSE TO	3.7	3.7
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.0	3.1
I HAVE PEOPLE I LOOK UP TO	3.9	4.0
MY EDUCATION IS IMPORTANT TO ME	4.1	4.3
I TRY TO FINISH WHAT I START	3.7	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.5	3.6
I FEEL LIKE I BELONG AT SCHOOL	2.8	3.0
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.3	4.3
I AM TREATED FAIRLY	3.9	4.0
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.7	3.8

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.

THE GRAPH ABOVE 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.

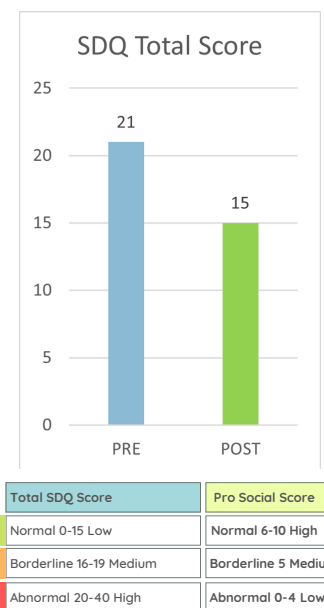
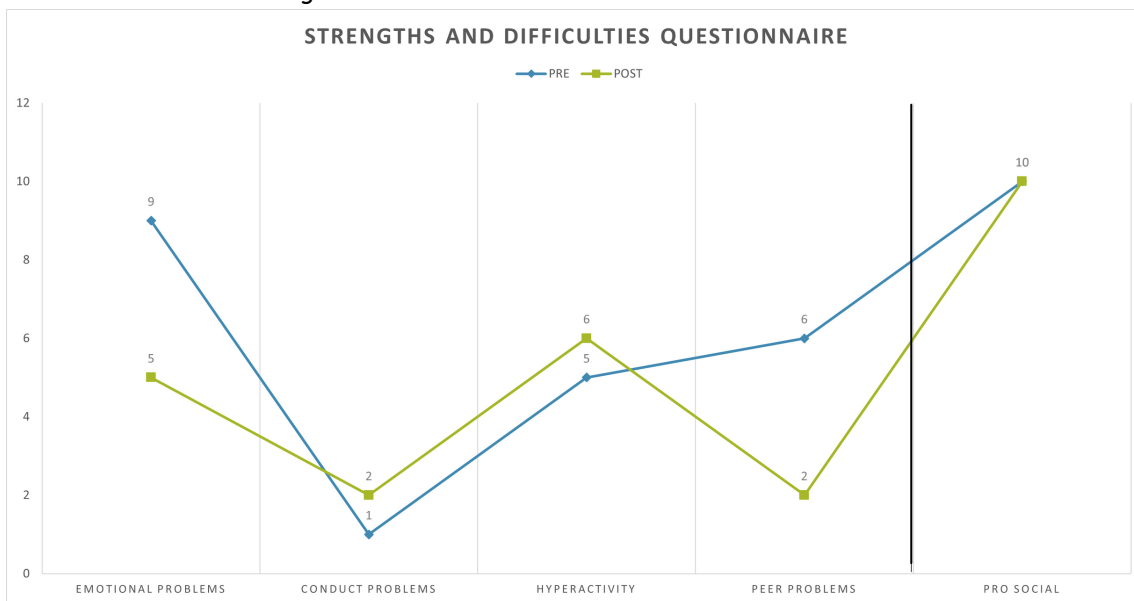
CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred to our 1-2-1 program for support with anxiety and mental health. YP had previous support from the service with another worker and found it helpful but was struggling with exams and Covid-19 and required further support.

YP likes school now but was bullied previously. YP said that they struggled over lockdown and worried about the impact of this on their grades which was causing anxiety. YP said they had been anxious before which was triggered by bullying and people saying unkind things about them. YP said they did not feel confident in passing their exams and not confident in social situations. YP kept putting off revision and then over revising to cope with this anxiety and struggling to balance their life.

YP was offered seven 1-2-1 sessions with the youth information worker in school. YP set a target 'to feel more confident'. Sessions were delivered using a person-centred and CBT approach allowing the YP to think about confidence and strengths, what it meant to them and what needed to change to enhance it. YP also thought about their self-esteem and how different people see them. YP learnt to challenge negative thoughts and explored future plans.

YP rated their progress on a target sheet; in the first session YP scored 3/10, this was reviewed each week and by the last session scored 8/10. YP said that they were feeling more confident. Towards the end of the intervention YP celebrated passing all their exams, secured a part time job and restarted swimming. YP also completed their pre and post Strengths and Difficulties questionnaire which showed a significant improvement in their behaviour, and a decrease in their anxiety.



FEEDBACK

“ YP worked really hard to make changes and opened up about the things that she found difficult. YP enjoyed the sessions and having someone to talk to and listen to them with no distractions.

- Youth Information Worker

“ The sessions were helpful, it was nice to have someone listen to me, and I now feel less anxious.

- Young Person

“ YP is more confident when expressing their needs/feeling to staff. YP still has difficulty with their peers and the social side of school. YP enjoyed and looked forward to their time with the Youth Worker. I think YP liked that it was 1:1 time and they had the full attention of the worker. YP confidence was raised due to this.

- Principal Teacher Pupil Support

CASTLE DOUGLAS HIGH SCHOOL



ABOUT THE SCHOOL

School Roll: 490

0-<10% of young people attending Castle Douglas High School live within the top 20% of Scottish Index of Multiple Deprivation.

20-<30% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

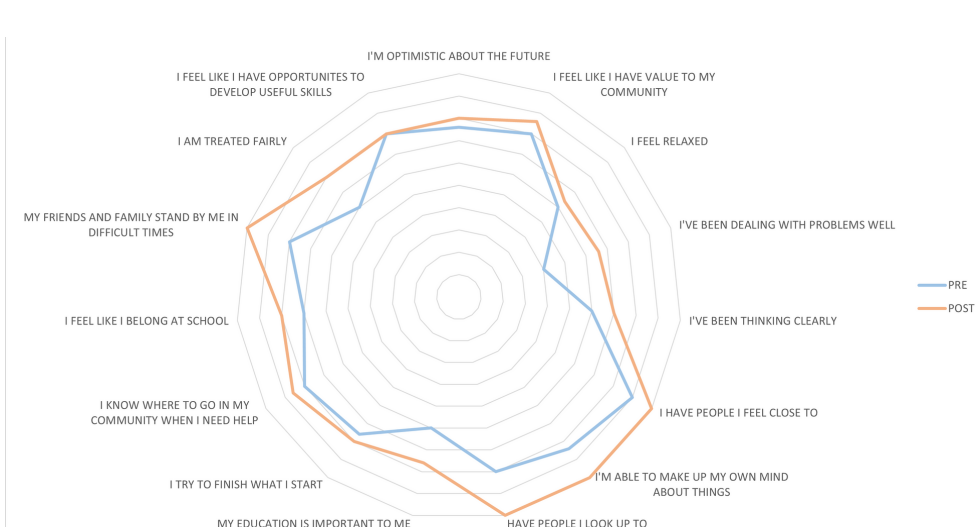
Castle Douglas High School agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Bereavement
- Anxiety
- Self Harm
- Self Esteem
- Low Mood
- Lockdown/Covid-19
- Managing Emotions
- Anger



YLS NATIONAL WELLBEING SCALE



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.8	4.0
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	4.0	4.3
I FEEL RELAXED	3.0	3.2
I'VE BEEN DEALING WITH PROBLEMS WELL	2.0	3.3
I'VE BEEN THINKING CLEARLY	3.0	3.5
I HAVE PEOPLE I FEEL CLOSE TO	4.5	5.0
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	4.2	5.0
I HAVE PEOPLE I LOOK UP TO	4.0	5.0
MY EDUCATION IS IMPORTANT TO ME	3.0	3.8
I TRY TO FINISH WHAT I START	3.8	4.0
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4.0	4.3
I FEEL LIKE I BELONG AT SCHOOL	3.5	4.0
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.0	5.0
I AM TREATED FAIRLY	3.0	4.0
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	4.0	4.0

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.

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THE GRAPH ABOVE 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.

CASTLE DOUGLAS HIGH SCHOOL

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme:

A referral was submitted by the Pupil Support Teacher with concerns about YP becoming disengaged in all forms of schoolwork and not communicating with staff and other agencies. There were also concerns about YPs family environment that was having a detrimental effect on their mental health causing low mood and issues around self-harming. A referral for specialist mental health support had been suggested but the YP would not engage in treatment.

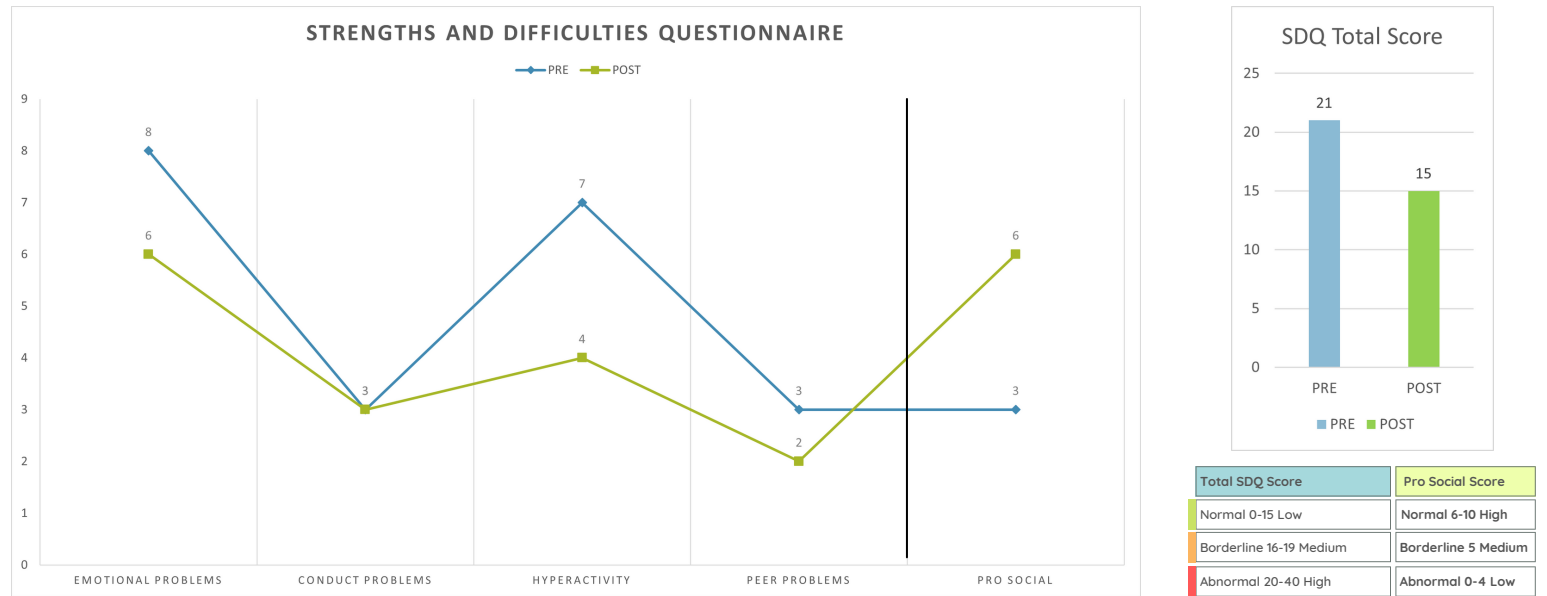
YP had met with the Youth Information Worker through other youth work services and so seemed more relaxed as a relationship had already been established. YP agreed to attend 1-2-1 support sessions as they accepted that they were struggling with several issues that was having a negative impact on her life. YP was initially offered 8 sessions, but these were extended due to the nature of the issues and on-going crisis that YP was experiencing.

In the first session, YP shared that they would like to set a goal to attend school on time and sit in more classes. They also talked about their family home life and the difficulties that they were experiencing. The sessions concentrated on YP leading the sessions at their own pace and talking through their issues encouraging them to look at potential solutions.

YP explored their feelings around school and ways in which they could use various strategies to enable help them reach their goal. The Youth Information Worker with the consent of the YP discussed these issues with the teaching staff to help provide support in attending classes, such as different sitting arrangements and card if they needed to leave. By the end of week 6, the YP was attending a class three times a day using these strategies.

YP was required to attend several child plan meetings and child protection meetings. It was requested by the YP that the Youth Information Worker attended these meetings to offer support. This was agreed with social work, school, and parents. YP was supported to these meetings on a regular basis and the Youth Information Worker acted as an advocate for the YP. This had a positive impact on YP as they felt more confident in attending these meetings and felt they were listened to with regards to what they wanted and how they felt.

By the end of the sessions, there had been a significant change in YP's behaviour and they were now attending classes more regularly and began to develop better relationships with school staff and their peers YP had developed new vocabulary to describe how they felt and learned how to be more assertive.



FEEDBACK

“ At the last session YP completed their post questionnaire and smiled all the way through as they celebrated their progress. YP engaged really well in the sessions and worked hard to make changes, they said that the sessions “helped me find my mind again!”

- Youth Information Worker

“ ...I can't believe the difference about myself.

- Young Person

“ I would regard the service as a lifeline to this YP. There is a genuine relationship which is built out of trust, respect and care which is evident on both sides.

- Principal Teacher Pupil Support

DALBEATTIE HIGH SCHOOL



ABOUT THE SCHOOL

School Roll: 377

0-<10% of young people attending Dalbeattie High School live within the top 20% of Scottish Index of Multiple Deprivation.

20-<30% of young people on the school role recorded as having additional support needs.

0-<10% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

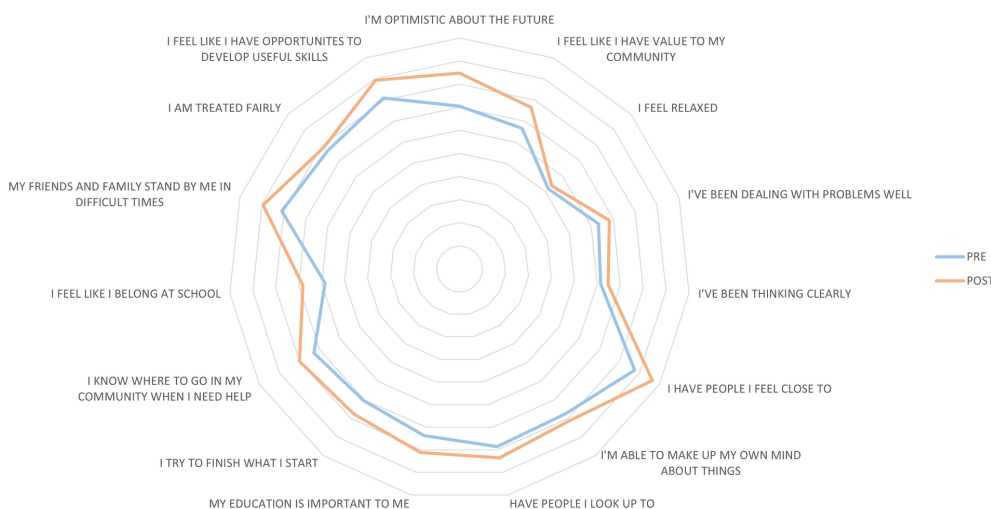
Dalbeattie High School agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Relationships
- Anger
- Body Image
- Self Harm
- Behavioural Issues
- Bereavement
- Anxiety
- Lockdown/Covid-19
- Low Mood
- Compulsive Behaviour



YLS NATIONAL WELLBEING SCALE



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.5	4.2
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.3	3.8
I FEEL RELAXED	2.6	2.7
I'VE BEEN DEALING WITH PROBLEMS WELL	3.2	3.4
I'VE BEEN THINKING CLEARLY	3.1	3.2
I HAVE PEOPLE I FEEL CLOSE TO	4.4	4.8
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.9	4.1
I HAVE PEOPLE I LOOK UP TO	3.9	4.2
MY EDUCATION IS IMPORTANT TO ME	3.7	4.1
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DALBEATTIE HIGH SCHOOL

CASE STUDY

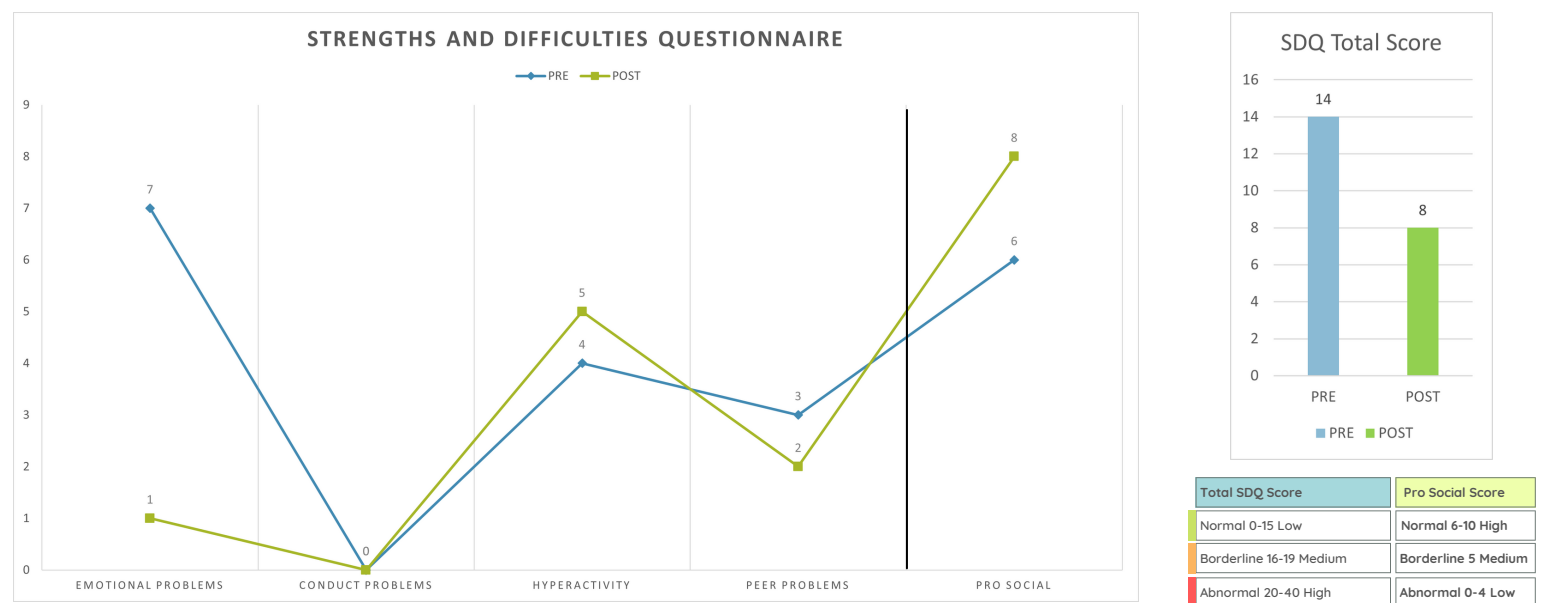
For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred by their Principal Teacher Pupil Support because YP disclosed that they were self-harming and struggling with low mood. They were very tearful and upset.

YP said they often felt unhappy and had very low self-esteem. YP was unaware of where these feelings stemmed from but had been experiencing them since Primary school. YP felt low and worried a lot. They self-harmed as a way of coping with these feelings.

At the beginning of these sessions YP seemed unable to express what was bothering them. YP had a very negative narrative towards themselves and would constantly say horrible things. Within the first couple of sessions, YP began to explore the triggers for these strong emotions, and they began to open up. Lockdown had a significant effect on their emotional wellbeing, feeling a sense of isolation and losing contact with their friends. YP had also experienced bullying from their peers both in Primary and Secondary school and was struggling to cope with this. YP was offered 6-8 sessions, but the sessions were extended to 12 as the YP felt they needed more time. Their Goal was 'I want to stop hurting myself and feeling sad, stop feeling the urge to self-harm and feel happier within myself.'

Through time and gentle questioning YP started to open up. Various resources were used throughout the sessions such as games, role play and toolkits exploring anxiety. This enabled YP to talk about their likes and dislikes, how to control emotions and recognising and challenging negative thinking patterns.

YP kept a journal and used this to write thoughts and feelings down as well as noting grounding techniques, positive quotes, and affirmations. At the end of the sessions, YP noticed a difference in the way that they were feeling, gaining a sense of control in managing their feelings, less anxious and a lot more positive.



FEEDBACK

“ YP’s mood and state of anxiety has improved and they have not had a panic attack since the start of the sessions. YP has given me feedback to say they walked away from an argument without reacting to it and gone to their room to calm down. YP overall seems happier and much more settled within themselves and at school going from a 3 to a 10 on their target sheet. - Youth Information Worker

“ I liked being able to talk and not being talked over. The Youth Information Worker listened to me. I learned coping strategies and learned about myself, anxiety and how it affects me. - Young Person

“ YP has been able to manage their feelings relating and learn to not dwell on things. It is good for YP to speak to someone who is 'not a teacher' and has allowed a 'shift' in mindset. - Principal Teacher Pupil Support

ABOUT THE SCHOOL

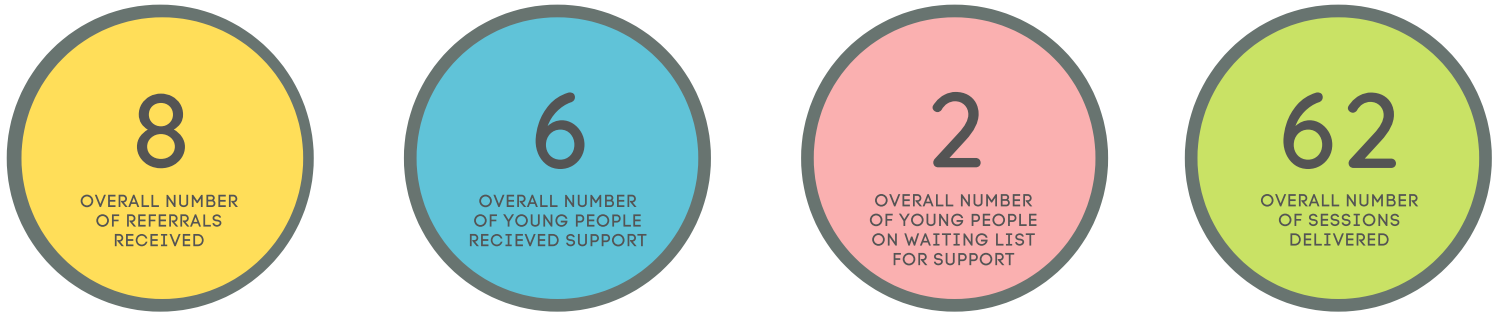
School Roll: 38

0-<10% of young people attending Dalry Secondary School live within the top 20% of Scottish Index of Multiple Deprivation.

50-<60% of young people on the school role recorded as having additional support needs.

30-<40% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

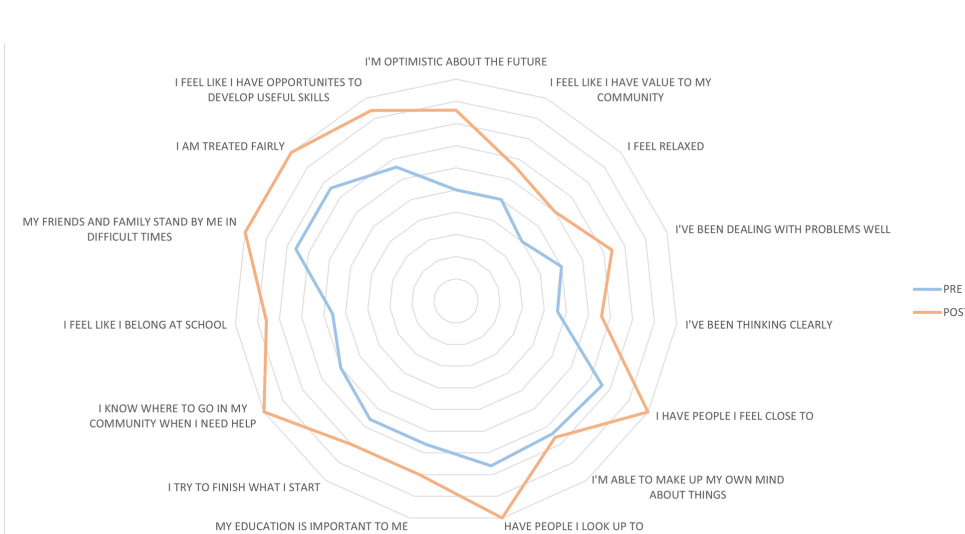
Dalry Secondary School is a rural based school with a school roll of 38 pupils, it was therefore agreed our Youth Information Worker would deliver 1-2-1 support for the project for one day a week.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Lockdown/Covid-19
- Low Self Esteem
- Anxiety
- Low Confidence
- Low Mood



YLS NATIONAL WELLBEING 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.

THE GRAPH ABOVE 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.

	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	2.5	4.3
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.5	3.3
I FEEL RELAXED	2.0	3.0
I'VE BEEN DEALING WITH PROBLEMS WELL	2.5	3.7
I'VE BEEN THINKING CLEARLY	2.3	3.3
I HAVE PEOPLE I FEEL CLOSE TO	3.8	5.0
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.7	3.8
I HAVE PEOPLE I LOOK UP TO	3.8	5.0
MY EDUCATION IS IMPORTANT TO ME	3.3	4.0
I TRY TO FINISH WHAT I START	3.3	4.0
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.0	5.0
I FEEL LIKE I BELONG AT SCHOOL	2.8	4.3
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.8	5.0
I AM TREATED FAIRLY	3.8	5.0
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.3	4.7

DALRY SECONDARY SCHOOL

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme:

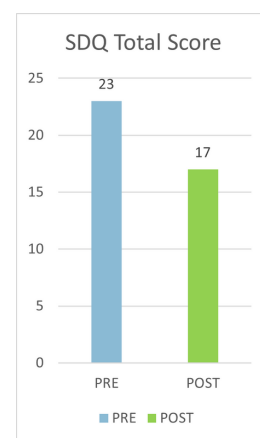
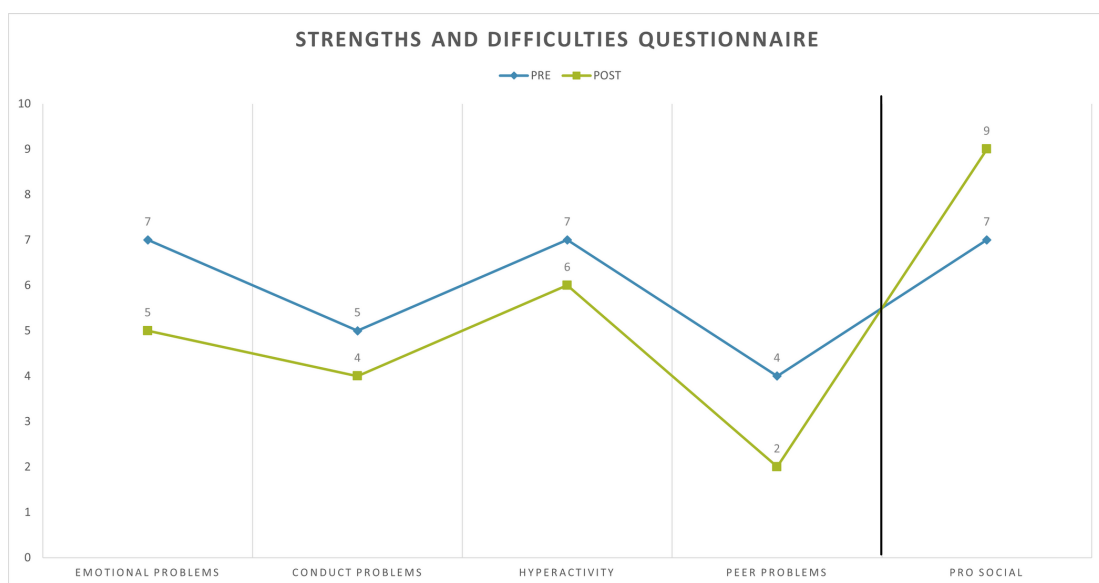
YP was referred to the service during the second lockdown by the Pupil Support Teacher. There were concerns that YP was not coping very well with lockdown and had fallen behind in their schoolwork. There were also concerns about YP's increasing low mood and lack of motivation. YP had agreed to the referral as recognised that they needed someone to talk to 'get back on track'.

YP was contacted by the Youth Information Worker through email to arrange a 1-2-1 session. YP agreed to meet through Team's video call and continued to do so until phase 2 when the schools returned. YP was very open about their struggles with lockdown and trying to get schoolwork done. They were also finding it increasingly difficult to get up in the mornings. They worried that this would have a negative impact on their exam results.

YP engaged in sessions well, and each week openly talked about the difficulties they were experiencing. YP was feeling extremely stressed over their schoolwork and with the support of the Youth Information Worker, began to work on structuring and organising a timetable to help with their schoolwork to relieve any stress. The Youth Information Worker suggested several strategies and techniques to help YP to overcome these feelings felt during lockdown. Emotional and well-being toolkits were used and a specific stress toolkit to support YP with exam stress and was encouraged to identify potential solutions by reviewing the pros and cons of each before choosing the one they think will work best.

Over the 6-week sessions, YP's sleeping routine had improved and was sleeping better at night using their new techniques. YP was getting up early in the mornings and began a healthier routine for the day. YP felt more confident and relaxed from this structure and began to feel more energised and motivated which helped them to catch up on schoolwork. YP organised their days better and planned more activities and set themselves a goal to walk a mile each day.

YP said that it had been helpful attending the sessions as they felt able to talk about anything that was worrying them without feeling judged. They said that the sessions had helped them identify different ways of coping with stressful situations and how to manage their feelings in a more positive way.



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

FEEDBACK

“ On the last support session YP scored themselves an 8 on their weekly target form. This was a significant rise from the 2 they had scored at the beginning of sessions. YP said that they now feel more confident and doesn't recognise themselves compared to the person they were before attending the sessions.

- Youth Information Worker

“ I feel so different and a lot happier...I don't feel so hard on myself and I feel a lot lighter.

- Young Person

“ YP seems more sociable and relaxed and seems relieved to have someone to talk to, making their problems more bearable. Very pleased to have this service available to our young people.

- Principal Teacher Pupil Support

DOUGLAS EWART HIGH SCHOOL



ABOUT THE SCHOOL

School Roll: 609

0-<10% of young people attending Douglas Ewart High School live within the top 20% of Scottish Index of Multiple Deprivation.

30-<40% of young people on the school roll recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

Douglas Ewart 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.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Anxiety
- Self Confidence
- Self Harm
- Lockdown/Covid-19
- Depression
- Motivation
- Bereavement
- Low Mood



YLS NATIONAL WELLBEING SCALE



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.5	4.3
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.1	4.0
I FEEL RELAXED	3.1	3.7
I'VE BEEN DEALING WITH PROBLEMS WELL	2.9	3.7
I'VE BEEN THINKING CLEARLY	2.8	3.3
I HAVE PEOPLE I FEEL CLOSE TO	3.7	4.1
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.8	4.0
I HAVE PEOPLE I LOOK UP TO	3.9	4.3
MY EDUCATION IS IMPORTANT TO ME	3.3	4.7
I TRY TO FINISH WHAT I START	3.4	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.6	4.7
I FEEL LIKE I BELONG AT SCHOOL	2.7	3.7
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.6	4.0
I AM TREATED FAIRLY	3.7	3.8
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	4.0	4.3

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.

THE GRAPH ABOVE 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.

DOUGLAS EWART HIGH SCHOOL

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred by their pupil support teacher who felt that YP would benefit from 1-2-1 sessions as the young person seemed of low mood since returning to school after lockdown. The YP gave consent for the referral and seemed happy to have someone to talk to.

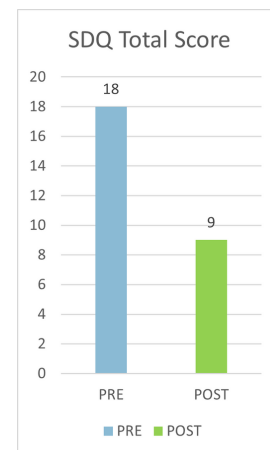
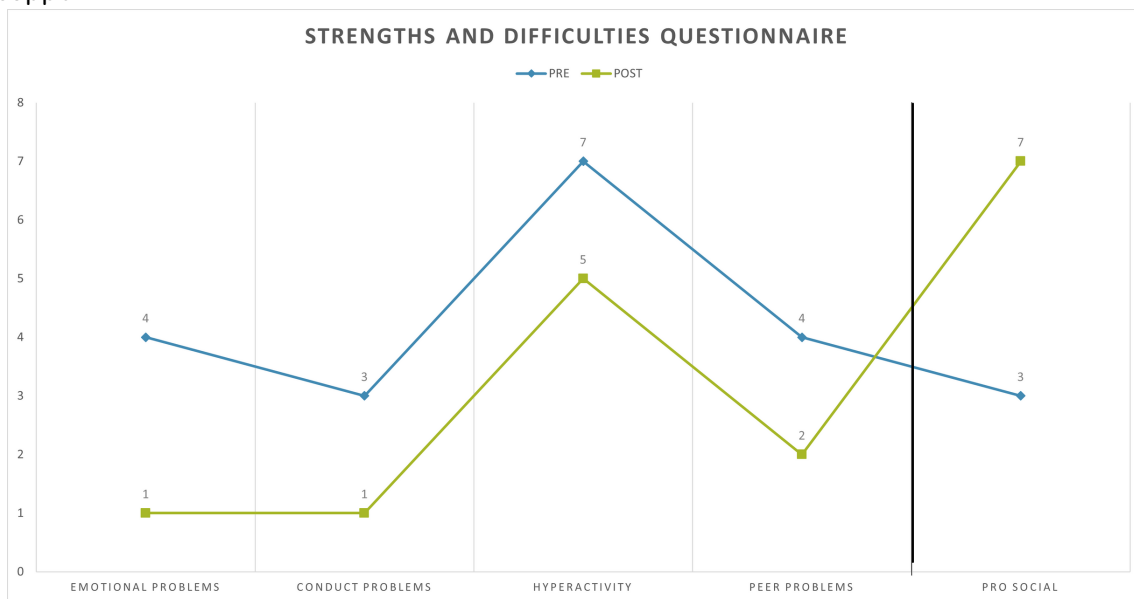
The YP was offered 12 sessions; the sessions were extended because the young person was struggling to return to school and extra support to help with this transition was provided and requested by the YP.

YP shared their experiences of the pandemic and lockdown and how they have not been able to see family. They had also been feeling very upset and worried about their family who had been affected by the Covid-19 virus. YP felt overwhelmed by schoolwork and struggled to concentrate and complete schoolwork.

The Youth Information Worker (YIW) used a person-centred approach which enabled the YP to feel relaxed and led the sessions at their own pace. YP engaged well in the sessions, and actively participated in making changes. YP worked on improving their self-esteem and self-confidence through repeated practice of positive habits such as setting goals, focussing on what had gone well and saying helpful things to themselves.

Next, the YP worked on the stress caused by schoolwork. The Youth Information Worker (YIW) with the YP's consent communicated with the Pupils Support Teacher to discuss ways in which YP could be supported with their schoolwork. A timetable was also created that was realistic and achievable to help organise the work that they needed to do.

They felt that their confidence had improved and felt more assertive when dealing with difficult situations using the skills that were covered through the sessions. YP was happy to end support and informed the YIW that they had made an appointment with the GP to discuss their worries. YP caught up with their schoolwork and said that they did not feel as stressed and felt more relaxed now that they were managing their schoolwork and receiving extra support.



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

FEEDBACK

“As the weeks progressed there was a significant improvement with YP's anxiety. YP was able to come to school and sleep through the night. We continued to use a CBT approach to break down any issues that may cause anxiety. YP's appetite and sleeping had improved because of them making significant changes to their thought processes.”

- Youth Information Worker

“The support really, really helped me. It was a different type of support than I have received previously and for whatever reason this support worked... I have come out feeling better.”

- Young Person

“Following the support provided we did see a positive improvement in (YP's) mental well being. The YP seems to be in a good place.”

- Principal Teacher Pupil Support



ABOUT THE SCHOOL

School Roll: 654

20-<30% of young people attending Dumfries Academy live within the top 20% of Scottish Index of Multiple Deprivation.

40-<50% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

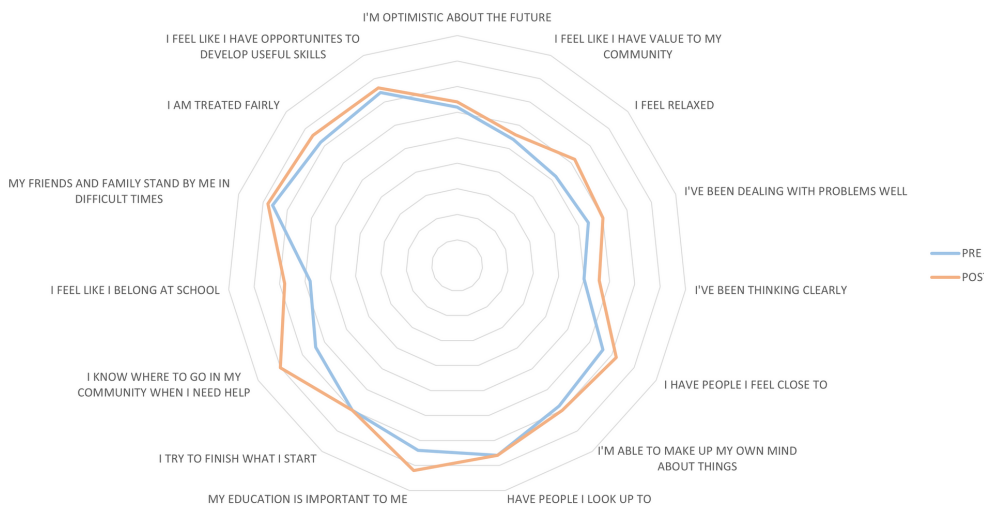
Dumfries Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Family Issues
- Sexuality
- Lockdown/Covid-19
- Low Self Esteem
- Bereavement
- Low Mood
- Body Image
- Relationships
- Anger
- Managing Emotions



YLS NATIONAL WELLBEING 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.

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THE GRAPH ABOVE 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.

	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.1	3.2
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.7	2.8
I FEEL RELAXED	2.6	3.1
I'VE BEEN DEALING WITH PROBLEMS WELL	2.7	3.0
I'VE BEEN THINKING CLEARLY	2.5	2.8
I HAVE PEOPLE I FEEL CLOSE TO	3.3	3.6
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.4	3.5
I HAVE PEOPLE I LOOK UP TO	3.8	3.8
MY EDUCATION IS IMPORTANT TO ME	3.7	4.1
I TRY TO FINISH WHAT I START	3.5	3.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.2	4.0
I FEEL LIKE I BELONG AT SCHOOL	2.9	3.4
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.8	3.9
I AM TREATED FAIRLY	3.6	3.8
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.7	3.8

DUMFRIES ACADEMY

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was initially referred to sessions seeking support to deal with anger outburst and other mixed emotions they were dealing with, resulting in effecting their home life, relationship with family members and themselves.

YP struggles to control anger and emotions, and this is exacerbated when consequences are put in place for their actions. They struggle to take accountability or responsibility for their actions. YP has broken personal belongings and lashed out, which has left their safe space at home with broken furniture.

YP attended twelve 1-2-1 sessions within school. YP also continued to receive check in sessions over teams through the lock down period on a weekly basis. YP sessions were extended to provide further support to cover all aspects requested by them, pupil support teacher and family support worker. With the support and guidance of the Youth Information Worker the YP set a personal target of wanting to get help with anger and things that have happened in the past.

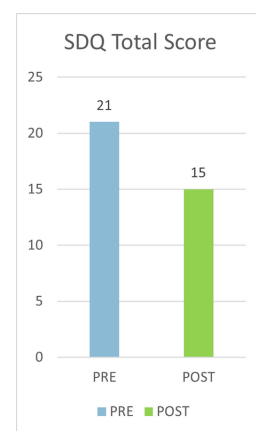
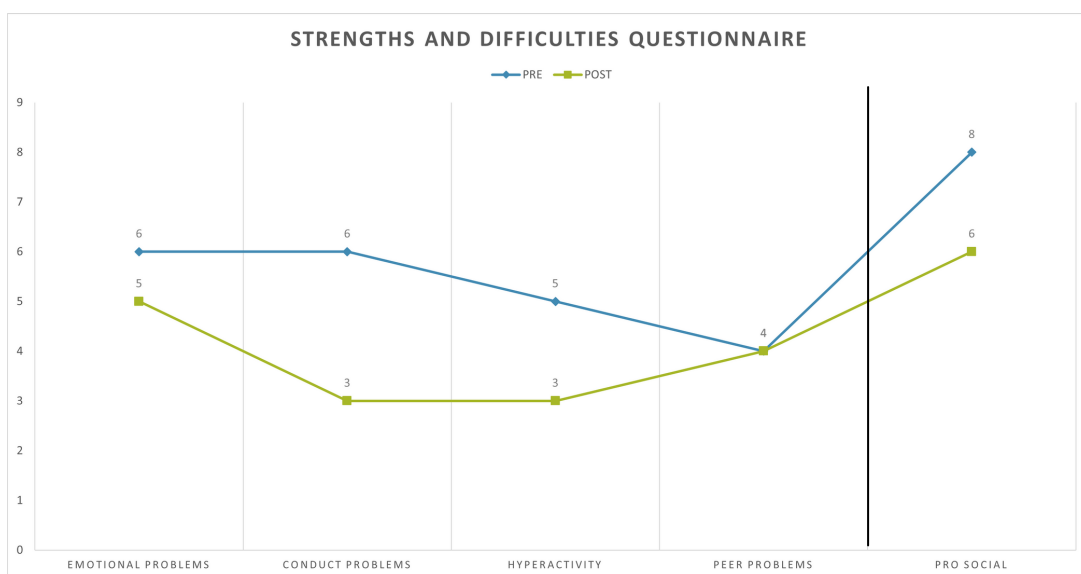
The Youth Information Worker used a person centred and CBT approach allowing YP the opportunity to express concerns and worries whilst helping them deal with emotions and looking at the links between how they think, feel, and behave.

YP worked through various worksheets and toolkits to explore their emotions, gaining a better understanding of feelings, physical warning signs, how responses affect them and others whilst equipping YP with healthier alternative coping skills, to deal with life circumstances more positively.

YP created a distraction box full of resources, items that they could use when feeling overwhelmed with emotions giving them a positive focus to calm down, reflect and deal with emotions more effectively. This was something YP really enjoyed creating and making.

YP built a positive relationship with staff and created a positive support network, knowing that the Youth Information Worker, Family support worker and Pupil support teacher worked together to support YP to feel more in control of their life.

YP said that they felt the 1-2-1 support had helped them to learn new coping strategies to deal with feelings and emotions. YP reflected that they liked the sessions in school hours and knowing they had someone in school to talk to and be listened to really helped. YP stated that they felt less annoyed and not as angry, which improved their relationships with adults and peers. YP began to understand that with actions come consequences, which has resulted in improved behaviour.



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

FEEDBACK

“ YP said that they felt 1-2-1 support had helped them learn new coping strategies to deal with their feelings and emotions. YP reflected that they liked that the sessions were in school hours and knowing they had someone in school to talk to and be listened to.

- Youth Information Worker

“ I now feel less worried...and have learned new ways to cope with my feelings. I don't feel as angry at times and less annoyed.

- Young Person

“ ...YP is more understanding of their triggers...they were very positive about their time with the Youth Information worker. They reported the sessions were helpful in helping them feel calmer and helped them to reflect on the behaviour choices they had made.

- Principal Teacher Pupil Support

DUMFRIES HIGH SCHOOL



ABOUT THE SCHOOL

School Roll: 763

0-<10% of young people attending Dumfries High School live within the top 20% of Scottish Index of Multiple Deprivation.

30-<40% of young people on the school role recorded as having additional support needs.

0-<10% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

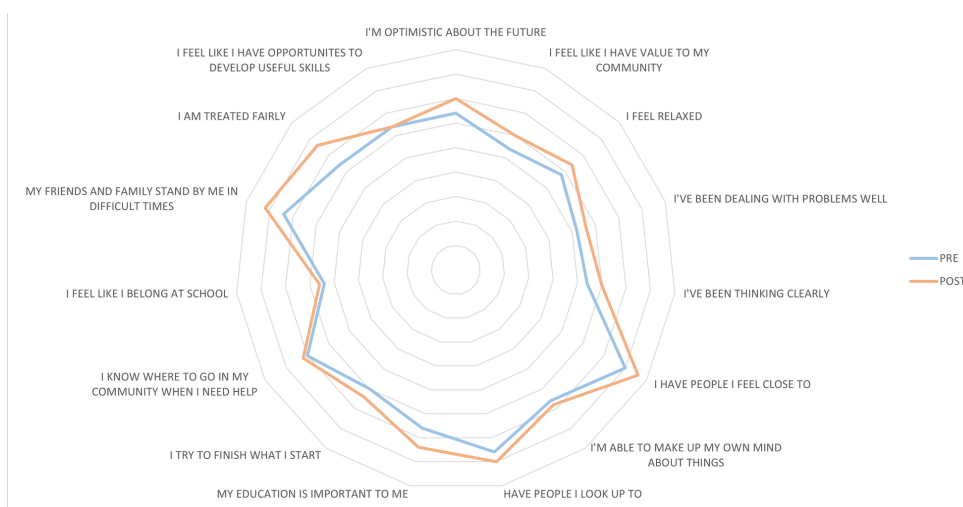
Dumfries High School agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Lockdown/Covid-19
- Anxiety
- Relationships
- Low Confidence
- Low Mood
- Risk Taking Behaviour
- Bullying
- Stress



YLS NATIONAL WELLBEING 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.

THE GRAPH ABOVE 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.

	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.2	3.5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.7	3.0
I FEEL RELAXED	2.9	3.2
I'VE BEEN DEALING WITH PROBLEMS WELL	2.6	2.8
I'VE BEEN THINKING CLEARLY	2.7	3.0
I HAVE PEOPLE I FEEL CLOSE TO	4.0	4.3
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.3	3.4
I HAVE PEOPLE I LOOK UP TO	3.8	4.0
MY EDUCATION IS IMPORTANT TO ME	3.3	3.7
I TRY TO FINISH WHAT I START	3.0	3.2
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.5	3.6
I FEEL LIKE I BELONG AT SCHOOL	2.7	2.8
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.7	4.1
I AM TREATED FAIRLY	3.2	3.8
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.2	3.2

DUMFRIES HIGH SCHOOL

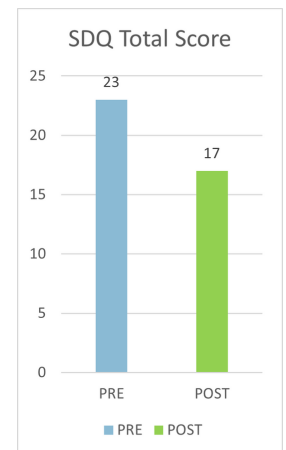
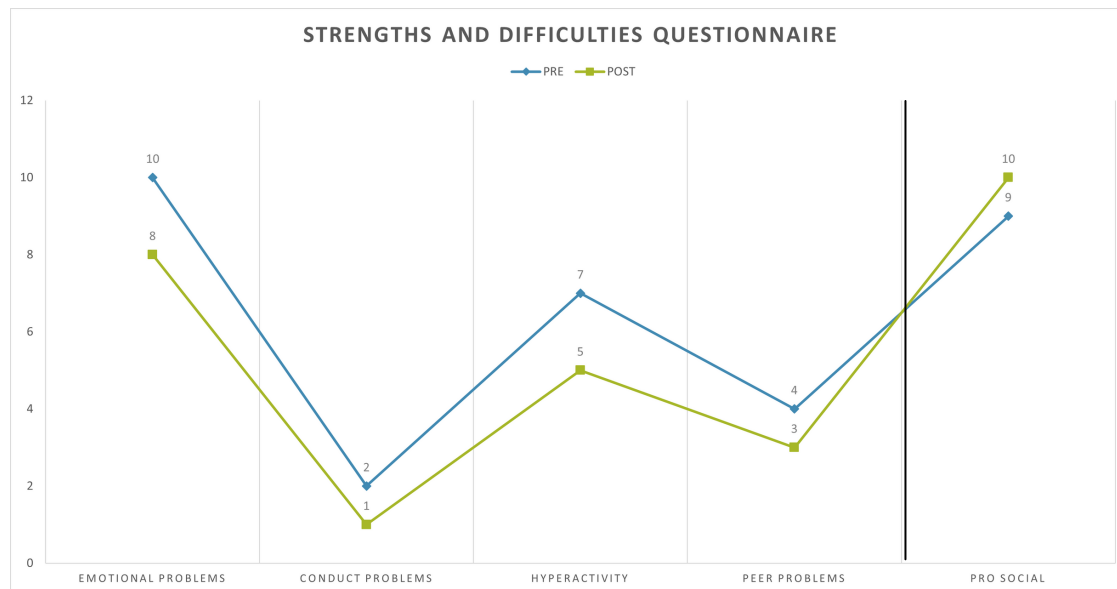
CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred to the 1-2-1 Service as their Pupil Support Teacher had identified that they had been feeling low for quite some time. YP wanted to talk to someone who was not family or a teacher as they were finding it difficult to open up about how they were feeling.

YP engaged really well from the first session. They were understandably nervous to begin with, however, eased into the sessions as they progressed, and their confidence grew. It became apparent that YP's weight was a huge issue for them. They were very slim and extremely self-conscious about this. They found it difficult to talk to their parent or friends about this as they were all "constantly on diets". They felt that they did not quite understand how YP was feeling and quite dismissive at times. Through using a humanistic approach, I allowed YP to explore her own thoughts and feelings and to work on potential solutions to difficulties that they were facing. YP was able to tell me that prior to lockdown they had tried to eat more to gain weight but felt disappointed that there was no change in their appearance, which left them feeling deflated. Lockdown was difficult for them and caused their mood to dip as well as their appetite. While discussing their emotions and exploring feelings, the Youth Information Worker suggested that YP speak to a GP about their weight loss and stomach upsets to rule out any medical ailments and discuss their low moods. The Youth Information Worker spoke to the YP in more depth and reassured her about making appointments for the GP.

During the autumn break, YP had taken the advice of the youth information worker and had an appointment with their GP. They had several tests taken to establish if there were any medical reason why they were losing weight and had been prescribed medication for depression and referred to CAMHS and Psychiatry.

The last two sessions noticed a remarkable change in their whole demeanour. YP stated that they had been given the opportunity to talk openly without the fear of being judged or dismissed. YP felt a sense of achievement taking responsibility for themselves and feeling confident enough to organise an appointment with their GP and speak so openly.



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

FEEDBACK

“ YP engaged really well in the sessions and worked hard to make changes, she said that the sessions “helped me find my mind again!”

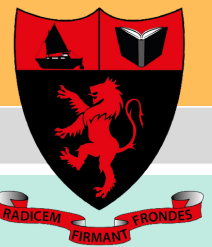
- Youth Information Worker

“ ...I can't believe the difference about myself.

- Young Person

“ I think that [The YP] really benefitted from the 1-2-1 sessions. YP seemed to be generally happier and in a much better place when I seen them around school.

- Principal Teacher Pupil Support



ABOUT THE SCHOOL

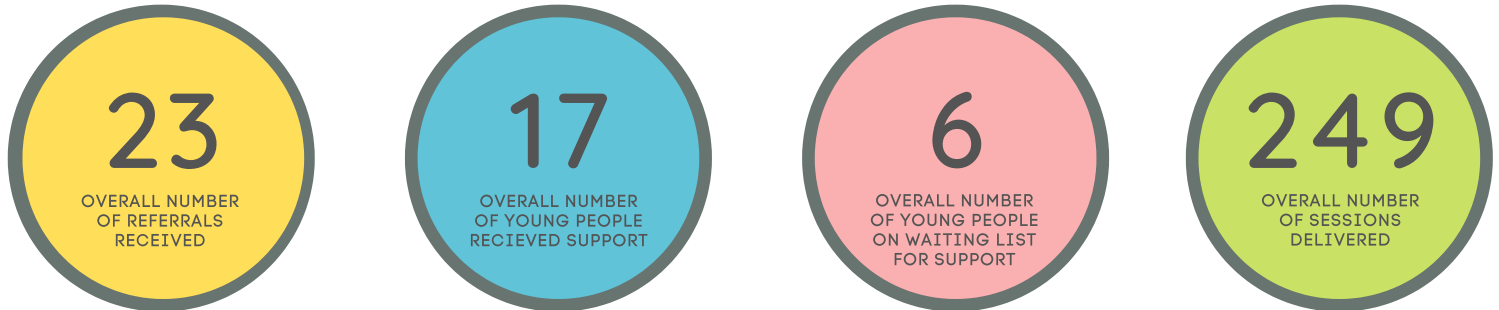
School Roll: 426

0-<10% of young people attending Kirkcudbright Academy live within the top 20% of Scottish Index of Multiple Deprivation.

30-<40% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

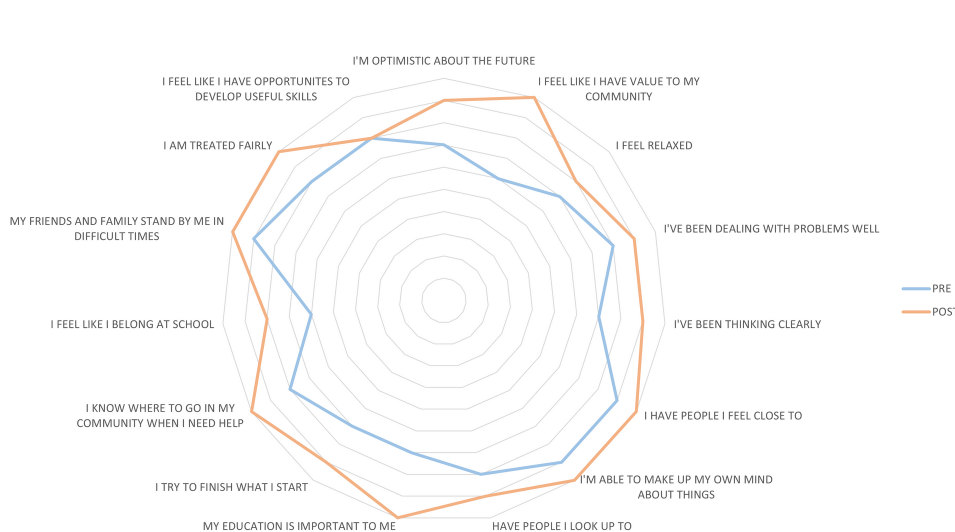
Kirkcudbright Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Low Self Esteem
- Low Confidence
- Anger
- Behavioural Issues
- Relationships
- Managing Emotions
- Self Harm



YLS NATIONAL WELLBEING SCALE



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.5	4.5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.0	5.0
I FEEL RELAXED	3.5	4.0
I'VE BEEN DEALING WITH PROBLEMS WELL	4.0	4.5
I'VE BEEN THINKING CLEARLY	3.5	4.5
I HAVE PEOPLE I FEEL CLOSE TO	4.5	5.0
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	4.5	5.0
I HAVE PEOPLE I LOOK UP TO	4.0	4.5
MY EDUCATION IS IMPORTANT TO ME	3.5	5.0
I TRY TO FINISH WHAT I START	3.5	4.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4.0	5.0
I FEEL LIKE I BELONG AT SCHOOL	3.0	4.0
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.5	5.0
I AM TREATED FAIRLY	4.0	5.0
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	4.0	4.0

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.

THE GRAPH ABOVE 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.

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme:

YP had been referred by their Pupil Support teacher with specific concerns about their low self-esteem and behavioural issues such as anger.

YP agreed to attend the sessions and felt that 1-2-1 support would help them to deal with several issues they were experiencing. YP shared that they struggled with friendships at school and in some classes that they can sometimes experience a lot of anger and frustration.

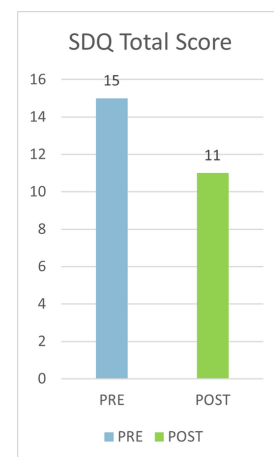
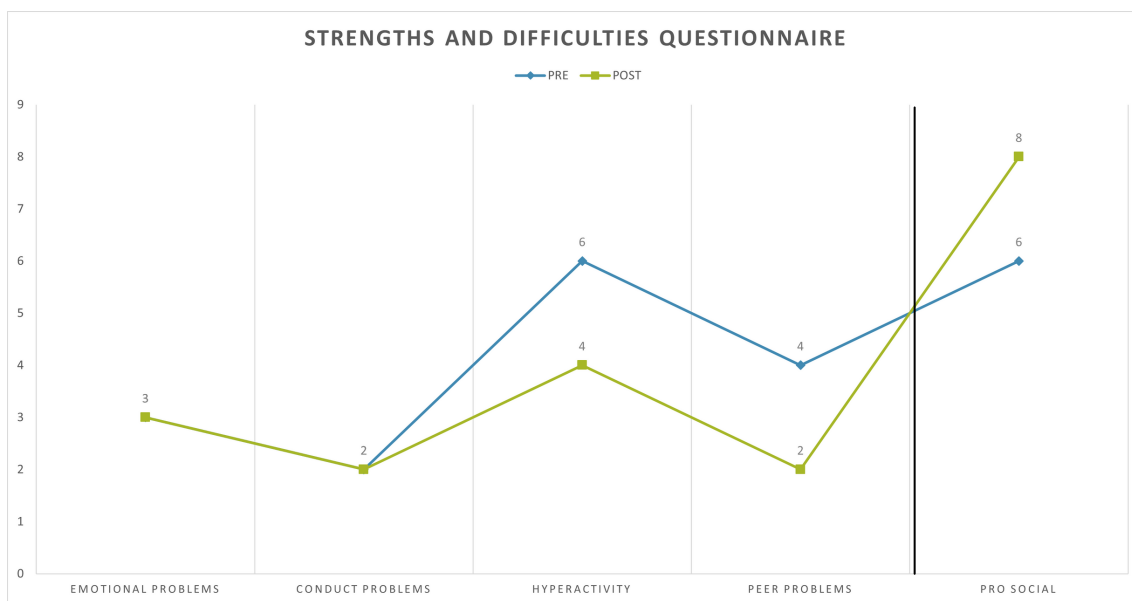
YP attended 8 sessions and was very open about how they felt, and a person-centred approach was used to enable the YP to talk through their problems and identify their own solutions at their own pace.

YP explored various strategies to manage their feelings that were suggested by the Youth Information Worker and explored friendships, looking at healthy and unhealthy relationships toolkit and what makes a good friend. This enabled the YP to identify any issues that was affecting their friendships and provide the tools to communicate positively and set and respect boundaries.

YP explored their anger issues and looked at the difference between angry feelings and aggressive behaviour and gaining a better understanding of being assertive using various scenarios.

By the end of the sessions YP had begun to feel a lot more relaxed and started to regulate their emotions in a healthier way. They began to develop healthier relationships both with friends and family and began to identify triggers that had been causing these outbursts.

YP felt a sense of pride and shared with the Youth Information worker that the time talking about their feelings have helped them 'find their mind again'.



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

FEEDBACK

“ YP engaged really well with the sessions and as we already had developed a trusting relationship they felt able to confide in me. YP also trusted me to share information to other agencies. - Youth Information Worker

“ Seeing [youth information worker] every week was helpful because I could talk about ANYTHING without feeling judged. - Young Person

“ I think the support has allowed the YP to have more reflective time to discuss the challenges they encounter. The YP appears to be more collected when discussing their issues. - Principal Teacher Pupil Support

ABOUT THE SCHOOL

School Roll: 242

0-<10% of young people attending Langholm Academy live within the top 20% of Scottish Index of Multiple Deprivation.

30-<40% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

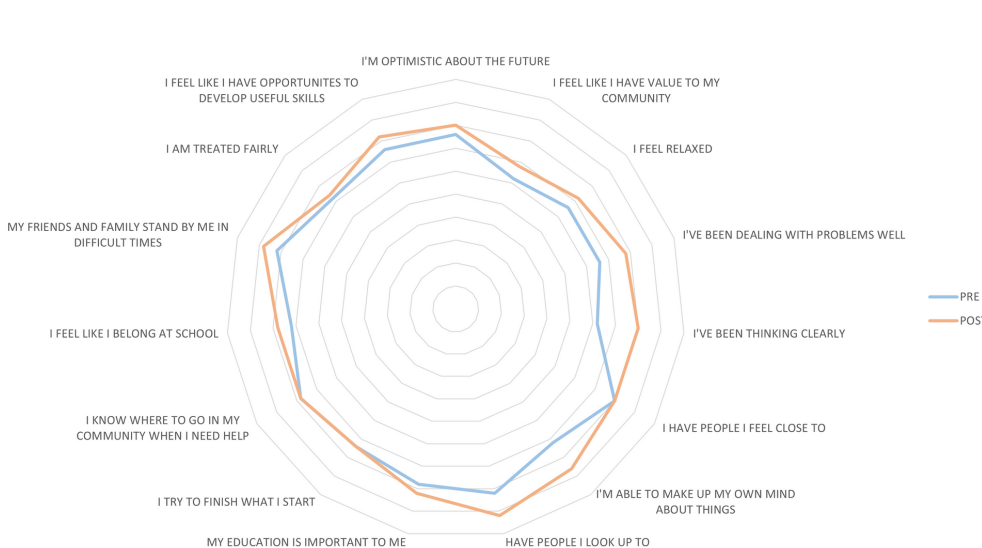
Langholm Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Relationships
- Anger
- Lockdown/Covid-19
- Managing Emotions
- Stress
- Anxiety
- Self Harm
- Low Confidence



YLS NATIONAL WELLBEING 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.

THE GRAPH ABOVE 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.

	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.8	4.0
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.1	3.4
I FEEL RELAXED	3.3	3.6
I'VE BEEN DEALING WITH PROBLEMS WELL	3.3	3.9
I'VE BEEN THINKING CLEARLY	3.1	4.0
I HAVE PEOPLE I FEEL CLOSE TO	4.0	4.0
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.6	4.3
I HAVE PEOPLE I LOOK UP TO	4.1	4.6
MY EDUCATION IS IMPORTANT TO ME	3.9	4.1
I TRY TO FINISH WHAT I START	3.7	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.9	3.9
I FEEL LIKE I BELONG AT SCHOOL	3.6	3.9
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.1	4.4
I AM TREATED FAIRLY	3.6	3.7
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.8	4.1

CASE STUDY

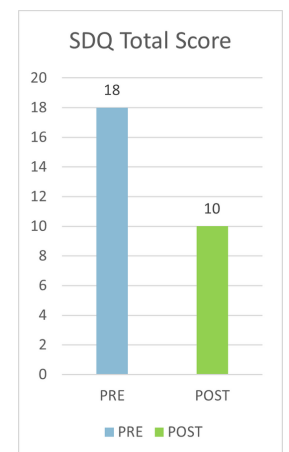
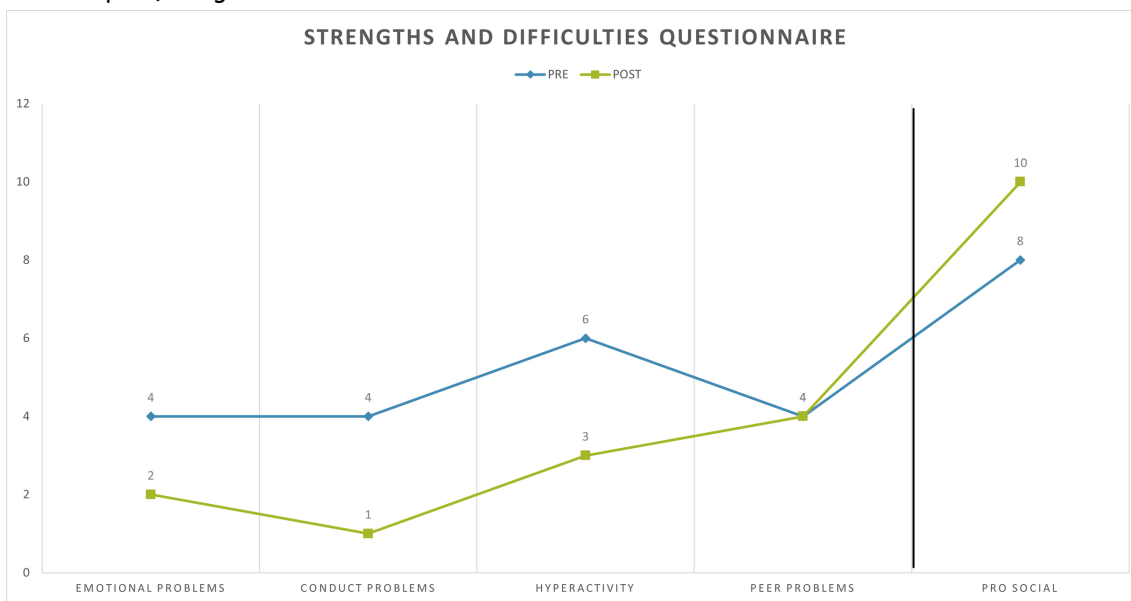
For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred to our 1-2-1 program for support with grief and worry, however, in YP's first session they identified a different target and wanted to work on 'improving their confidence'. YP said they were sad about their loss, but this was getting better, and did not want to talk about it but would rather work on confidence.

YP said they are very shy and struggle to ask and answer questions in class. YP also struggles to speak to peers and meet new people.

YP was offered seven 1-2-1 sessions with the youth information worker in school. In sessions YP discussed trauma they experienced as a young child and the difficulties they had growing up. YP seemed relaxed and felt safe enough to talk about their loss and share memories.

YP also looked at coping methods for anxiety, challenging worries and developing communication/assertiveness skills.

YP consistently rated the usefulness of each session highly, and at the end of support felt they had reached their target. YP expressed a sense of achievement at being able to speak up in class and stood up to a young person that was teasing and calling out nasty names. Youth Information Worker observed the changes in YPs behaviour and attitude throughout the sessions from being a shy and quiet, to very open and chatty. YP said that the support had been helpful, they had learnt skills and felt listened to.



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

FEEDBACK

“ YP consistently rated the usefulness of each session highly, at the end of support they felt they had reached their target as they had been able to speak in class and stand up for themselves. In our sessions I also saw a change in the YP from shy and quiet to open and chatty. - Youth Information Worker

“ I am much more calm, and get into a lot less trouble at school. I use my strategies to help me when I start to feel angry and I can calm down. I am getting on better with my friends now and we have less falling out. - Young Person

“ On the whole the YP has been much more positive in the classroom. They have received positive merits for their work and engaging with teachers. The YP has found this engagement a positive support. - Principal Teacher Pupil Support



ABOUT THE SCHOOL

School Roll: 804

0-<10% of young people attending Lockerbie Academy live within the top 20% of Scottish Index of Multiple Deprivation.

20-<30% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

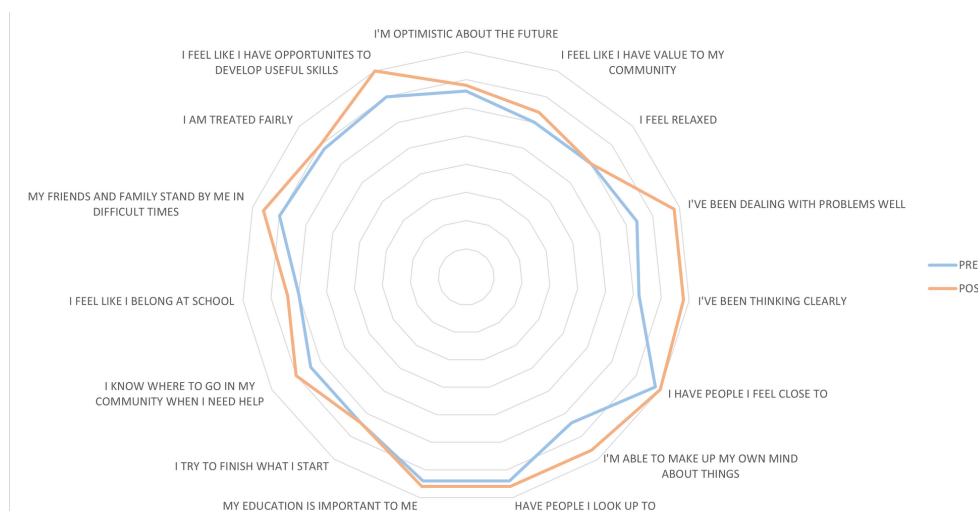
Lockerbie Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Anxiety
- Low Mood
- Bereavement
- Stress
- Anger
- Body Confidence
- Family Issues



YLS NATIONAL WELLBEING 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.

THE GRAPH ABOVE 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.

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

LOCKERBIE ACADEMY

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme:

YP was referred to our 1-2-1 programme by their pupil support teacher. YP was experiencing problems with peers in school which was causing them anxiety. They struggled with making friendships and managing their anger and became involved in fights at school. YP was also struggling with low moods and transition into first year due to lockdown.

YP was offered eight 1-2-1 sessions, but this was extended to 14 sessions to meet the needs of YP. The support continued throughout lockdown and delivered through regular phone calls. YP did not miss a session and seemed happy to have this contact during such a difficult time.

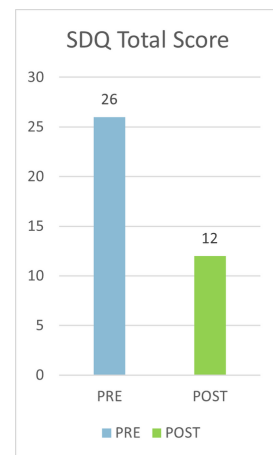
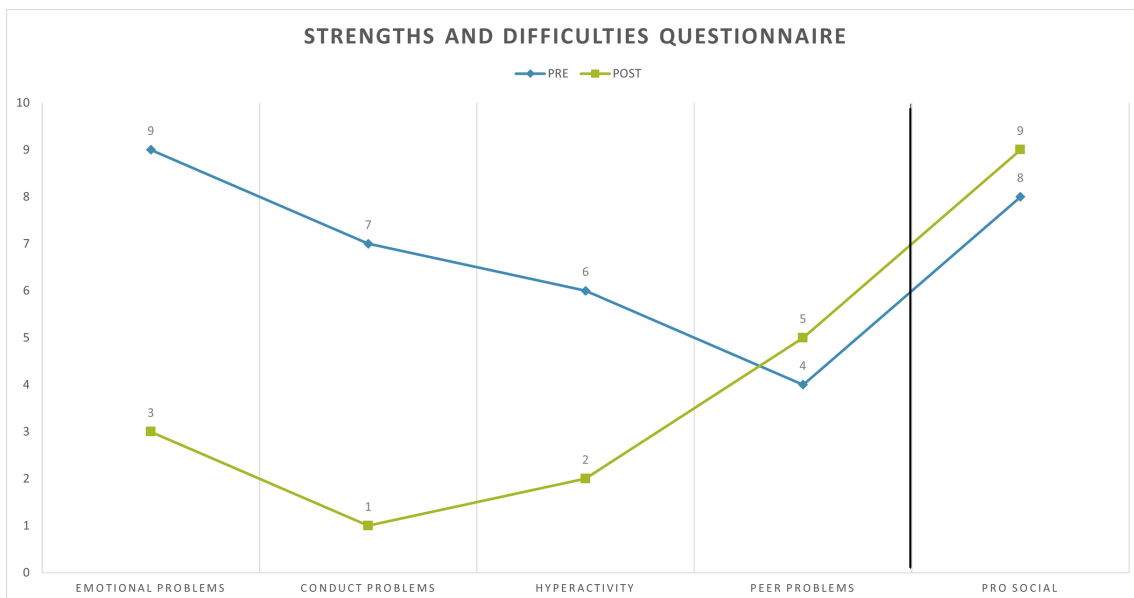
YP spent the first couple of sessions discussing what support they needed, and they set a short-term goal to ‘feel less angry and feel happier’ and their long-term goal was to ‘make friends and return home to their parents’. YP recognised that they needed support with anger and help to cope with stressful situations.

YP also worked on anger and learning to recognise when they would begin to lose control, to stop and think before reacting and use alternative healthier and safer ways to manage these feelings in difficult situations. YP began to understand the difference between being aggressive, passive, and assertive and how to implement assertiveness using the appropriate language and skills. YP also identified breathing techniques that they could use before, during and after such incidents.

YP engaged really well in the sessions and seemed to become more and more relaxed in each session, showing a more open and talkative person. They used their new skills in school when confronted with peers who were annoying them. They felt able to walk away from the situation using the techniques learned and commented on how good this felt, giving them a sense of achievement and growth in self-control. It was also identified through the sessions that YP did not have many clothes and was self-conscious of the way they looked. The Youth Information Worker was able to apply for support to provide basics and they received a clothes parcel.

There had been a significant change in the way that YP behaved which was observed by the Youth Information Worker, School Staff and their family but most importantly recognised by the YP. At the end of the sessions the YP seemed to become more confident and presented as a happier and calmer person. YP spoke of feeling more in control and accepting that you cannot change certain things or other people but that you can control your behaviour and how you think and feel.

YP was signposted and encouraged to try new activities/groups, to build new relationships and gain new experiences, and now attends a Youth Group on a weekly basis. YP has made new friendships meeting his long-term goal.



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

FEEDBACK

“ YP is a perfect example of how we should proceed sessions at the Young Person’s own pace (person-centred approach) and led by them. As a result of her support network, YP feels like she isn’t as isolated anymore. ”

- Youth Information Worker

“ The sessions helped me to talk and trust and feel a lot happier and excited to see what the future brings. ”

- Young Person

“ I do feel there has been an improvement in their overall confidence and ability to ask for help when needed. YP seems to be more socially confident as well. I think they appear to have better coping mechanisms now. ”

- Principal Teacher Pupil Support



ABOUT THE SCHOOL

School Roll: 277

0-<10% of young people attending Moffat Academy live within the top 20% of Scottish Index of Multiple Deprivation.

40-<50% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

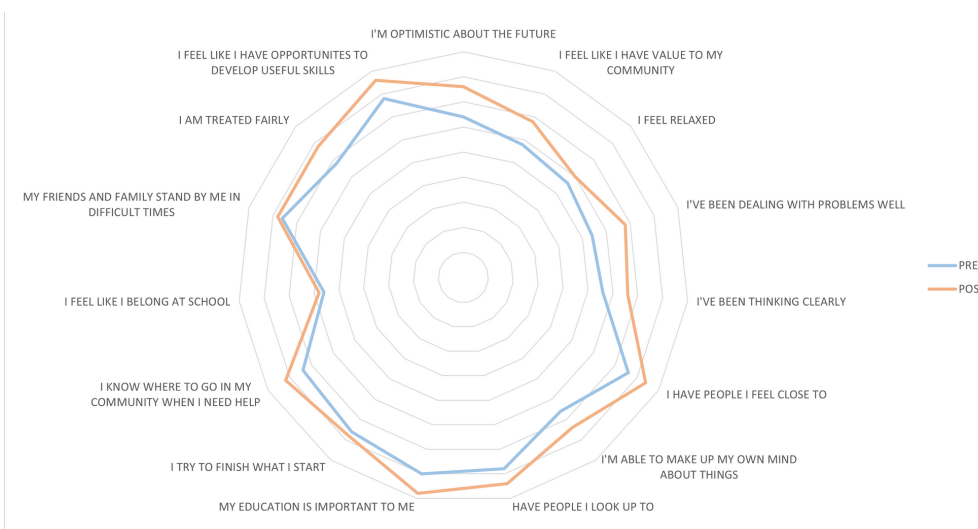
Moffat Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Lockdown/Covid-19
- Anxiety
- Bereavement
- Self Esteem
- Managing Emotions



YLS NATIONAL WELLBEING 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.

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THE GRAPH ABOVE 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.

	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.2	3.8
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.9	3.4
I FEEL RELAXED	2.8	3.0
I'VE BEEN DEALING WITH PROBLEMS WELL	2.7	3.4
I'VE BEEN THINKING CLEARLY	2.8	3.3
I HAVE PEOPLE I FEEL CLOSE TO	3.8	4.2
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.3	3.7
I HAVE PEOPLE I LOOK UP TO	3.9	4.2
MY EDUCATION IS IMPORTANT TO ME	4.0	4.4
I TRY TO FINISH WHAT I START	3.8	3.9
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.7	4.1
I FEEL LIKE I BELONG AT SCHOOL	2.8	2.9
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.8	3.9
I AM TREATED FAIRLY	3.4	3.9
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.9	4.3

CASE STUDY

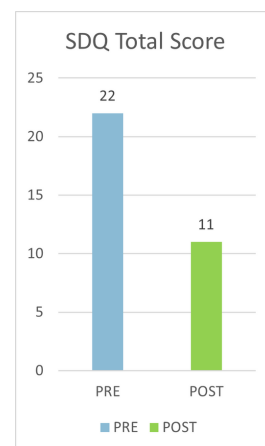
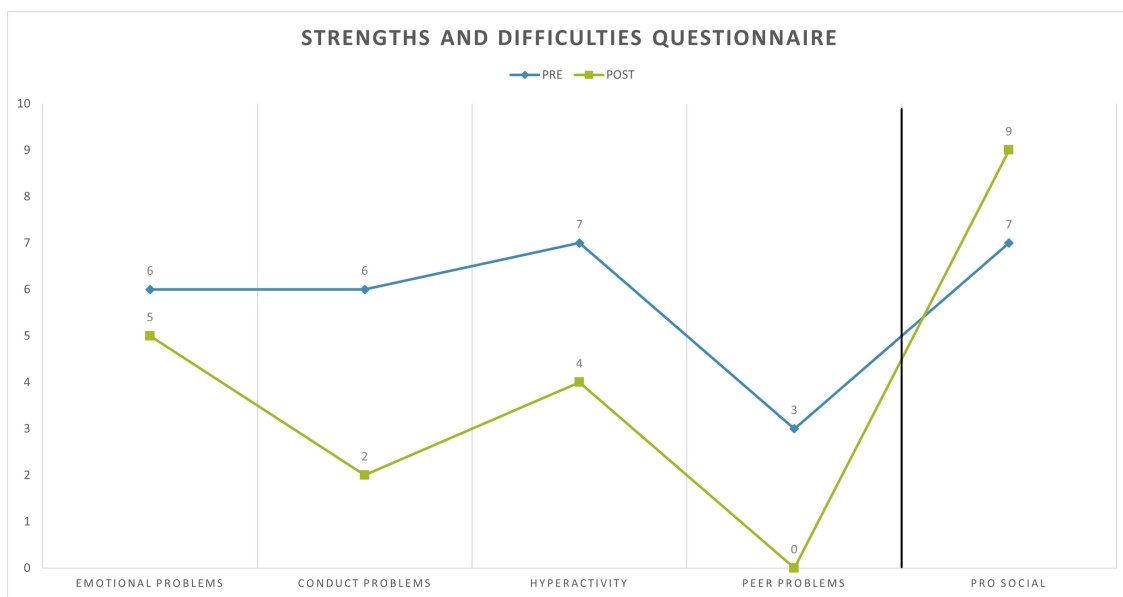
For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred by her Pupil Support Teacher with concerns about the YP's lack of attendance at school and behavioural issues. YP was very open from the start of their sessions and the Youth Information Worker used a person-centred approach that encouraged YP to set the pace of the sessions.

YP stated that they did not want to come to school and that the thought of attending school left them feeling extremely nervous and worried. This was having a detrimental effect on their schoolwork, friendships, and problems at home. YP stated that they also got very frustrated and became quite aggressive and confrontational.

Throughout the sessions it became apparent that YP really wanted to make changes to their behaviour and spoke openly about their emotions and feelings. YP began to understand why they were feeling so frustrated and angry and linked it to their home environment. Time was given to YP to talk about their feelings and identify the triggers that caused such stress. Several resources were used including 'my changing family' and they were able to work through their difficulties by using problem solving skills and techniques that helped recognise the signs of losing control and what to do such as learning to walk away from the situation.

During the support sessions, YP's attendance at school began to improve and seemed much calmer. YP talked about how different things were; they felt extremely proud of themselves for being able to make changes to their behaviour which had a knock-on effect in all areas of their life. YP was able to improve their relationships with friends and there were less arguments at home. YP's teachers observed the change in behaviour and provided extra support with schoolwork that YP missed. YP attended a child plan meeting which also recognised YP's achievements in taking responsibility for their actions and behaviours.

YP seemed to enjoy having the time to talk through their feelings and came into each session with an openness to change. YP's approach to dealing with difficult emotions and situations had improved and a lot more positive. YP wanted to feel more confident in and out of school. They wanted to talk to someone and share emotions and opinions and feel listened to.



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

FEEDBACK

“ YP feels a lot better and has noticed a difference since attending sessions. YP says "it feels like a weight has been lifted. YP really listened and took in what is being said and tries to implement the changes in their everyday life.

- Youth Information Worker

“ I have learned to control my anger and how to deal with situations. It has made it better in situations that are more stressful.

- Young Person

“ I think the support was valuable in providing a safe space for YP to speak with an adult about their worries. It provided them with an opportunity that they might not otherwise have got, where they had protected, planned time available to chat.

- Principal Teacher Pupil Support

NORTH WEST COMMUNITY CAMPUS



ABOUT THE SCHOOL

School Roll: 331

50-<60% of young people attending NWCC live within the top 20% of Scottish Index of Multiple Deprivation.

40-<50% of young people on the school role recorded as having additional support needs.

30-<40% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

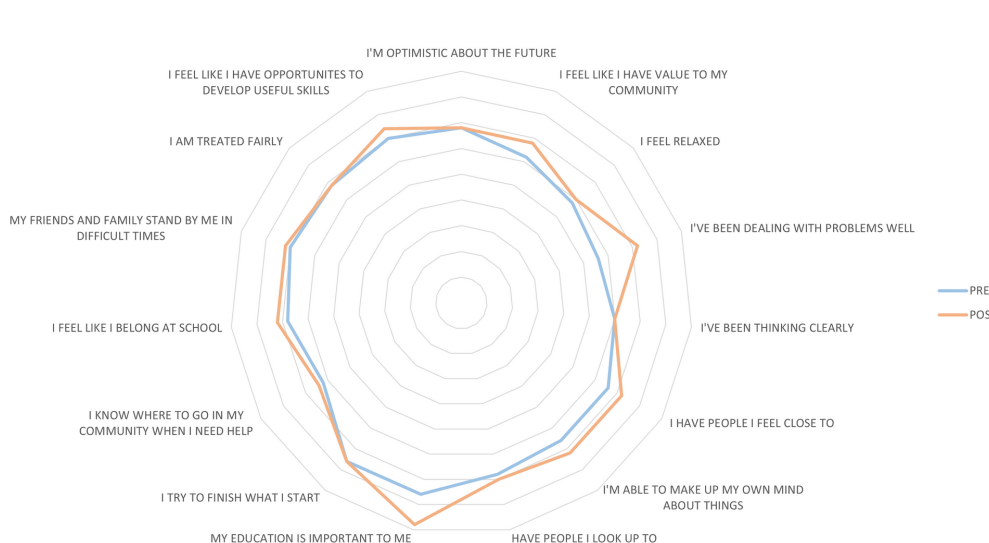
North West Community Campus agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Self Confidence
- Low Mood
- Managing Emotions
- Relationships
- Peer Pressure
- Self Harm
- Bullying



YLS NATIONAL WELLBEING SCALE



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.4	3.4
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.1	3.4
I FEEL RELAXED	2.9	3.0
I'VE BEEN DEALING WITH PROBLEMS WELL	2.8	3.6
I'VE BEEN THINKING CLEARLY	3.0	3.0
I HAVE PEOPLE I FEEL CLOSE TO	3.3	3.6
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.3	3.6
I HAVE PEOPLE I LOOK UP TO	3.4	3.5
MY EDUCATION IS IMPORTANT TO ME	3.8	4.4
I TRY TO FINISH WHAT I START	3.8	3.8
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.1	3.2
I FEEL LIKE I BELONG AT SCHOOL	3.4	3.6
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.5	3.6
I AM TREATED FAIRLY	3.4	3.4
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.5	3.7

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.

THE GRAPH ABOVE 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.

NORTH WEST COMMUNITY CAMPUS

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme:

YP was referred by the Pupil Support Teacher for support coping with their anxiety. YP felt that the anxiety had taken over their life and was now not in any classes in school. YP was spending their school day in the learning support unit. YP was being supported by school but by not being able to attend classes it was having a significant impact on their education and with the possibility of not being able to stay on at school if it continued.

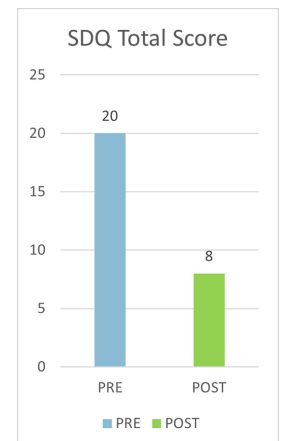
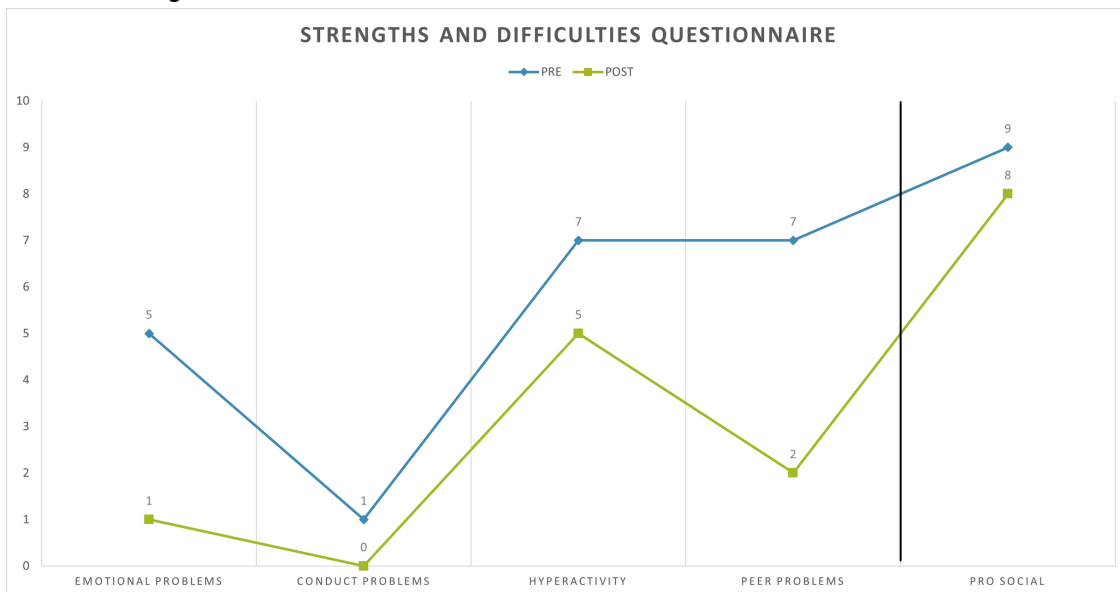
YP was initially offered eight 1-2-1 sessions. YP's short term goal was to stay on at school. YP really wanted to attend classes without experiencing anxiety or panic attacks but had not been able to manage this. YP's long term goal was to be able to stay on until 5th year. At the beginning of support, YP appeared nervous and uncomfortable, however, became a lot more relaxed and open after a couple of sessions.

YP stated that they no longer felt like themselves and felt scared all the time. YP would struggle to come to school and had frequent sick days because of their anxiety. The thought of going to school often left them feeling anxious and they would often be late for school or experience panic attacks.

YP explored what anxiety was, what could cause anxiety, what triggers anxiety and how to recognise symptoms and manage it. They were given several breathing exercises to help them when feeling overwhelmed and were practised with the Youth Information Worker in the sessions. Fidget toys were also provided as another distraction that YP found comforting.

YP worked on toolkits and evidence-based programmes such as Living Life to the Full, a Cognitive Behaviour Therapy approach to challenge thoughts and feelings. YP was also given tasks such as taking small steps to face their anxieties. For YP this was spending ten minutes in a class and then leave, increasing the length of time. The Youth Information Worker worked collaboratively with the school staff and YP's parent to ensure a whole approach to meet their needs.

YP engaged well within the sessions, developed language to describe how they felt and discussed openly about their feelings. The YP's sessions were extended until the YP felt more comfortable in using their new coping strategies. They had slowly begun to attend more classes full time with the support of the school staff. By the end of the sessions, YP was in classes full time their anxiety had significantly reduced. They were also offered the opportunity to stay on at school which they have agreed to. They have also signed up for some college classes and attending some youth groups. All adult support and their family commented on the changes of YP and how happier and confident they seemed.



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

FEEDBACK

- “ YP's dedication and commitment to helping themselves was very clear to see. The 1-2-1 support has given YP the bit of support and guidance they needed to blossom. - Youth Information Worker
- “ I've really enjoyed talking about everything and getting everything off my chest. The Youth Information Worker is easy to talk to. I feel much better now and I'm ready to go ahead on my own. - Young Person
- “ YP's attendance has increased. This has impacted on them reaching their potential. YP has enjoyed having someone different in school to talk to. You can see they are a happier individual and coping better with life choices. I feel YP was able to discuss issues in their life that they were not ready to share with others. This has helped them offload and feel happier/more positive. This was extremely beneficial for YP particularly at the stage in their education. - Principal Teacher Pupil Support



ABOUT THE SCHOOL

School Roll: 268

40-<50% of young people attending Sanquhar Academy live within the top 20% of Scottish Index of Multiple Deprivation.

30-<40% of young people on the school roll recorded as having additional support needs.

20-<30% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

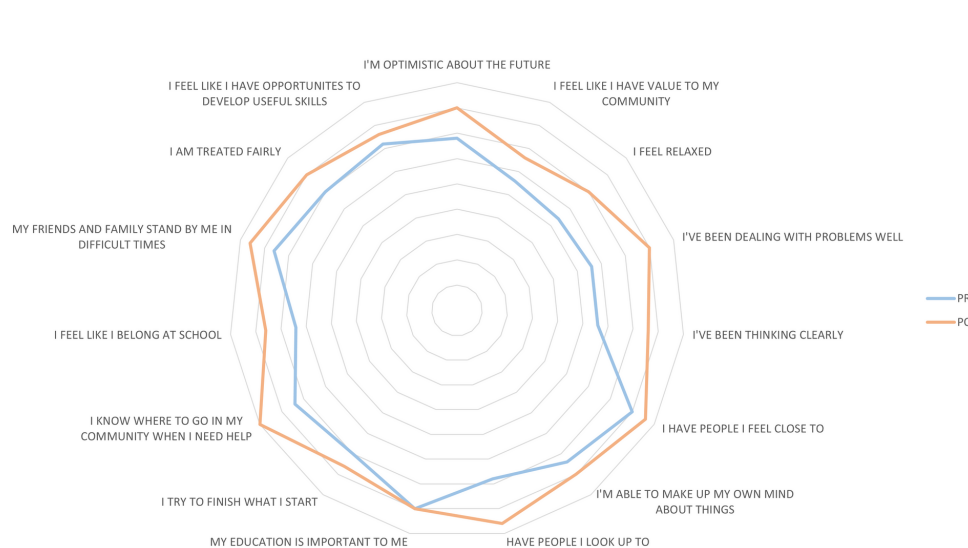
Sanquhar Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Bereavement
- Self Harm
- Low Mood
- Anger
- Relationships
- Stress
- Managing Emotions



YLS NATIONAL WELLBEING 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.

THE GRAPH ABOVE 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.

	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.4	4.0
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.8	3.3
I FEEL RELAXED	2.7	3.5
I'VE BEEN DEALING WITH PROBLEMS WELL	2.8	4.0
I'VE BEEN THINKING CLEARLY	2.8	3.8
I HAVE PEOPLE I FEEL CLOSE TO	4.0	4.3
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.7	4.0
I HAVE PEOPLE I LOOK UP TO	3.4	4.3
MY EDUCATION IS IMPORTANT TO ME	4.0	4.0
I TRY TO FINISH WHAT I START	3.5	3.8
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.7	4.5
I FEEL LIKE I BELONG AT SCHOOL	3.2	3.8
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.8	4.3
I AM TREATED FAIRLY	3.5	4.0
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.6	3.8

CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred to the service for 1-2-1 support after feeling 'very suicidal' and self-harming through the first lockdown. YP had been seen by CAMHS through lockdown and had been discharged, however CAMHS recommended that the YP would benefit from someone to talk to and remind them of their coping strategies.

YP had a good attendance at school, however, can sometimes find themselves in trouble with teachers due to messing around with their friends in class. YP admits they also occasionally engage in risk taking behaviour at the weekend with their friends.

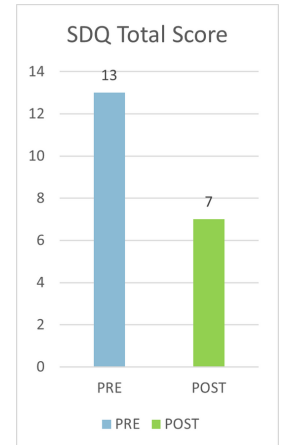
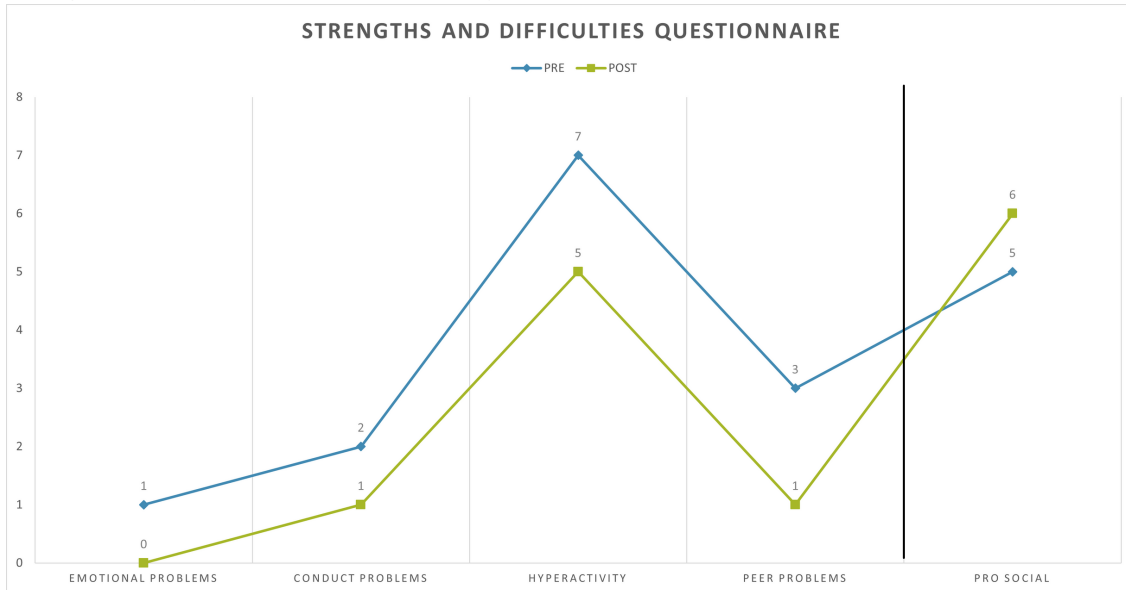
YP also spoke about anger and often feeling frustrated and losing their temper. They felt at times that they were very quick to answer back in classes which sometimes could get them into trouble. YP was given a behavioural timetable for one of the classes and commented that they were annoyed at themselves for getting one. YP would mention that this would cause tension at home when there were issues with their behaviour in school.

YP was offered eight 1-2-1 sessions initially, the YP set goals of feeling confident with coping strategies and being able to talk through any worries or negative thoughts. YP also thought that working on anger management resources would be beneficial for them. YP hoped by learning about anger management they could perhaps stay out of trouble in classes. Due to conversations had during sessions Youth Information Worker also suggested that looking at risk taking behaviour resources would be beneficial for the YP, the YP agreed that this would be helpful.

At the end of the sessions YP seemed confident when it came to using their coping strategies and said that they had not had suicidal thoughts or thoughts of self-harm for some time (coping strategies had been identified through the YPs previous involvement with CAMHS).

Due to conversations arising during sessions, YP worked through some risk-taking behaviour resources. YP said that they found these useful as they could ask questions without feeling judged and learned how to keep themselves safe whilst out with friends.

YP said that sessions had been useful, they felt in more control of their temper and felt like they benefited from having a safe space to talk where they felt listened to.



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

FEEDBACK

- “ YP engaged well in sessions and always participated in the resources and worksheets. YP said that they found these really useful as he could ask questions without feeling judged, and also learned how to keep himself safe whilst out with friends. - Youth Information Worker
- “ Learning coping techniques and working on myself esteem has made a big difference to me. - Young Person
- “ YP was unable to attend their class due to the higher number of pupils in this class before they received support. YP was often missing school..... After the support was in place, they were able to attend all lessons. YP was able to use coping strategies to fight off her anxiety. - Principal Teacher Pupil Support



ABOUT THE SCHOOL

School Roll: 526

0-<10% of young people attending St Joseph's College live within the top 20% of Scottish Index of Multiple Deprivation.

30-<40% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

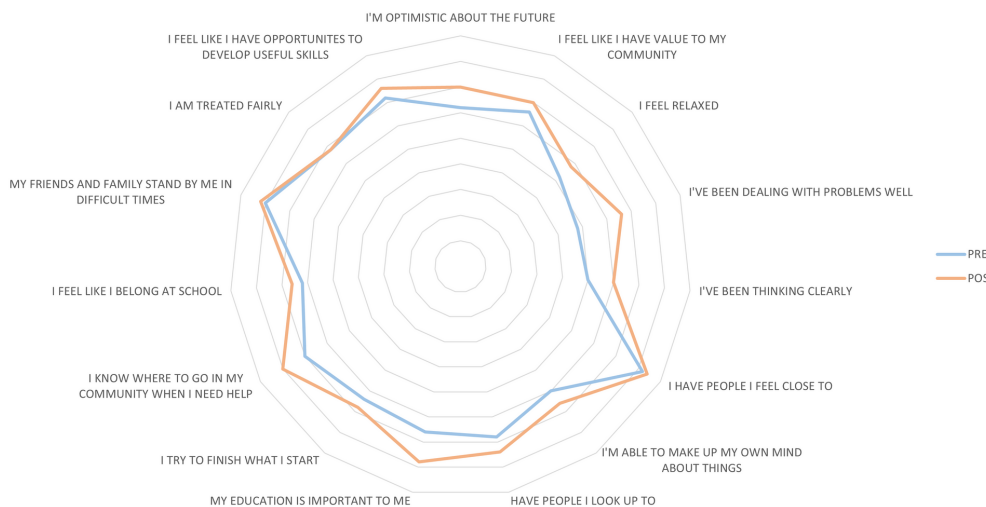
St Joseph's College agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Anxiety
- Managing Emotions
- Low Self Esteem
- Lockdown/Covid-19
- Low Mood
- Relationships
- Bereavement



YLS NATIONAL WELLBEING 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.

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	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.1	3.5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.3	3.5
I FEEL RELAXED	2.6	2.9
I'VE BEEN DEALING WITH PROBLEMS WELL	2.4	3.3
I'VE BEEN THINKING CLEARLY	2.5	3.0
I HAVE PEOPLE I FEEL CLOSE TO	4.1	4.2
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.0	3.3
I HAVE PEOPLE I LOOK UP TO	3.4	3.7
MY EDUCATION IS IMPORTANT TO ME	3.3	3.9
I TRY TO FINISH WHAT I START	3.2	3.4
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.5	4.0
I FEEL LIKE I BELONG AT SCHOOL	3.1	3.3
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.0	4.1
I AM TREATED FAIRLY	3.4	3.4
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.6	3.8

CASE STUDY

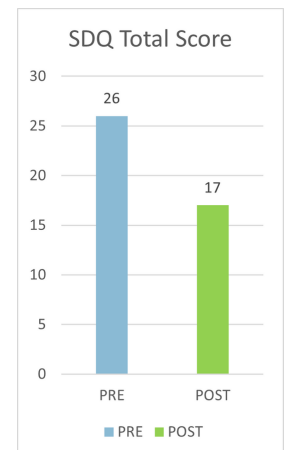
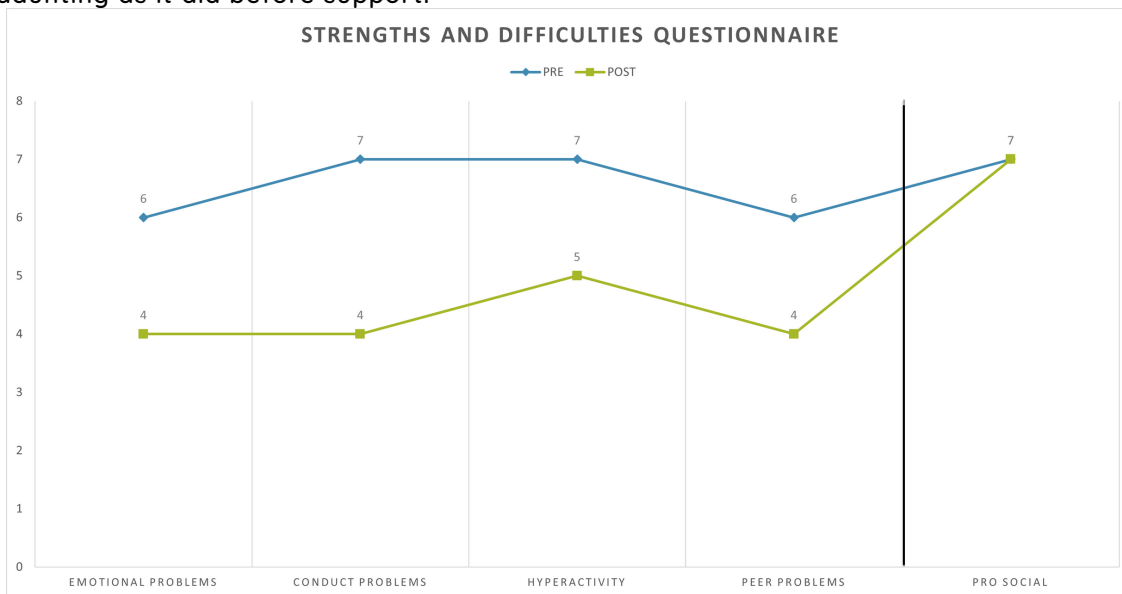
For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred by the Pupil Support Teacher, with concerns that YP was experiencing heightened anxious behaviour and the impact of the first lockdown had affected their well-being. YP has a diagnosis of Autism and struggles significantly with change. The referrer informed the Youth Information Worker that they had placed a referral with Autism Outreach and CAMHS, however, felt that having someone to talk to may help his anxiety until while waiting for treatment to begin.

YP was not coping with being around the large numbers when they initially returned to school in August. Large classes full of young people were making them anxious, which was impacting on their ability to focus and concentrate. YP was becoming either despondent or frustrated.

YP had agreed to receive support and engaged well, however was not keen to work on any coping strategies or tools. YP wanted to someone to listen to how they were feeling and talk about their frustrations. A person-centred approach was used and allowed them to lead the weekly sessions. YP talked a lot about their family dynamics and about the positive relationships they had with their grandparent.

YP's target was 'To feel confident enough to speak with Youth Information Worker and get things off my chest, to not let things build up' by allowing them the time, and space using a person-centred approach they were able to reach this target. The early sessions took YP right out of their comfort zone, but by taking things slowly and allowing them to build confidence in their own time they achieved their goal.

YP said at the time of discharge they had enjoyed the sessions as they allowed them to let off steam that may otherwise have 'boiled over'. They also stated that by building a relationship with the Youth Information Worker slowly and at their own pace, changed their mind about working with other agencies which did not see quite as daunting as it did before support.



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

FEEDBACK

“ YP's target was 'To feel confident enough to speak up and get things off my chest, to not let things build up' by allowing them the time, and space using a person centred approach I feel that they were able to reach their target.

- Youth Information Worker

“ ...I can't believe the difference about myself. The sessions allowed me to let off steam that may otherwise have 'boiled over'

- Young Person

“ After the sessions the YP seemed happy and outgoing in their classes. It really seemed to help them feel better within themselves.

- Principal Teacher Pupil Support



ABOUT THE SCHOOL

School Roll: 490

0-<10% of young people attending Wallace Hall Academy live within the top 20% of Scottish Index of Multiple Deprivation.

20-<30% of young people on the school role recorded as having additional support needs.

10-<20% of young people are registered for free school meals

*Scottish Government School Information Dashboard



ISSUES COVERED

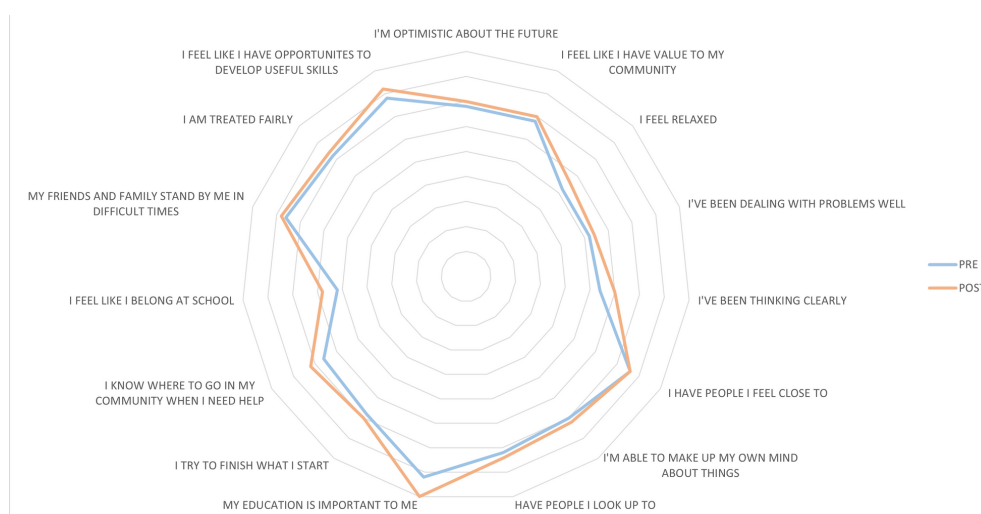
Wallace Hall Academy agreed for our Youth Information Worker to deliver 1-2-1 support, two days a week with the young people who have been referred to our service.

The 1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

- Anxiety
- Relationships
- Bereavement
- Peer Pressure
- Self Harm
- Low Confidence



YLS NATIONAL WELLBEING SCALE



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I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.4	3.5
I FEEL RELAXED	2.6	2.8
I'VE BEEN DEALING WITH PROBLEMS WELL	2.6	2.7
I'VE BEEN THINKING CLEARLY	2.7	3.0
I HAVE PEOPLE I FEEL CLOSE TO	3.8	3.8
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.5	3.6
I HAVE PEOPLE I LOOK UP TO	3.6	3.7
MY EDUCATION IS IMPORTANT TO ME	4.1	4.5
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I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.9	4.1

WALLACE HALL ACADEMY

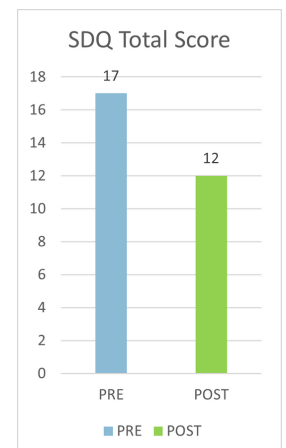
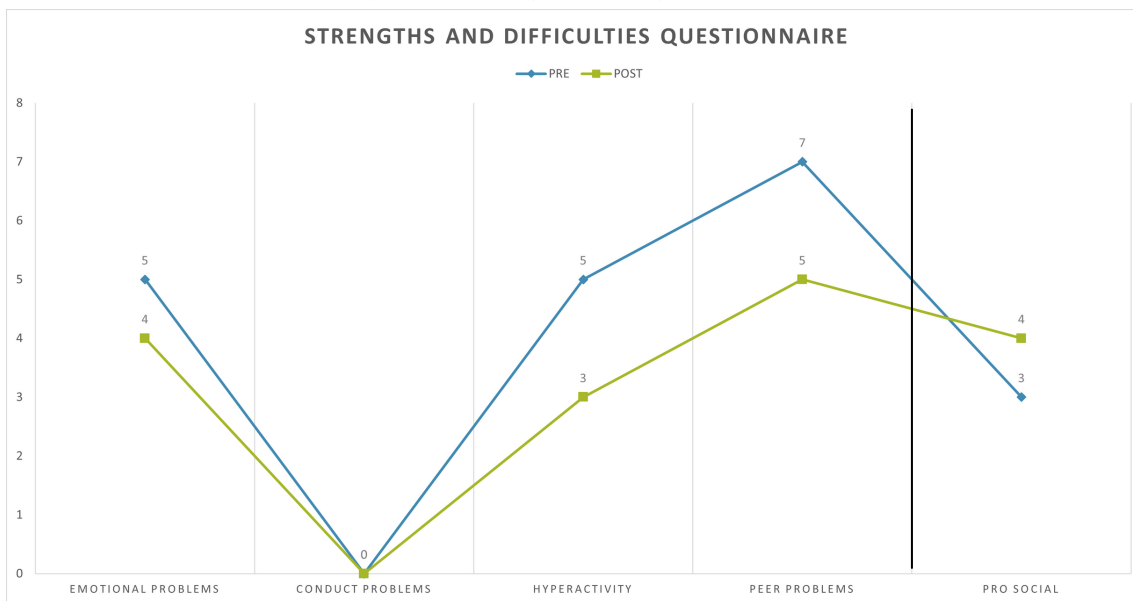
CASE STUDY

For each school we have selected a case study from one Young Person who has been supported through the 1-2-1 programme: YP was referred for 1-2-1 support by their Pupil support Teacher as they were really struggling with school. Their attendance was poor; some days they would refuse to come in to school, and other days they would leave early and go home. They had some issues around eating when they were at school and would often not eat at all throughout the school day. They did not socialise with other young people at lunch time, preferring to sit alone in a classroom.

To begin with YP started to work on anxiety resources and did so for a few weeks - this was only scratching the surface and it was felt that YP was holding back on how they were really feeling. There was a turning point with YP when they attended a support session after a falling out with another pupil. This session YP became very open and honest with themselves, about how they were really feeling and what was really going on for them. They had been keeping it all in for a long time and it was having a negative impact on them physically and mentally. With their permission, the Youth Information Worker contacted the pupil support teacher and the head of pupil support to share concerns about YP's mental well-being. YP seemed relieved and this in turn led to them having a conversation with their parent. From there YP was given next step options and it was agreed that a referral would be made to CAMHS. The 1-2-1 support continued with YP until they came to a natural end and while waiting for treatment with CAMHS to begin.

Throughout the sessions YP worked on getting to know you resources and activities, anxiety worksheets, self-esteem worksheets and anger management tool kit. These supported YP in exploring his feelings, this and the pace of the sessions led by the YP enabled them to express how they really felt and use vocabulary that better described how they felt.

The feedback from YP's pupil support teacher was very encouraging. During the weeks of YP's support sessions, their attendance had improved and made a lot of effort to stay for the full day. They had often complained of feeling unwell, but this had dwindled and stopped. Towards the end of the session's, YP had started to eat lunch-still on their own but the fact they were eating was a significant improvement.



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

FEEDBACK

“ During the weeks of YP's 1-2-1s, (the YPs) attendance had improved and when they were in school, they were staying in school for whole days. Where as before the YP had been feeling sick or was sick before school, this dwindled and stopped. Towards the last few weeks of 1-2-1's, YP had started to eat lunch - still on their own but the fact they were eating was a huge improvement.

- Youth Information Worker

“ I was able to talk openly about anything I needed to talk about.

- Young Person

“ ...YP really trying socially to engage with others and spending more time outside rather than in classrooms at break/lunch. YP also opened up more with staff like myself about some issues

- Principal Teacher Pupil Support

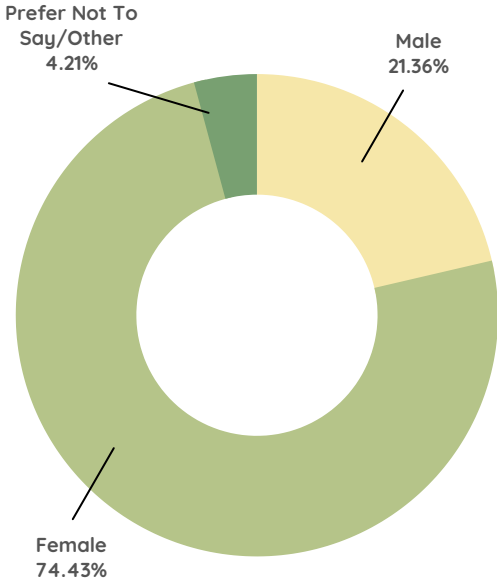
EQUALITIES DATA

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

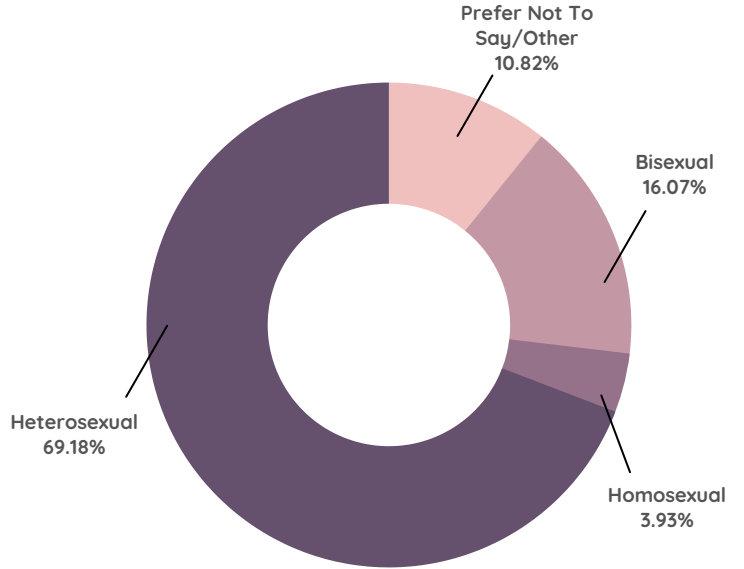
This provides us statistical information on the young people referred to our project such as:

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

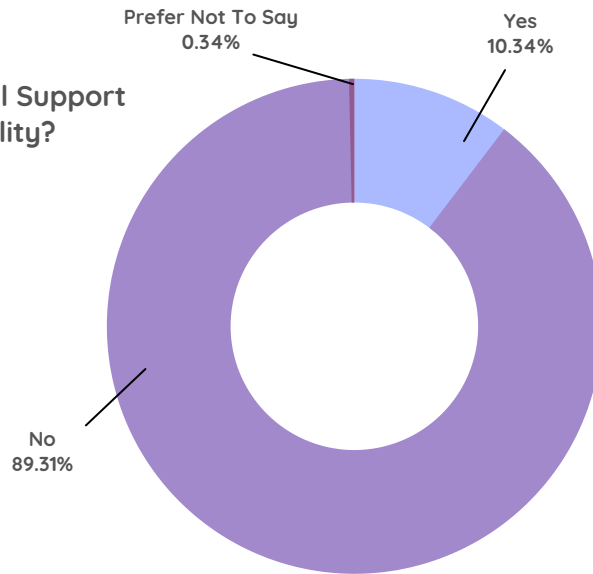
What Is Your Gender?



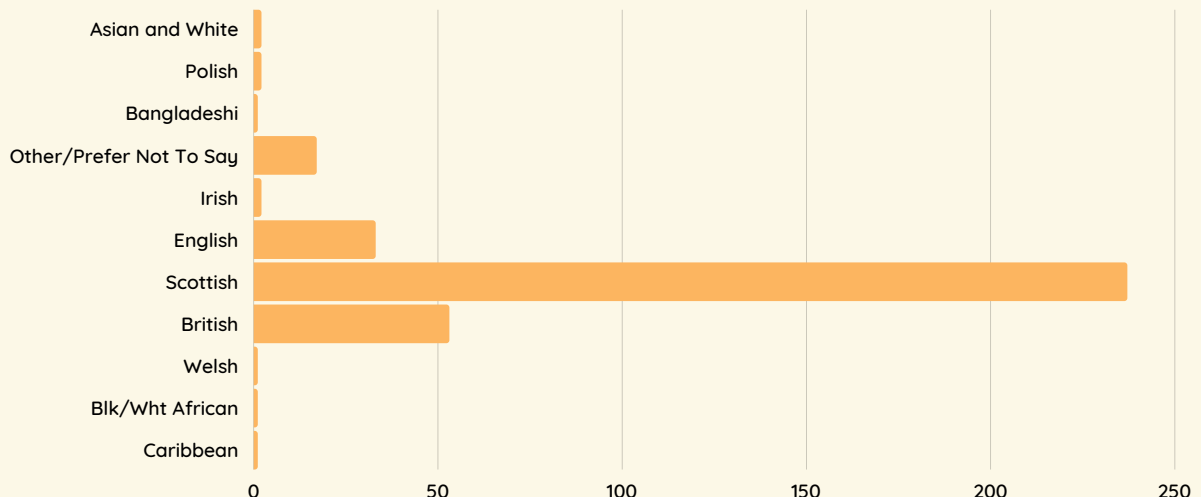
Sexual Orientation



Do You Have An Additional Support Need (ASN) or Disability?

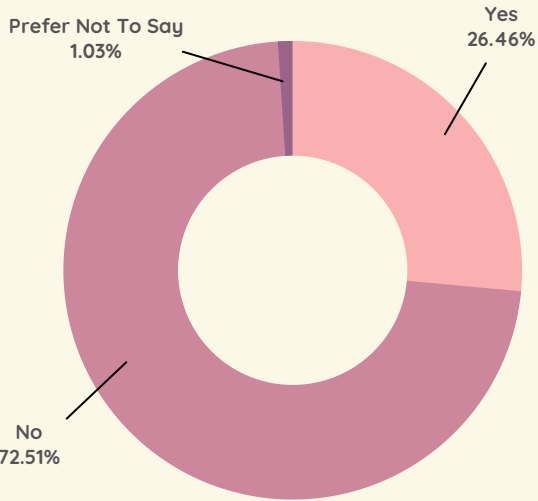


Ethnic Origin

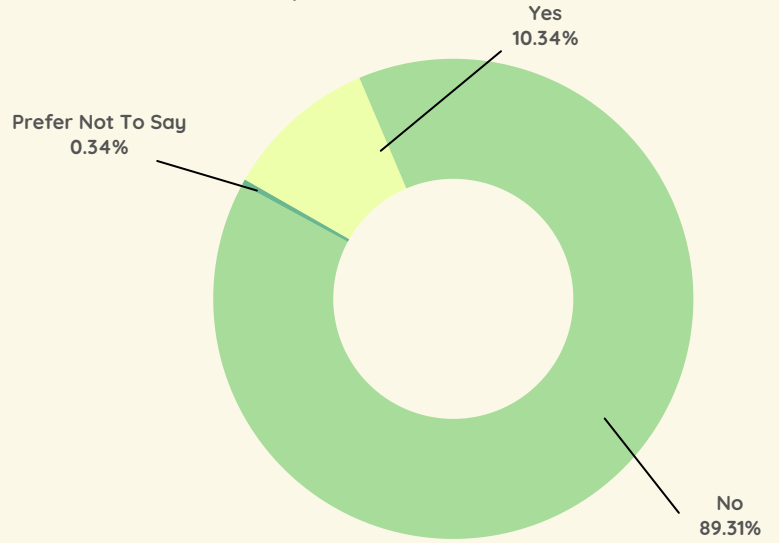


EQUALITIES DATA

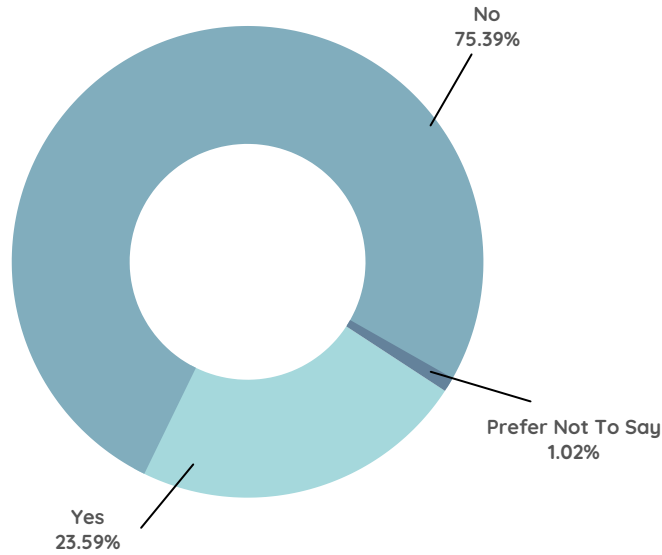
Do You Have Caring Responsibilities At Home?



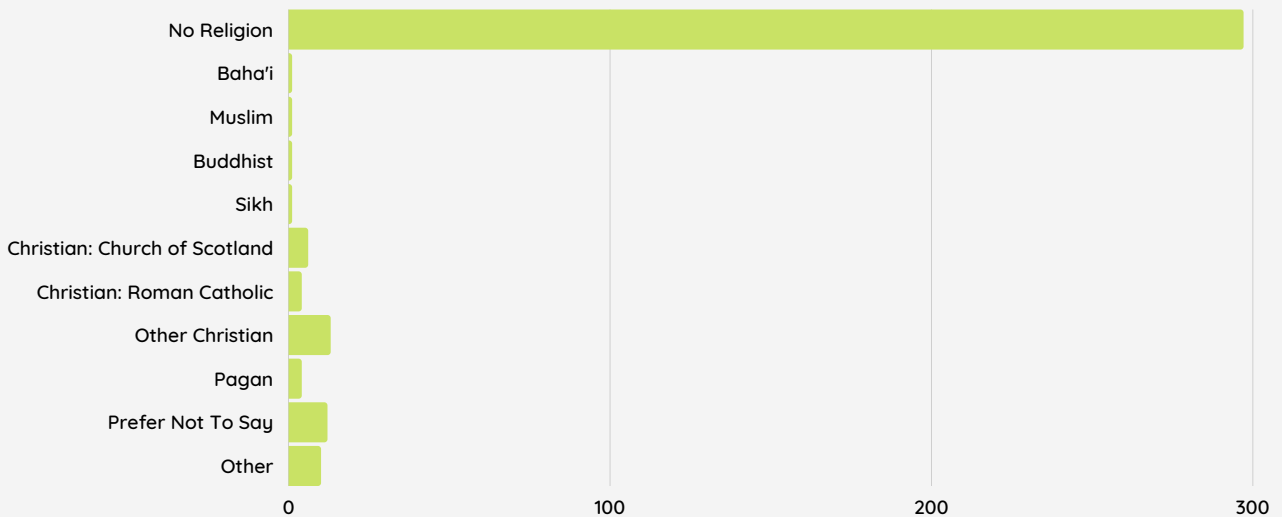
Are You Care Experienced?



Do You Recieve Free School Meals?



Religion or Belief:



85% of people answered No Religion for this question

KEY FACTS & FIGURES

3559

1-2-1 SESSIONS
DELIVERED WITHIN
SECONDARY SCHOOLS

10

STAFF NOW COSCA
QUALIFIED



351

YOUNG PEOPLE
RECIEVED SUPPORT
BETWEEN AUG-JUN
WITHIN SECONDARY
SCHOOLS



462

REFERRALS RECIEVED FOR
1-2-1 SUPPORT



SUPPORT DELIVERED
WITHIN

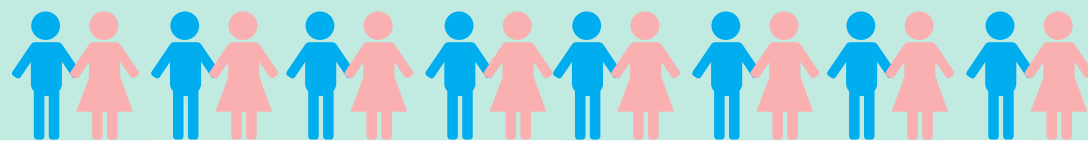
10

PRIMARY SCHOOLS



464

YOUNG PEOPLE SEEN
THROUGH PRIMARY SCHOOLS



WAITING LIST FOR 1-2-1 SUPPORT
IN SECONDARY SCHOOLS

111



175

SESSIONS IN
PRIMARY SCHOOLS

OVER

400

CHECK INS WITH
YOUNG PEOPLE
DURING COVID



SECONDARY SCHOOL OVERVIEW

The project has now completed its first year delivering low level mental health support in secondary schools. Since August 2020, we have offered the schools weekly support for young people delivering a 1-2-1 programme. The project has received referrals predominantly from school staff, but we have also accepted referrals from external organisations/agencies such as CAMHS and children and families social work.

In total we have received 462 referrals for 1-2-1 support since the project started and 351 young people have received intervention. Currently, there is a total of 111 young people ready to start their support on returning to school in August and we will work closely with the Pupil Support Staff to discuss any young people that are identified as being a priority and place them on the next available block of sessions.

Some of the young people who have received support from our service, have also had other agencies involved or are waiting for specialist treatment from mental health teams such as CAMHS. In this case, we have provided parallel support, ensuring that all agencies are aware of each other and with the consent of the young person, communicate any significant developments or concerns (if needed).

Throughout lockdown in January-March 21, our service continued to engage with young people using digital platforms such as Team's video call and chat. This meant that we still maintained relationships with young people, continued to provide one to one support and as an addition, offered weekly 15-minute check-ins for those who completed the one-to-one programme. These sessions helped young people experiencing isolation and anxiety and supported by the Youth Information Workers to learn emotion-focused coping strategies and techniques to help with any distress. We also worked collaboratively with school staff and other external agencies, sharing any information and concerns about a young person if needed. This was particularly welcomed by Pupil Support teachers who did not have regular contact with young people but were attending weekly sessions through our service.

During this three-month period, all our Youth Information workers were at full capacity delivering one to one support and provided over 400 check-ins. The referrals received have requested support for young people who were experiencing difficulties in various aspects of their lives, these included issues related to the school environment, such as bullying and exam stress and difficulties with relationships. The most frequent issues that young people presented was anxiety (many experiencing such feelings for the first time, or their anxiety exacerbated by the impact of Covid-19 and lockdown), low mood, anger, and bereavement.

There has been significant changes to the way that we have delivered the program in order to still meet the needs of the young people and adhere to the appropriate guidelines.

We have been unable to deliver the evidence-based and issue-based groups in the schools, due to the Covid restrictions and the lack of spatial availability. We, therefore, only delivered the 1-2-1 programme and increased the number of young people receiving support to a maximum of 6 each day.

In some cases, the block sessions were sporadic and continued longer than anticipated due to a number of young people being absent from school caused by: needing to isolate having caught the virus, having been in contact with someone who tested positive, or struggling to attend school because of their anxiety.

PRIMARY SCHOOL OVERVIEW

From September to December 2020, the project delivered an evidence-based mental health programme 'Living Life to the Full' in Primary Schools across Dumfries and Galloway. There were 10 schools that participated in this programme, first in Heathhall, Lockerbie, Lincluden and Park Primary Schools and then expanding to Dalbeattie, Northwest Community Campus, AE, Amisfield, Caerlaverock and Brownhill Primary.

Our three 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.

One of our Youth Workers also delivered Seasons for Growth to a small group of 6 young people in Lincluden Primary School. This programme is aimed to build the resilience of young people who are dealing with significant loss or change, to develop the language needed to express their feelings and give them a safe place to talk about them.

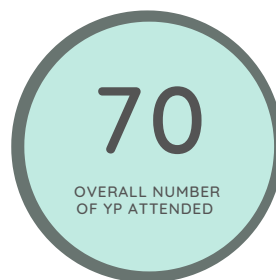
In total, there were 464 young people that participated in these evidence-based programmes, and 175 sessions completed during the four-month period. Unfortunately, due to Covid-19 restrictions, we were not able to continue to deliver these programmes from January-June 2021.

PRIMARY SCHOOL STATS

HEATHHALL PRIMARY SCHOOL



LINCLUDEN PRIMARY SCHOOL



LOCKERBIE PRIMARY SCHOOL



PARK PRIMARY SCHOOL



PRIMARY SCHOOL OVERVIEW

DALBEATTIE PRIMARY SCHOOL



NWCC PRIMARY SCHOOL



AE PRIMARY SCHOOL



AMISFIELD PRIMARY SCHOOL



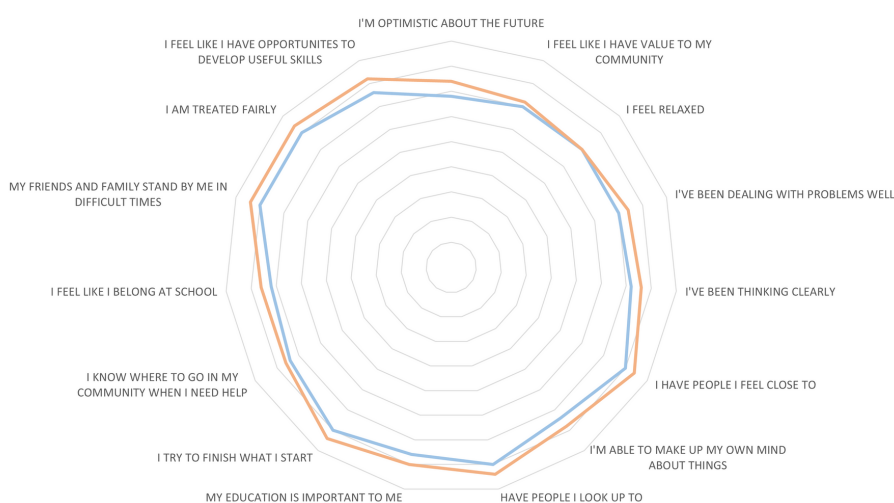
BROWNHALL PRIMARY SCHOOL



CAERLAVEROCK PRIMARY SCHOOL



WELL-BEING EVALUATION (PRIMARY SCHOOLS)



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	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.4	3.7
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.5	3.6
I FEEL RELAXED	3.5	3.5
I'VE BEEN DEALING WITH PROBLEMS WELL	3.5	3.7
I'VE BEEN THINKING CLEARLY	3.6	3.8
I HAVE PEOPLE I FEEL CLOSE TO	4.0	4.2
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.7	3.9
I HAVE PEOPLE I LOOK UP TO	4.0	4.2
MY EDUCATION IS IMPORTANT TO ME	3.8	4.0
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I FEEL LIKE I BELONG AT SCHOOL	3.6	3.8
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.0	4.2
I AM TREATED FAIRLY	4.0	4.2
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.8	4.1

EVALUATION OUTCOMES

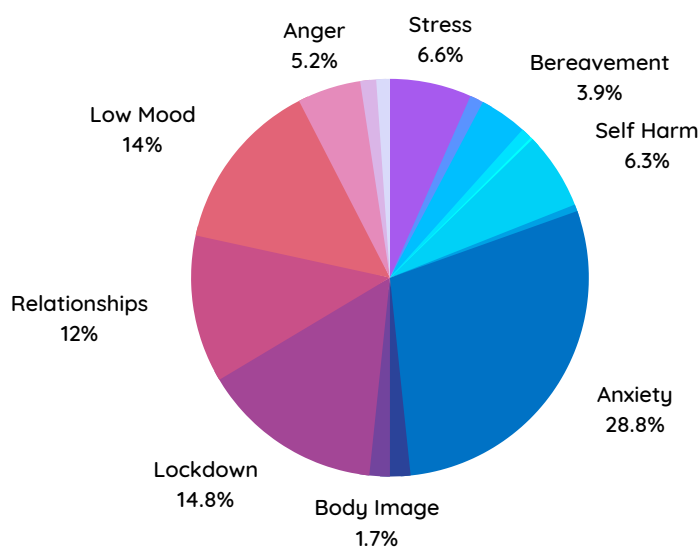
Our findings over the first year of the project is based on our data collected to assess the impact of the service on the young people and the effectiveness of the service as a whole.

The evaluation tools (refer to page 2) are completed by young people before the sessions begin and at the end of the intervention.

Based on our findings we have seen an increase in young people self-referring to the service and, in some cases, this has been because they have heard about our service from their friends and other peers. This has been very positive as young people are recognising that it is ok to talk about difficulties they are facing with their mental health and contributes towards a culture, where talking about mental health and emotional well-being is encouraged and normalised.

There has also been an increase of males being referred to the service. One of the Principal Teacher Pupil Support stated that they were 'encouraged by the number of males who have asked for support and committed to their weekly sessions'.

The referrals received have requested support for young people who were experiencing difficulties in various aspects of their lives, these included issues related to the school environment, such as bullying and exam stress and difficulties with relationships. Some of the most frequent issues that young people presented were: Anxiety, Relationships, Low Mood, Anger, and Bereavement. We have found that the pandemic has had a significant impact on the emotional and mental wellbeing of the young people, seeing an increase in their anxiety or experiencing it for the first time.



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

Evidence indicates that the project has had a significant impact on young people who have received support, improving their emotional, behavioural, and mental health. Young people have reported that they feel less anxious, feel a lot happier in themselves, and more confident in managing their emotions.

“ I was able to talk to someone who listened. Definitely made me feel better. The fact the I didn't want to come to school because of people and teachers and a couple of weeks into the sessions I started doing all my classes and coming to school. - Young Person

“ I feel a lot more confident now when talking to people. I can handle arguments better and I don't take things to heart that are not true. - Young Person

It has also been reported that after receiving support, young people have an increase in their concentration in class and attendance at school and an improvement in their communication and behaviour.

“ YP has had the pleasure working with Youth Information Worker through problems with the whole school work, lockdown etc...he has looked forward to the meetings...they've helped him a lot - through meeting him and teaching him with his anxiety and listening to, he is a lot happier. - Parent

“ The support has seen our young person more involved in decisions affecting their life, more talkative and responsive and above all it has helped her to learn to smile and laugh. - Pupil Support Teacher

MOVING FORWARD

We are now looking forward to another year delivering the low-level mental health project in the new school year term in August 2021.

The pandemic has had a significant impact on the delivery of the service and has restricted our ability to provide group work within the schools. However, we are now accepting referrals from schools for young people to be referred to our evidence-based groups and issue-based programmes which we hope to begin in the new school term.

Our strategic group made up of managers from both Youth Work and Educational Psychology services will continue to meet every six weeks throughout the upcoming year to provide oversight and support to the project.

The Youth Information Workers will be undertaking training in the summer break for the new DNA-V programme which is an evidence-based model that promotes psychological strength, and connection to values to support young people cope with challenges, stress, and change. The DNA-V model helps guide young people towards living their best life, using an approach designed around principles from ACT: Acceptance and Commitment Therapy.

Several young people have visited the Youth Information Workers during their lunch times to check-in with their worker in between support. We hope to re-introduce drop-ins at lunch times for all young people to access in each secondary school. This was a successful facility during the pilot project and enabled young people to learn about the service we provided, meet up with likeminded young people and encourage a sense of community for young people experiencing difficulties and distress.

We are also excited to be able to continue the project within the Primary schools and 11 Primary Schools have already submitted referrals for the delivery of Living Life to the Full, DNA-V and Seasons For Growth across the region.



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

AUG 2020 - JUN 2021

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