

AUG 2019 - JUL 2020

YOUTH INFORMATION WORKERS IN SCHOOLS PILOT PROJECT

END OF YEAR REPORT -
YEAR TWO



YOUTHWORK
DUMFRIES & GALLOWAY

Dumfries & Galloway
COUNCIL

INTRODUCTION

The Youth Enquiry Service, which is part of Dumfries & Galloway Council's Youth Work Service have delivered a two-year pilot project supporting the delivery of low level mental health support and early intervention across Dumfries & Galloway, within the fifteen secondary schools across the region.

The project has been supported by three specifically recruited Youth Information Workers equating to 3FTE.

The work is targeted at closing the poverty related attainment gap. The Scottish Government Framework to support the Scottish attainment challenge has identified twelve key areas the interventions should focus on.

These include:

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

This report is an evaluation of year two of the pilot project and builds on the evaluation carried out for Year One. Evaluations in this second year of the project were carried out using a well-being questionnaire scale developed by Youthlink Scotland. For every intervention, whether that was 1-2-1 support or as part of a group work programme, young people completed the well-being questionnaire prior to starting their intervention and again at the end of their final session.

This was a different technique for evaluation than was used in Year One of the project, as the well-being scale used this year gave us a more in-depth and better quality overview of the young people's responses.





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.



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/

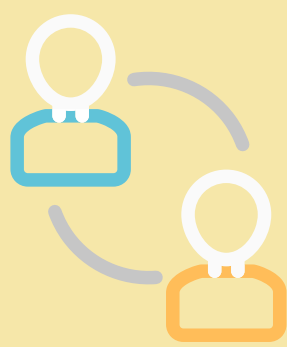
YouthLink Scotland is working in partnership with The Scottish Government Scottish Attainment Challenge Policy Unit and Education Scotland to further support collaboration between schools and youth work. The Youth Work & Schools Partnership Programme is helping schools to develop partnership with youth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



WHAT WAS OFFERED TO SCHOOLS?

EACH SCHOOL WAS ABLE TO TAILOR THEIR OWN PROGRAMME TO MEET THEIR OWN SCHOOL NEEDS, WITH THE FOLLOWING OPTIONS AVAILABLE

1-2-1 SUPPORT



The 1-2-1 support programme aims to help young people to learn strategies to cope with their difficult feelings. Our programmes cannot 'fix' all the problems faced by a young person but they can help the young person find ways to make positive changes when they are ready to.

This is often a first point of contact for young people who are doing through difficulties, depending on the needs of the young person it can lead to them being referred for more specialist support but often after these sessions, the young people have developed the skills and coping strategies to deal with the challenges they are facing in life.

These programmes usually last 6 – 12 weeks meeting once weekly for 45mins per session. School staff can refer a young person for 1-2-1 support by using a referral form that has been provided to the school but young people can also self-refer by speaking to the youth information worker.

GROUP WORK / ISSUE BASED GROUPS



These projects are designed to focus on young people's overall health and well being with a specific focus on a targeted or identified group. These programmes last 12 weeks and are delivered for 45mins per week with a maximum of 12 young people per group. Some of the programmes being offered through this are:

- 1 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 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.
- 2 Girls Group – This group is aimed at building self-esteem and confidence in young females. The group covers a number of topics including Risky Behaviours, Healthy Relationships, Sexual Health, and Drugs & Alcohol. Through this programme the young people themselves will identify topics that they want to explore that are relevant to them. This allows young people to get information and guidance and build relationships with their peers and the youth information worker.
- 3 Boys Group - This group uses activities and workshops to help young males achieve personal growth, reduce the stigma that surrounds young men and works on risk reduction. The group covers a number of topics including: Bullying, Peer Pressure, Mental Health, Stigma, Sexual Health, drugs and alcohol. Through this programme the young people themselves will identify topics that they want to explore that are relevant to them. This allows young people to get information and guidance and build relationships with their peers and the youth information worker.
- 4 Stress Heads – This programme looks at different types of stress that may affect young people including relationships, home life, financial and exams. The group looks at how to recognise stress and teaches young people a number of different coping strategies and techniques including different relaxation methods, stress ball making, exercise & healthy eating and more.
- 5 Creative Conscience – This programme looks at mental health & emotional well-being through workshops and creative outlets. This group supports young people to learn about different aspects of mental & emotional health and helps them to develop practical coping skills and strategies. The group will look at things such as anxiety, stress, anger and depression and take part in activities like trash drumming, stress ball making and mood masks.

DROP IN / C4U



Informal Drop In's provide a space for Social & Emotional Well-Being, Promoting Healthy Lifestyles. Our informal drop in's offer young people a safe space to talk to a youth information worker, chill out, study or gain access to free condoms through the C4U scheme. Young people will also have the opportunity to gain information on a range of topics and be sign-posted to any relevant organisations or services.

COVID 19 SUPPORT



The Youth Information Workers continued to offer 1-2-1 support to young people engaged with the Youth Information in Schools Project. Young people were supported weekly through phone call check-ins enabling them to be supported and to stay safe.

WALLACE HALL ACADEMY

ABOUT THE SCHOOL*

School Roll: 554

94.1% attendance

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

OFFER TO THE SCHOOL



Through joint planning with Wallace Hall Academy it was agreed to deliver a mixture of all 3 elements of youth information in the form of one to one support, issue based group work and a youth information drop in.

Some of the issues that were addressed through the group work programme's were: Social and communication skills, bullying, positive mental health and risky behaviours. These have been delivered through boys and girls group programmes.

One to One support sessions have supported young people who have been facing a range of issues in their personal life such as: self harming, stress, family breakdown, rape and anxiety.

Where appropriate young people have been supported into other organisations for more specific support.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to build relationships with the youth information worker and to seek advice and guidance, this is very much an opportunity for the young people to be sign posted and get information.

DROP INS/C4U



22

SESSIONS

108

YOUNG
PEOPLE

GROUP WORK
SESSIONS



21

SESSIONS

11

YOUNG
PEOPLE

1-2-1
SUPPORT



132

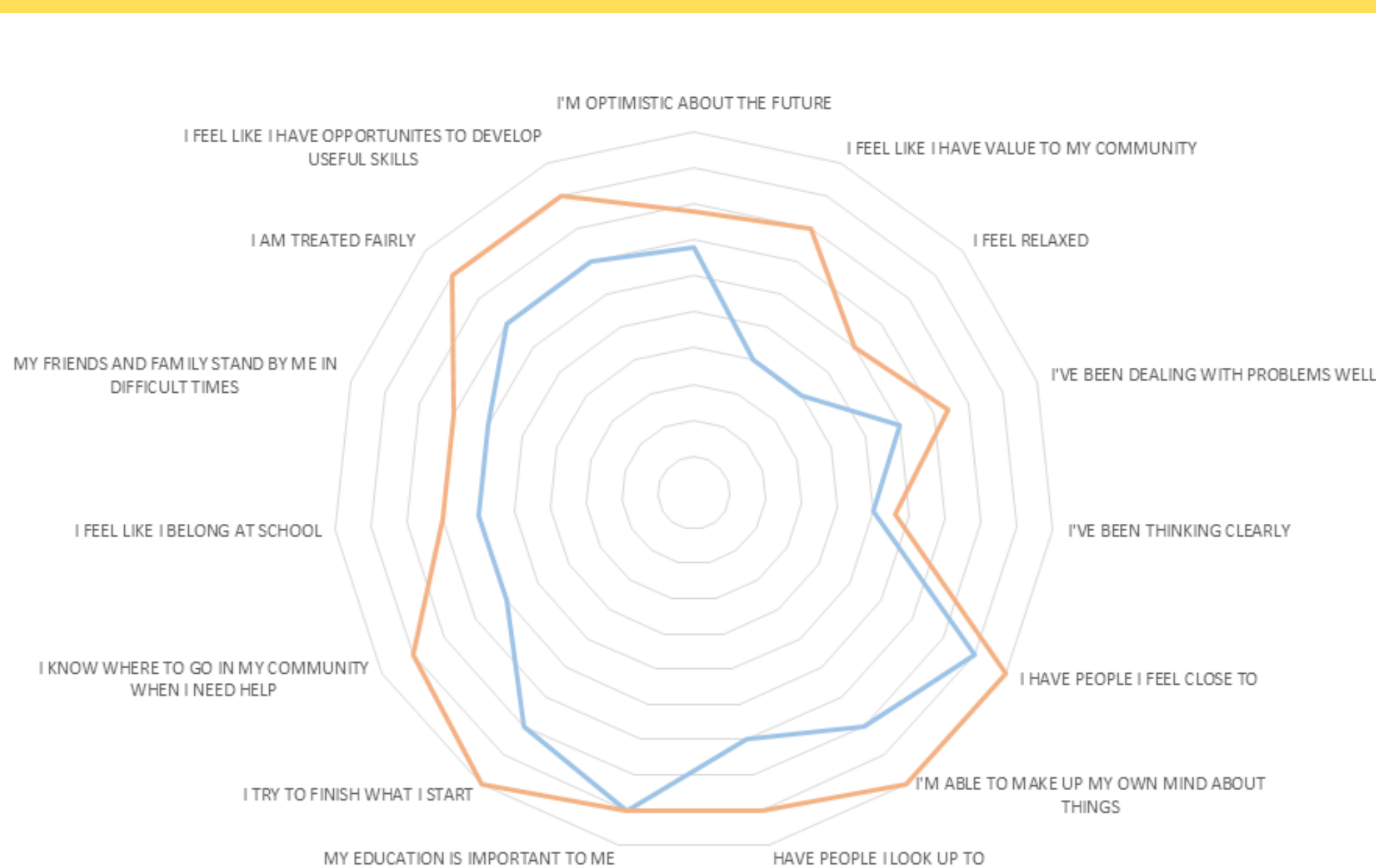
SESSIONS

11

INDIVIDUAL
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.4	3.9
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2	4
I FEEL RELAXED	2	3
I'VE BEEN DEALING WITH PROBLEMS WELL	3	3.7
I'VE BEEN THINKING CLEARLY	2.5	2.8
I HAVE PEOPLE I FEEL CLOSE TO	4.5	5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	4	5
I HAVE PEOPLE I LOOK UP TO	3.5	4.5
MY EDUCATION IS IMPORTANT TO ME	4.5	4.5
I TRY TO FINISH WHAT I START	4	5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3	4.5
I FEEL LIKE I BELONG AT SCHOOL	3	3.5
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3	3.5
I AM TREATED FAIRLY	3.5	4.5
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.5	4.5

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'T' was referred to 1-2-1's through her pupil support teacher for some extra support due to an incident that had happened in the past and was investigated at the time. At the time she felt that it has been dealt with and she talked to her pupil support teacher and parents and tried to forget it all. However, T has since began struggling with her feelings regarding what happened, and her pupil support teacher suggested that she spoke to me.

'T' started 1-2-1's and was seen fortnightly. Due to lockdown, schools were closed and so the 1-2-1's continued as weekly calls. In that time, 'T' was emailed the NHS 'Its Ok to Worry about Covid' toolkit and the 'Supporting Your Well-Being' Toolkit which we then worked on together during her 1-2-1 call. We picked out bits that were relevant to her. The use of the toolkits was taken at her pace – some days she wanted to work through bits of them and other days she just wanted to talk. 'T' feels that 1-2-1's are helping her. Having someone to talk to about her feelings that isn't her mum or dad is working well so she can have the time to offload and then she doesn't have to think about it for the rest of the week.

“

Through being able to express how she is feeling to someone who isn't close to her and only speaks to once a week, she can use the time to work through those emotions and then leave them at the door. Through discussions she has realised that her experience wasn't her fault and as the weeks have gone on, she has become more confident. She has been talking about writing about her experience and displaying it in the school in the hope that it will help other young people.

- Youth Information Worker

“

It was really good having someone that I could come and talk to that wasn't a teacher or my mum and dad. I learned that what happened to me wasn't my fault and I feel strong enough to write about what happened to me to help others..

- Young Person

SANQUHAR ACADEMY

ABOUT THE SCHOOL*

School Roll: 247

92.3% attendance

20 - 30% 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 role recorded as having additional support needs.

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

[*Scottish Government School Information Dashboard](#)

OFFER TO THE SCHOOL

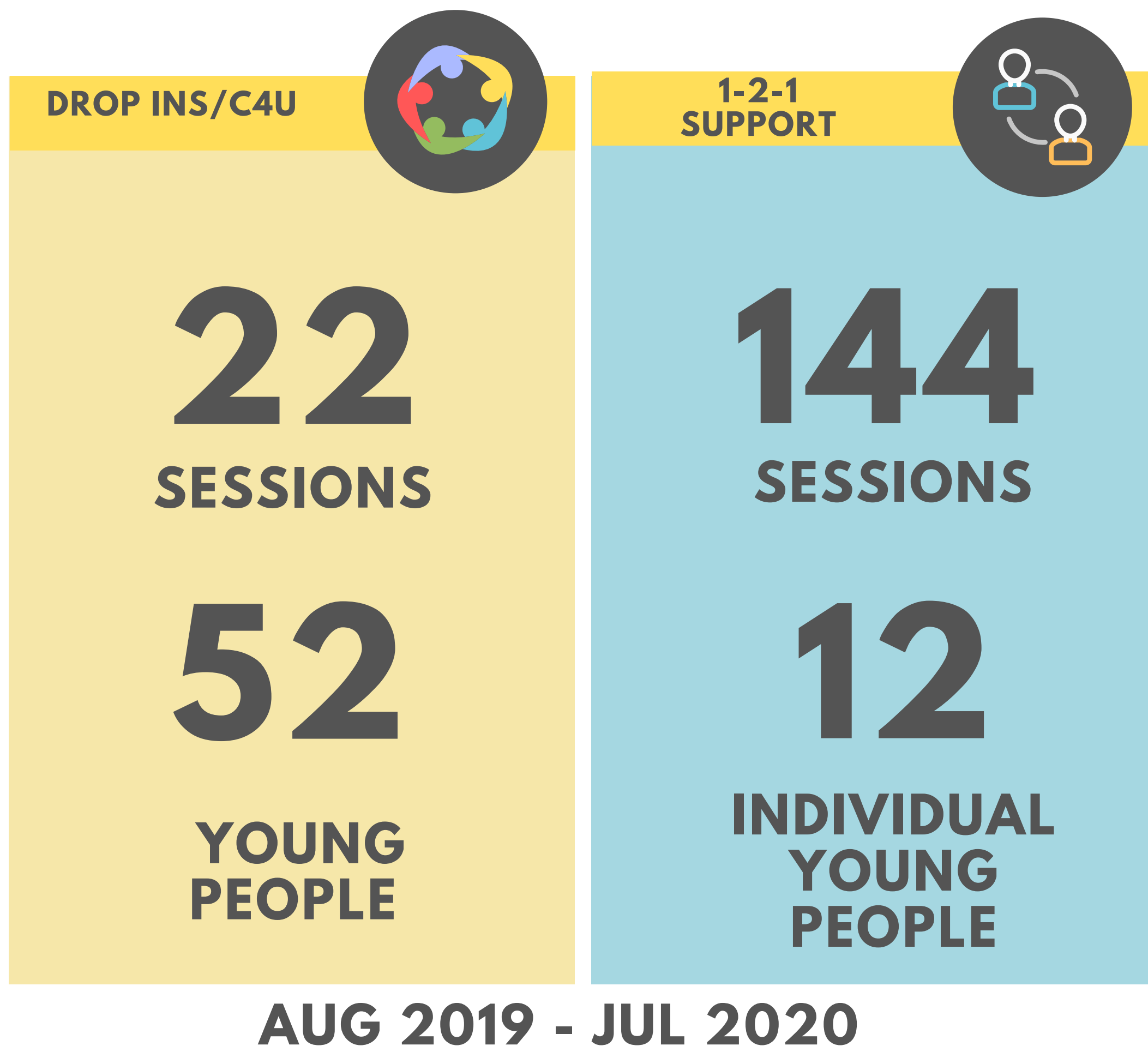


Through joint planning with Sanquhar Academy it was agreed to deliver a mixture of two elements of youth information in the form of 1-2-1 support and a youth information drop in.

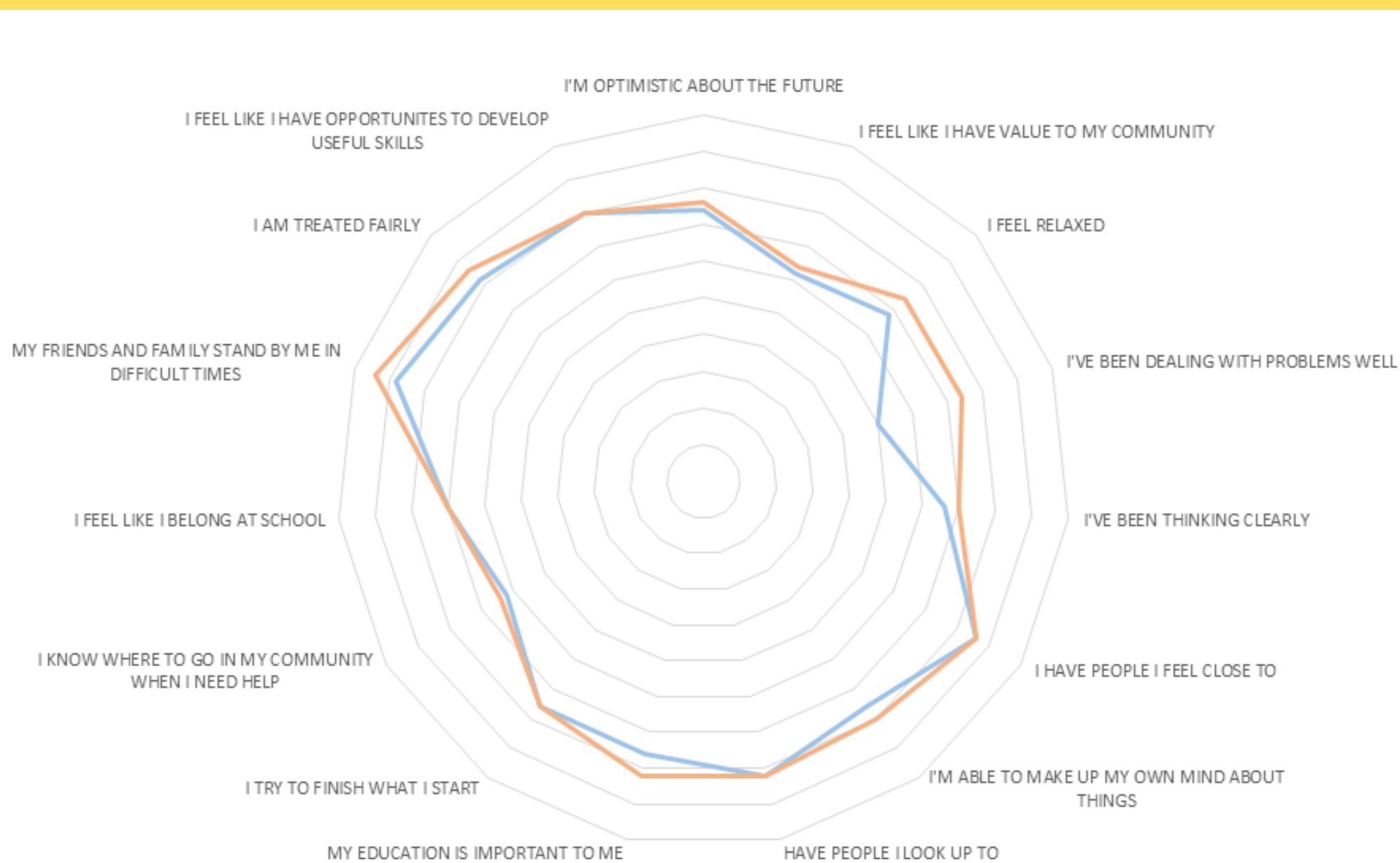
The programme was designed to offer 1-2-1 support sessions for young people identified by the school. The support sessions have been successful, and all the young people have engaged well. Issues identified are anxiety, anger, stress, panic attacks, exam stress, family breakdowns and Support during the COVID-19 lockdown.

The youth information drop in happens during lunchtime and aims to deliver C4U for pupils aged 14+, pupils can also use the drop in as a way of seeking advice and support. C4U is the main focus of these drop in's and there was a good uptake with regular young people returning to speak to the youth information worker about their week and seek advice.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.7	3.8
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.1	3.2
I FEEL RELAXED	3.4	3.7
I'VE BEEN DEALING WITH PROBLEMS WELL	2.5	3.7
I'VE BEEN THINKING CLEARLY	3.3	3.5
I HAVE PEOPLE I FEEL CLOSE TO	4.3	4.3
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.8	4
I HAVE PEOPLE I LOOK UP TO	4.1	4.1
MY EDUCATION IS IMPORTANT TO ME	3.8	4.1
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	3.5	3.5
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.4	4.7
I AM TREATED FAIRLY	4.1	4.3
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	4	4

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'R' was referred through his pupil support teacher after seeking advice on his own anger. 'R' said that it was getting him into trouble and that he found it difficult controlling his temper.

'R' would attend 1-2-1 sessions each week, during these sessions 'R' and staff worked through the Anger Gremlin booklet, this allowed him to recognise that he was in control of his anger, it also allowed staff and 'R' to work together to try and work out what his triggers were and how to recognise these. 'R' was initially very quiet at the sessions but staff found that by doing 'craft' activities this relaxed 'R' and he seemed to open up more; especially enjoying making stress balls.

'R' began to talk freely about home life and how he was feeling about school. 'R' spoke about recently losing his granny, and often spoke about his anxieties of his mum's current pregnancy. Staff and 'R' explored different coping and distraction techniques to discover which ones suited him best, 'R' could then use these when he started to become agitated to prevent him losing his temper. Towards the end of the sessions 'R' was able to recognise his triggers and recognise the initial symptoms of his anger.

“

After working through the Anger Gremlin booklet and other resources 'R' was able to find coping and grounding techniques that helped him to respond to his anger in a more positive way. He was able to recognise the initial signs of his anger and use his techniques at this point. 'R' particularly liked making the stress balls and said that he used it often in school and at home.

- Youth Information Worker

“

It was good to have someone to talk to that wasn't a teacher. I felt comfortable talking to Stef about my mum, and the problems in my family.

- Young Person

DUMFRIES ACADEMY

ABOUT THE SCHOOL*

School Roll: 588

90.1% attendance

10 - 20% 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](#)

OFFER TO THE SCHOOL

Through joint planning with Dumfries Academy it was agreed to deliver a mixture of all three elements of youth information in the form of 1-2-1 support, issue-based group work and a youth information drop in.

1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: bereavement, grief and adapting to change, self-harm and low moods, being in care, exam stress, adapting to a secondary school environment, sleeping patterns, and understanding and managing anger.

Some of the issues that were addressed through both the boys and girls group work programmes were: relationships, sexual health, communicating with others, managing social skills, self-awareness, problem solving and decision making, critical thinking, self-awareness, confidence and self-esteem.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, C4U is offered at this drop in however young people mostly use this time to talk to the youth information worker about different things happening in their lives.



DROP INS/C4U



24

SESSIONS

473

YOUNG
PEOPLE

GROUP WORK
SESSIONS



24

SESSIONS

20

INDIVIDUAL
YOUNG
PEOPLE

1-2-1
SUPPORT



96

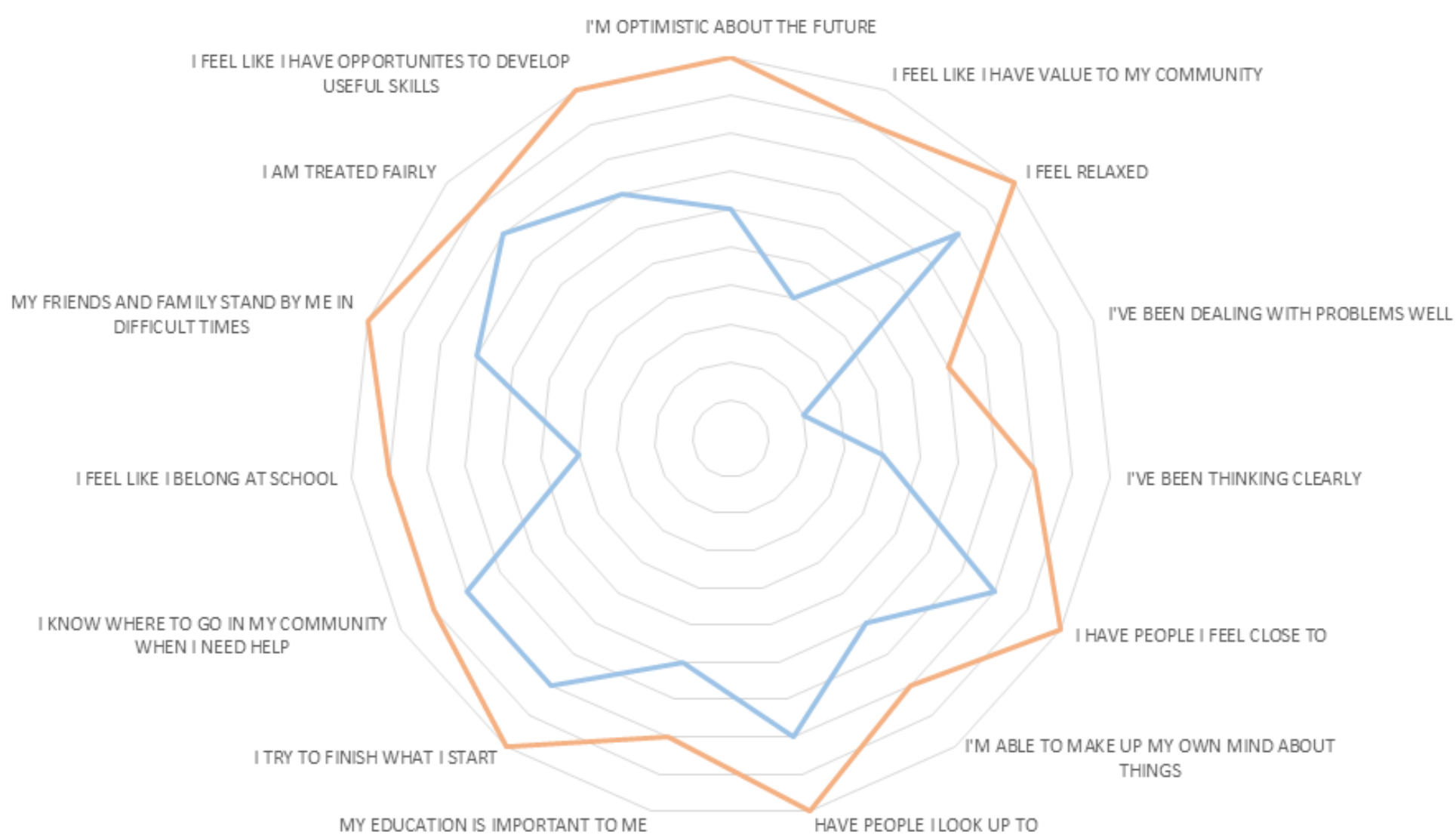
SESSIONS

8

INDIVIDUAL
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3	5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2	4.5
I FEEL RELAXED	4	5
I'VE BEEN DEALING WITH PROBLEMS WELL	1	3
I'VE BEEN THINKING CLEARLY	2	4
I HAVE PEOPLE I FEEL CLOSE TO	4	5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3	4
I HAVE PEOPLE I LOOK UP TO	4	5
MY EDUCATION IS IMPORTANT TO ME	3	4
I TRY TO FINISH WHAT I START	4	5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4	4.5
I FEEL LIKE I BELONG AT SCHOOL	2	4.5
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.5	5
I AM TREATED FAIRLY	4	4.5
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.5	5

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'J' was referred through Mr Leonard for support with grief and bereavement. 'J's dad has passed away and his mum was looking for support to be put in place to help 'J' manage his thoughts and feelings. 'J' is on the Autistic spectrum.

'J' used the grief encounter workbook, which encouraged conversation between staff and himself about the death of his dad. The workbook gave 'J' the opportunity to work through the upward spiral of grief, discussing his feelings, remembering and adjusting to life without his dad, allowing time for him to adjust to this massive change. 'J' responded well to the varied creative activities, which offered variation of ways to approach and discuss sensitive feelings/ memories. 'J' showed great commitment and a growth in his confidence throughout his sessions, trying his best to engage in the session's topic and actively learning coping strategies to adjust to the change he is facing.

“

Young people are continuing to build healthy relationships with staff, returning for catch ups during their school day for further support or voice how they are feeling. Youth info staff and school staff have a very good relationship and communicate well with one another to meet the needs of all pupils who need that extra support. There is a waiting list of referrals for young people to seek support from youth information staff which identifies the need for the youth information programme within schools.

- Youth Information Worker

“

Attending 1-2-1's has helped me out a bit, I feel much better since coming. Dad dying happened really suddenly and having someone to talk to made my pain fade a bit.

- Young Person

DUMFRIES HIGH SCHOOL

ABOUT THE SCHOOL*

School Roll: 755

93.1% attendance

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](#)

OFFER TO THE SCHOOL



Through joint planning with Dumfries High School it was agreed to deliver a mixture of all 3 elements of youth information in the form of one to one support, issue based group work and a youth information drop in.

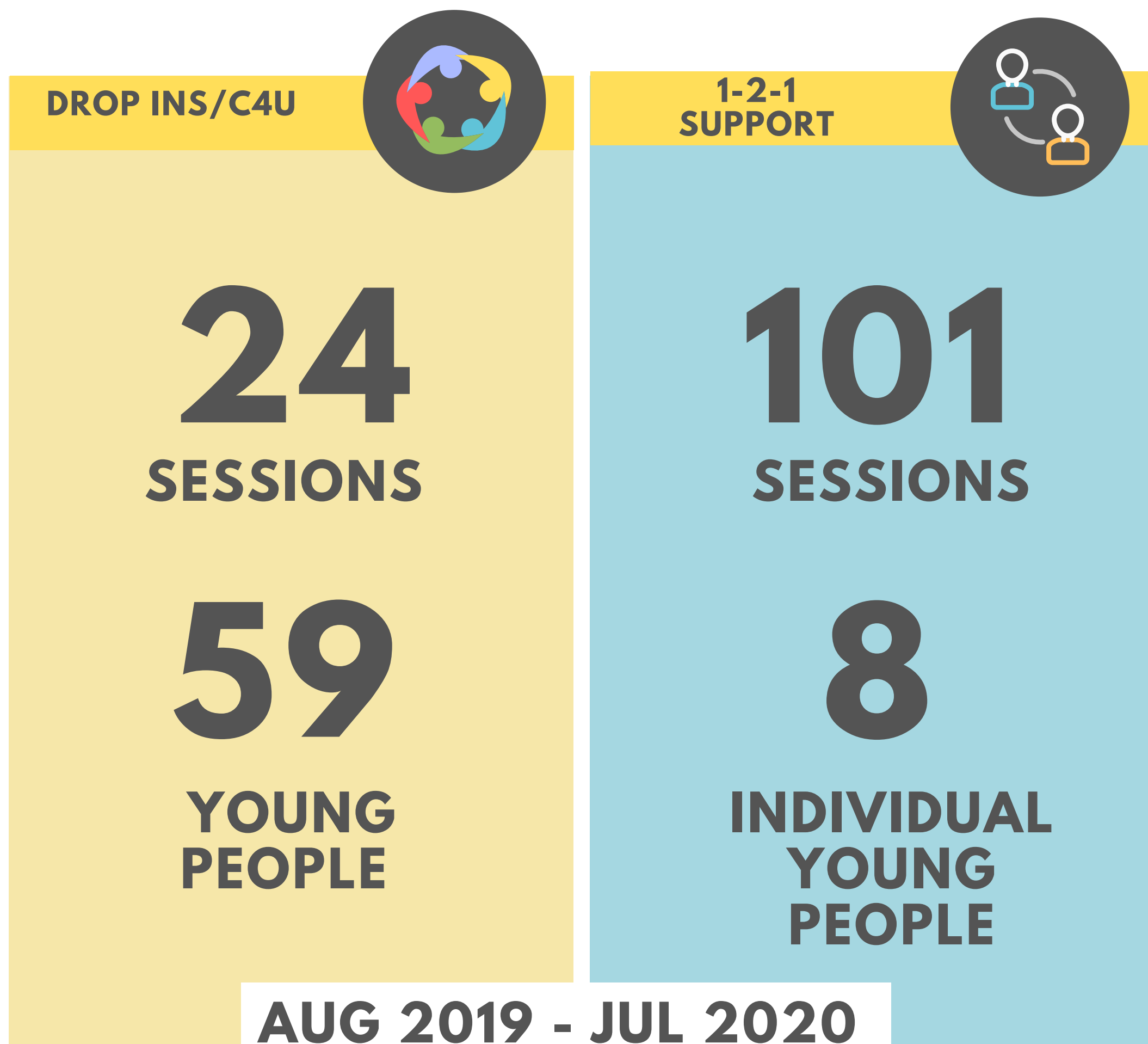
Some of the issues that were addressed through the group work programme's were: Social and communication skills, bullying, positive mental health and risky behaviours. These have been delivered through boys and girls group programmes.

One to One support sessions have supported young people who have been facing a range of issues in their personal life such as: Risk taking behaviour, adoption, bullying behaviour, anger, loss and family breakdown.

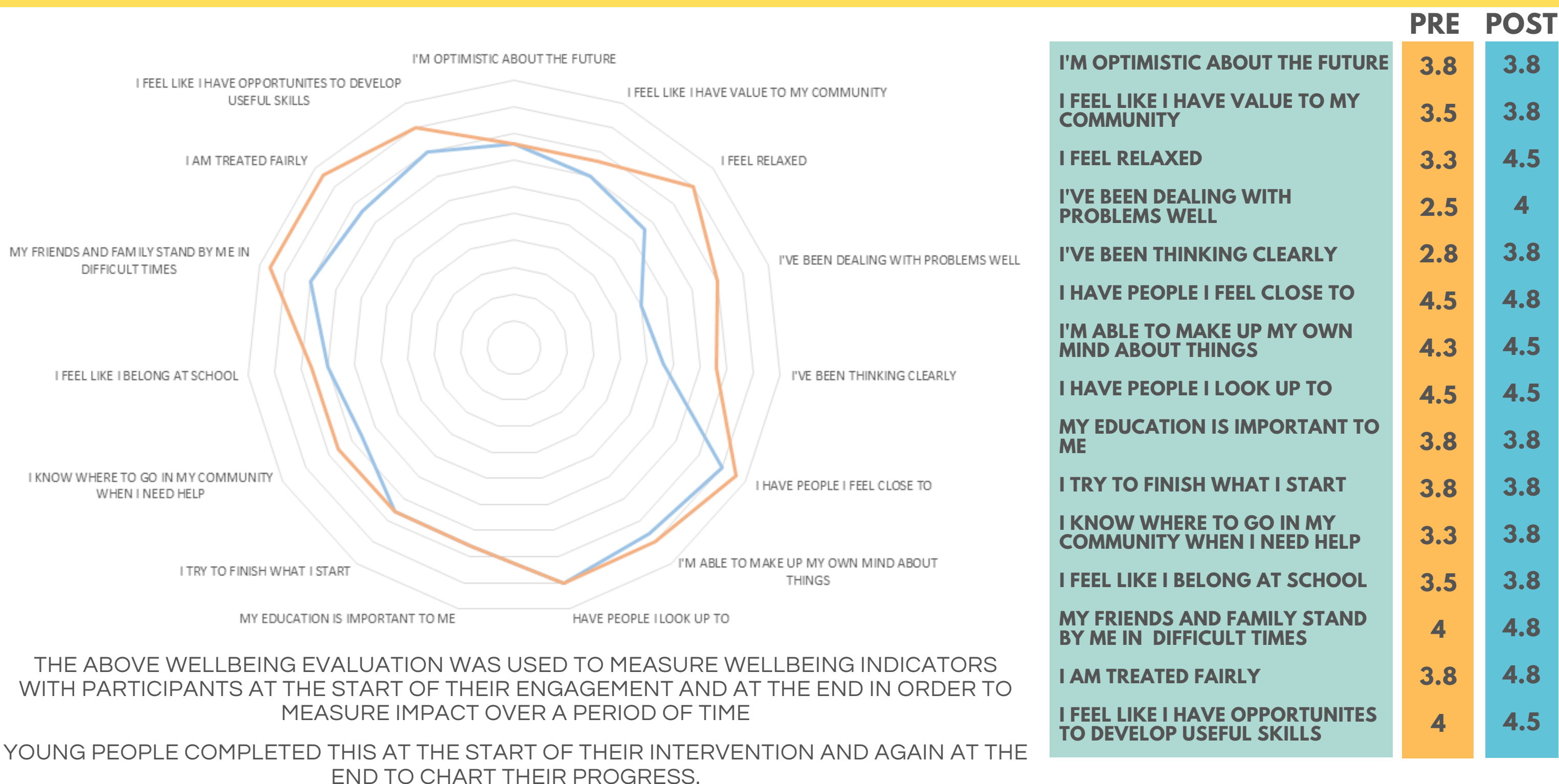
Where appropriate young people have been supported into other organisations for more specific support.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to build relationships with the youth information worker and to seek advice and guidance, this is very much an opportunity for the young people to be signposted and get information.

The school did not identify any young people for Group Work Sessions but Drop In/C4U sessions were better utilised.



WELLBEING EVALUATION



CASE STUDY

'H' was referred because her attendance at school had changed and she was getting upset in class. Through attending 1-2-1 support sessions, 'H' told me that her mum had recently left home. This had been very unexpected and left the family very upset. 'H' has an older brother with autism and he was struggling with the change in routine, due to this, 'H' was taking time off school to be at home with him. 'H' had also found out that her mum was having an online relationship which worried her as her mum was sending money to him. When 'H' confronted her mum about this her mum had got angry and was refusing to talk to her.

Through talking about this 'H' looked at ways of support from other members of her family (her dad was not coping with the separation very well) 'H' contacted her uncle (mum's brother) who lived in Australia. He spoke to her mum and from looking into the online relationship found that it was in fact fraud.

We have talked a lot about ways to develop 'H's relationship with her mum ('H' very much wants this). Through the weeks 'H' met her mum for a cup of tea and was planning on going for dinner at her mums house (this was the week before lockdown). We also worked on different ways to relax as 'H' was struggling to sleep, she particularly took to different breathing techniques and said she practiced them regularly with her brother. 'H' was also looking for a job at the start of our sessions, she was delighted when she got a Saturday job.

“

'H' engaged well with the support sessions and was happy to cover many different issues that suited their needs such as: stress, anxiety, family relationships and self esteem. These all helped her achieve a more settled family life and get a saturday job.

- Youth Information Worker

“

It helps being able to talk to someone about my feelings without feeling judged, I feel safe to say anything to (my Youth Information Worker)

- Young Person

ST JOSEPH'S COLLEGE

ABOUT THE SCHOOL*

School Roll: 708

92.8% attendance

10 - 20% 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.

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

[*Scottish Government School Information Dashboard](#)

OFFER TO THE SCHOOL



Through joint planning with St Joseph's College it was agreed to deliver a mixture of all 3 elements of youth information in the form of one to one support, issue based group work and a youth information drop in.

Some of the issues that were addressed through the group work programme's were: heathy relationships, how to deal with anxiety, social and communication skills, bullying, positive mental health and risky behaviours. These have been delivered through a girls group programme.

One to One support sessions have supported young people who have been facing a range of issues in their personal life such as: Self harming, stress, family breakdown, anxiety and heathy relationships. Young people required more 1-2-1 sessions than scheduled due to the complexity of their issues.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects. Many young people from the group work programmes and 1-2-1's use this as a time to pop in for a catch up with the youth information worker.

DROP INS/C4U



22
SESSIONS

47
INDIVIDUAL
YOUNG
PEOPLE

GROUP WORK
SESSIONS



13
SESSIONS

6
INDIVIDUAL
YOUNG
PEOPLE

1-2-1
SUPPORT

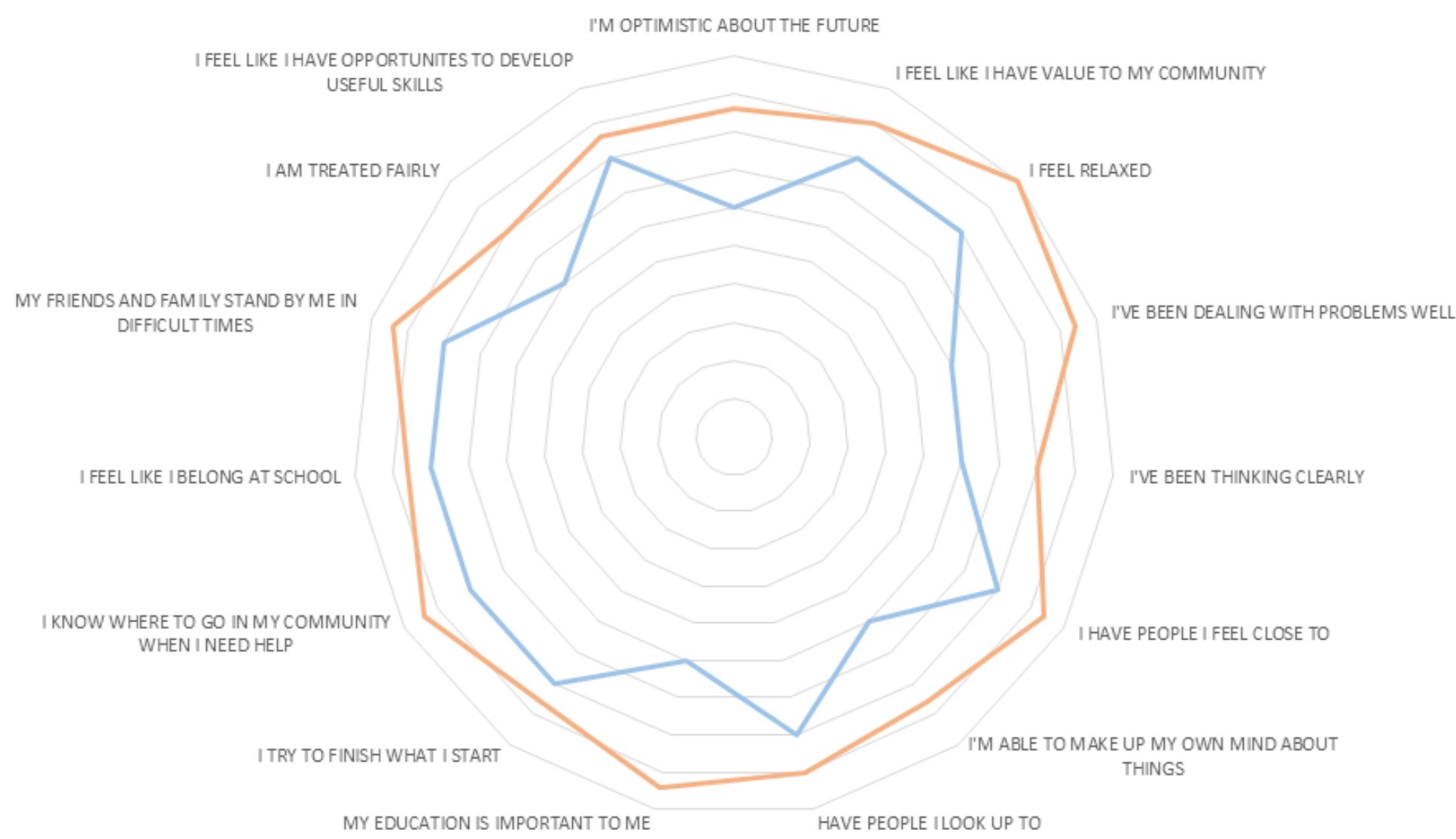


135
SESSIONS

11
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3	4.3
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	4	4.5
I FEEL RELAXED	4	5
I'VE BEEN DEALING WITH PROBLEMS WELL	3	4.7
I'VE BEEN THINKING CLEARLY	3	4
I HAVE PEOPLE I FEEL CLOSE TO	4	4.7
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3	4
I HAVE PEOPLE I LOOK UP TO	4	4.7
MY EDUCATION IS IMPORTANT TO ME	3	4.3
I TRY TO FINISH WHAT I START	4	4.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4	4.7
I FEEL LIKE I BELONG AT SCHOOL	4	4.3
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4	4.7
I AM TREATED FAIRLY	3	4
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	4	4.3

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'R' was referred to the service by her Pastoral Care teacher. It was felt that 'R' had a mixture of frustration and anxiety feelings that she did not know the reason for. 'R' is described as being 'full of joys' one lesson then the next she does not want to be involved or feel good about herself. 'R' seemed a little uncomfortable in the first session and unsure what was expected, I felt that it was important to ensure that she needed a good understanding of what the sessions were about, what the boundaries were, so we spent the whole of the first session agreeing these.

As the sessions continued, 'R' seemed more relaxed and was able to talk about things that were important to her. It seemed that she had a lot to say and I allowed her to do this, without feeling like she had to stop. 'R' recognised that she was feeling anxious and frustrated because she did not feel able to be open about who she really was in relation to her gender identity. 'R' has felt that she is not accepted by her family or her peers and struggles in some of her class sessions.

'R' worked on ways to cope with anxiety and completed several activities giving her several coping skills that can be used when feeling like this. 'R' created an emotional tool box with things such as: positivity cards, quotes, websites, a bath bomb, a journal to express her feelings and breathing techniques for anxiety.

'R' has joined a local LGBT group which she attends regularly and has developed new friendships. 'R' still gets times at school where her peers give her a hard time, however, she feels able to cope with this better and realised that has nothing to do with her but more to do with the people that are doing this. She can ignore comments and if it gets too much and uses her support network. 'R' has been keeping herself busy which she finds helpful and this is also giving her a boost in her self-esteem.

“

'R's whole-body language has changed, she appears a lot happier and often comes into the sessions with a smile. Once a little reserved, 'R' is quite talkative and appears more confident..

- Youth Information Worker

“

Coming to these sessions is helping me learn to accept myself.

- Young Person

NORTH WEST COMMUNITY CAMPUS

ABOUT THE SCHOOL*

School Roll: 726

88.7% attendance

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

60 - 70% of young people on the school roll recorded as having additional support needs.

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

[*Scottish Government School Information Dashboard](#)

OFFER TO THE SCHOOL



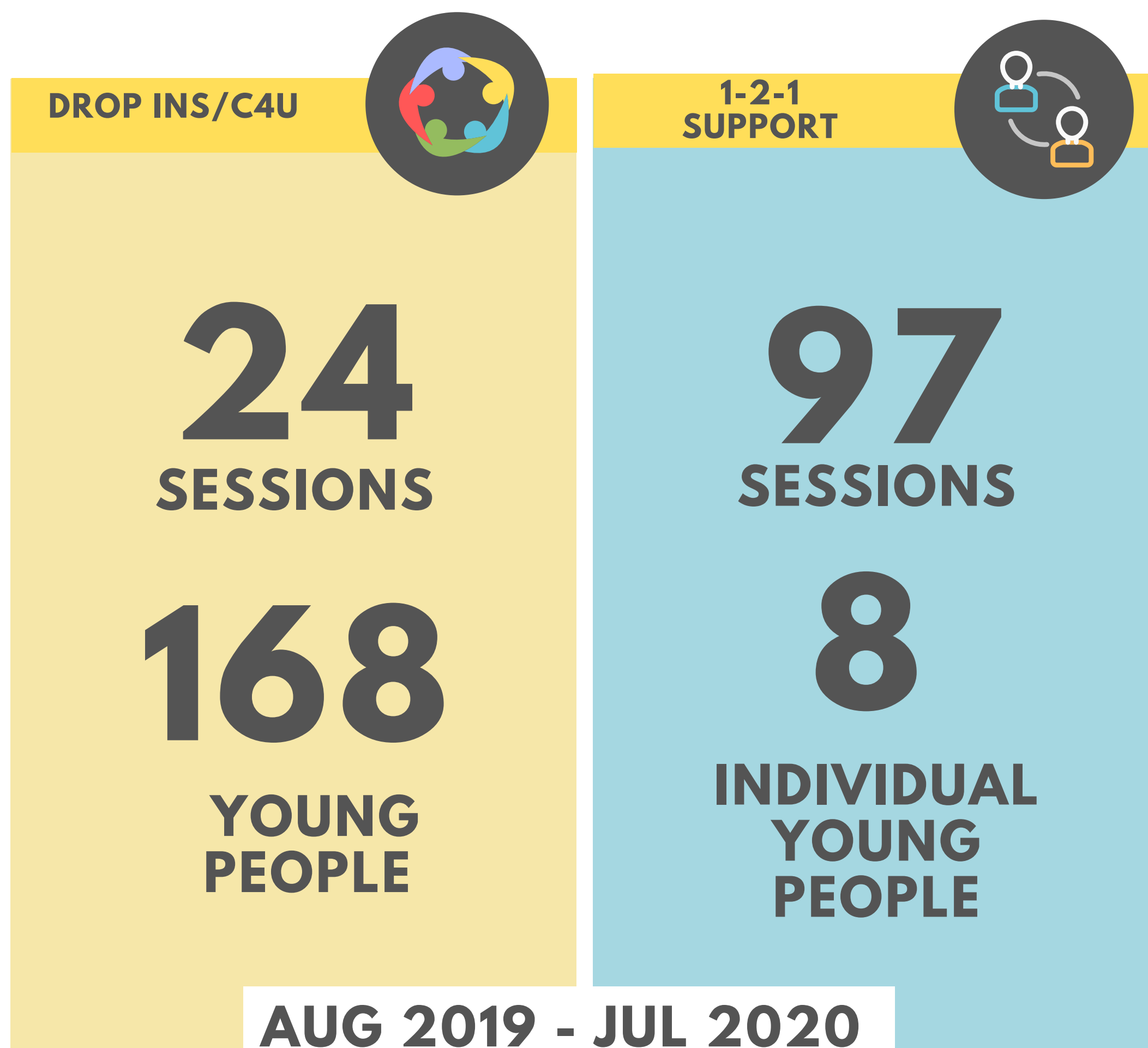
Through joint planning with North West Community Campus it was agreed to deliver a mixture of two elements of youth information in the form of 1-2-1 support and a youth information drop in.

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

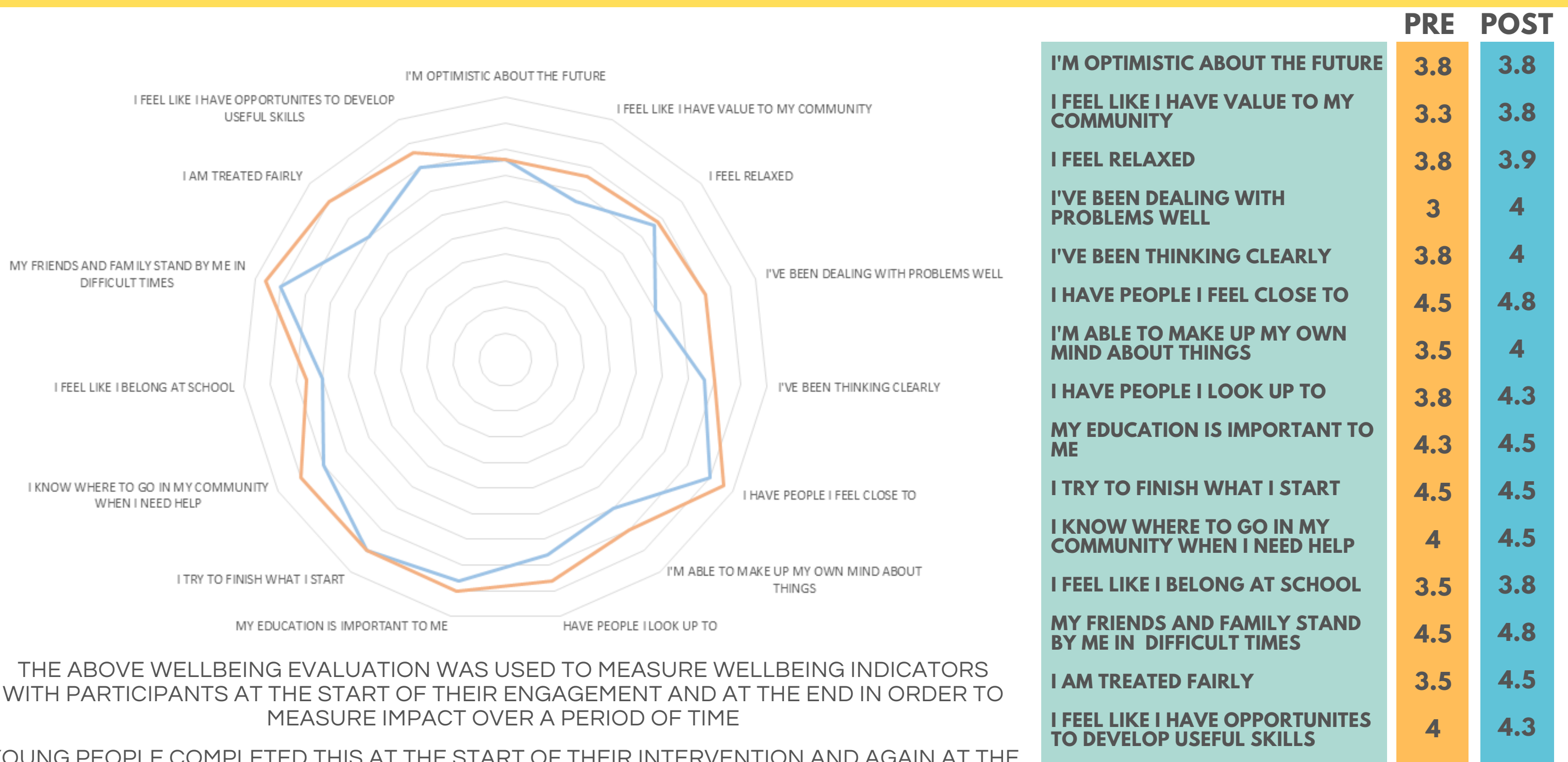
Self harm, anxiety, family issues, anger, exam stress, grief and loss.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, C4U is offered at this drop in however young people prefer having this as a safe space for them to do group work over the lunch time developing social skills and building their confidence.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'L' was referred for 1-2-1 support sessions by her mum and support teacher, she has been self-harming for the past few months and her attendance at school was poor. Through our 1-2-1 sessions 'L' told me that she had been struggling because her grandad is in a home and is poorly and she is worried about him dying. We worked through the feelings that she was experiencing and different coping strategies.

'L' has also been in a relationship for two years, she is happy but felt a little controlled. We talked a lot about relationships, and through this 'L' talked about her parents divorcing and how traumatic it had been for her; 'L's parents have been divorced for three years and this was the first time she had talked about it to anyone.

Through attending the 1-2-1 support sessions 'L' started to have better attendance in school, she has also started to write a diary and said that this is a great help to her. 'L' has spoken openly about her self-harming, she is aware of the risks and has support from her doctor. 'L' was accessing an online group but through talking in our sessions about its 'L' decided that she didn't think this group was good for her.

'L' has never missed a session and openly talks about how beneficial she has found our sessions.

“

The change in 'L' has been brilliant to see and it's been good to see her attendance at school has improved as she feels much more prepared to cope with her feelings having developed coping strategies during our sessions. She now has a better understanding of her feelings and how to manage these both at school and at home..

- Youth Information Worker

“

It's the first time I've spoken about some thing and the sessions really help me.

- Young Person

ANNAN ACADEMY

ABOUT THE SCHOOL*

School Roll: 795

90.4% attendance

0 - 10% of young people attending Annan 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](#)

OFFER TO THE SCHOOL



Through joint planning with Annan Academy it was agreed to deliver a mixture of two elements of youth information in the form of 1-2-1 support and a youth information drop in.

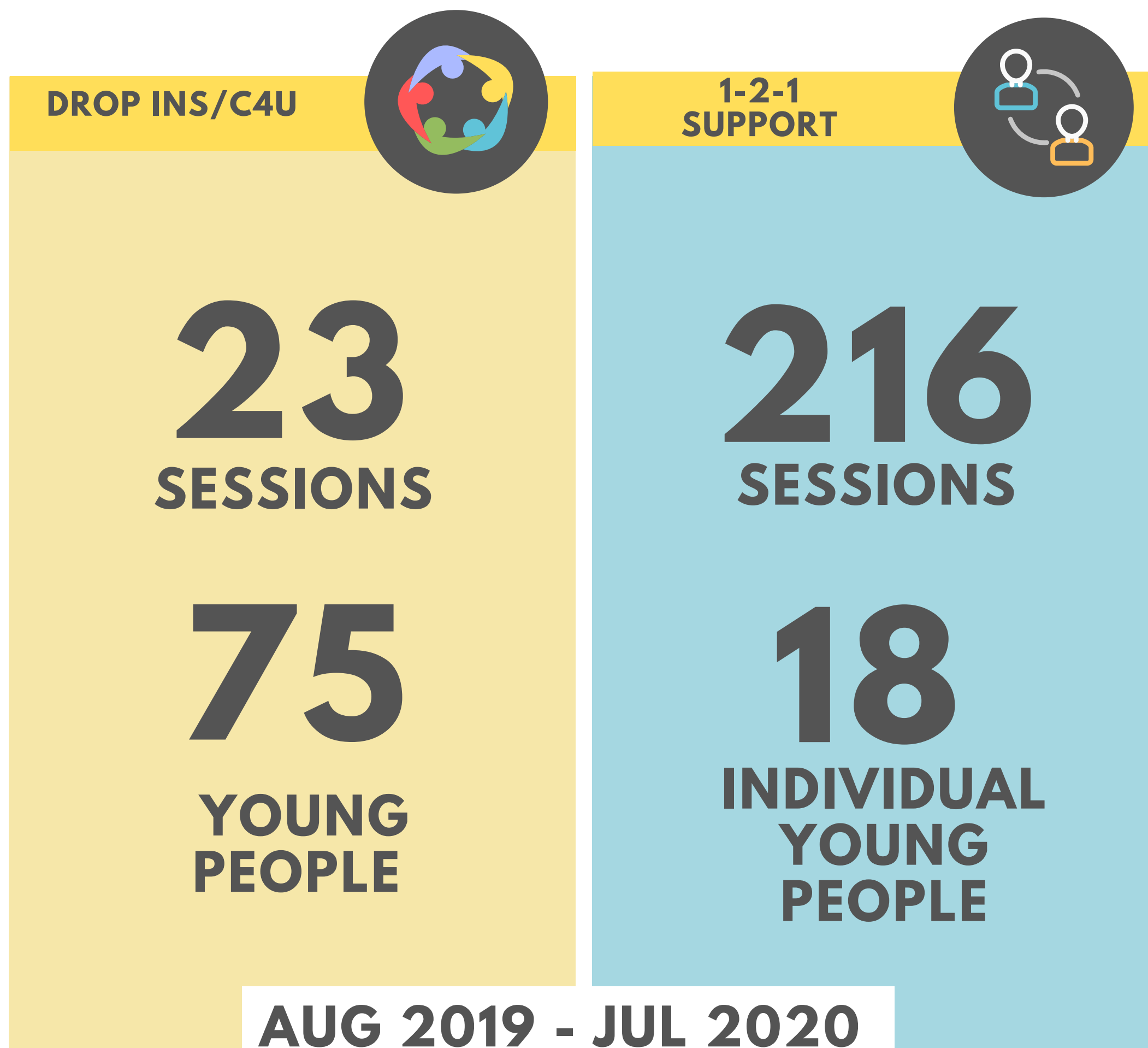
1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

bereavement, bullying, anxiety, self-harm, body image, domestic abuse and risk taking.

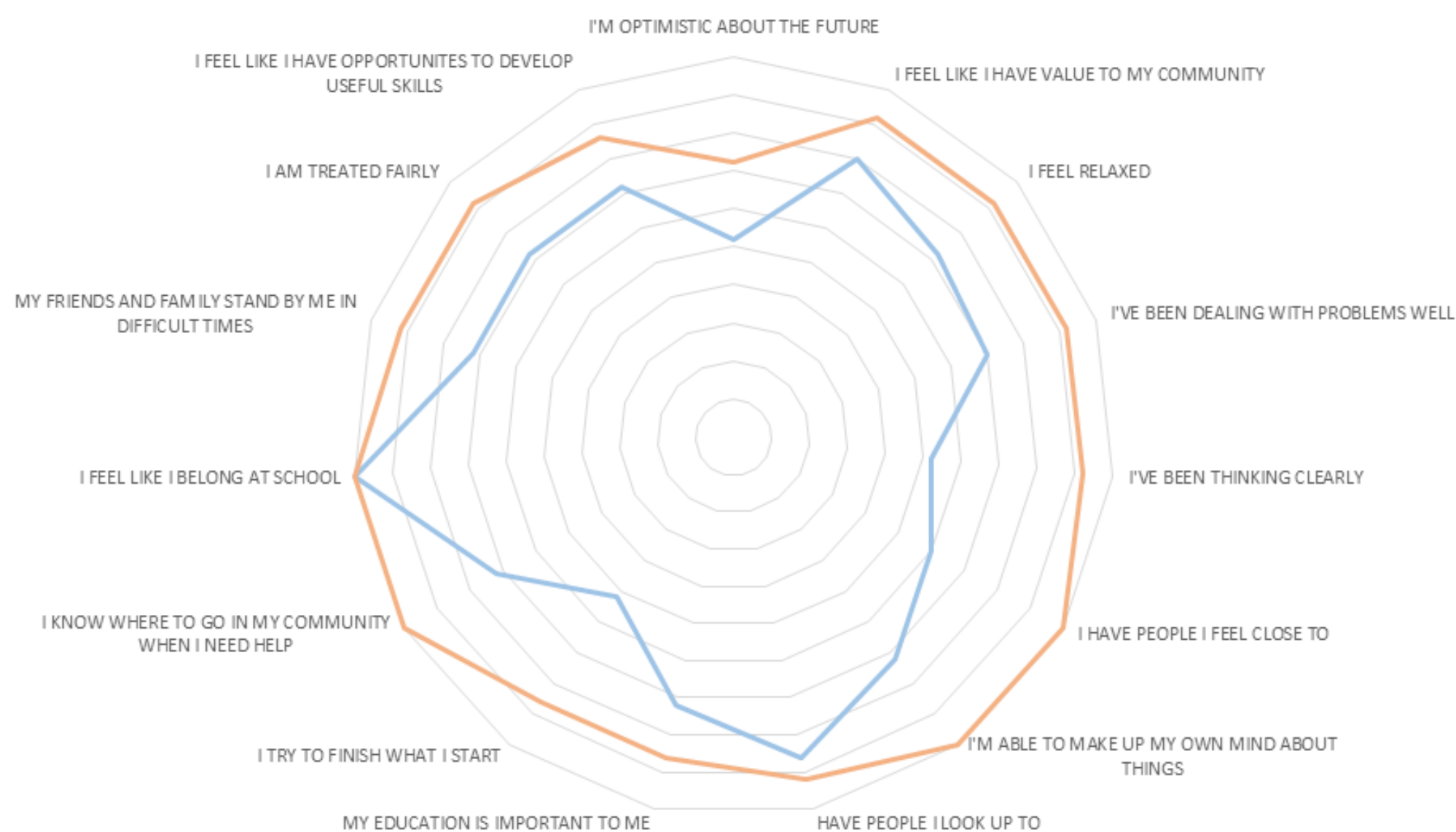
The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, C4U is offered at this drop in.

Many of the young people who's 1-2-1 support has come to an end use this drop in to check in with the youth information worker.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	2.6	3.6
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	4	4.6
I FEEL RELAXED	3.6	4.6
I'VE BEEN DEALING WITH PROBLEMS WELL	3.5	4.6
I'VE BEEN THINKING CLEARLY	2.6	4.6
I HAVE PEOPLE I FEEL CLOSE TO	3	5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.6	5
I HAVE PEOPLE I LOOK UP TO	4.3	4.6
MY EDUCATION IS IMPORTANT TO ME	3.6	4.3
I TRY TO FINISH WHAT I START	2.6	4.3
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.6	5
I FEEL LIKE I BELONG AT SCHOOL	5	5
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.6	4.6
I AM TREATED FAIRLY	3.6	4.6
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.6	4.3

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'A' was referred to the service by his Pupil Support Teacher. 'A' had been struggling with peer interactions during first year and had numerous issues with managing negative behaviour. 'A' lacked robust skills in handling conflict or negative behaviour.

'A' engaged well with the sessions and was very open about his struggles with a few young people who have been bullying him for some time. 'A' said that he does not feel confident and it was clear that his self-esteem has been affected. He spent time talking about his relationships both negative and positive. He worked on healthy relationships and gaining a better understanding of being assertive, passive and aggressive. He was able to identify where he felt he was and recognised areas that he felt wanted to change. This led to sessions where he explored what he could change and what he could not change and how to put in place ways of accepting this and adapting to build his own self-esteem and confidence.

'A' was keen to work on ways to build his self-esteem and confidence. He used scenarios to help him manage conflict and this has given him confidence to deal with young people that have been bullying him. He has recognised that he is not the problem and has stopped talking negative about himself. 'A' has felt more confident to walk through the school without fear of bumping into the young people that bully him. He has concentrated more on his skills as a cook and has entered a cooking competition, concentrating hard to build an exciting menu and he placed as runner up. He used to feel unable to share his desire for cooking due to the young people teasing him, however, he has realised that it is okay to enjoy whatever he wants and if others don't like it that's fine.

He has continued to build better relationships with his friends and has enjoyed meeting up with them after school, which is a big change for him as he had stopped going out due to the young people who bullied him. However, 'A' has said that he was approached by them and they called him names and he did not let it upset him and just laughed it off. 'A' understands that he has a support network he can use if the bullying gets too much or if he just needs to 'sound off'.

“

'A' has recognised that he is not the problem and has stopped talking negatively to himself. This has boosted his self-esteem; his understanding of bullying has helped this.

- Youth Information Worker

“

Sometimes I feel upset about people saying things but now i feel confident in dealing with bullying.

- Young Person

MOFFAT ACADEMY

ABOUT THE SCHOOL*

School Roll: 259

92.9% attendance

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](#)

OFFER TO THE SCHOOL



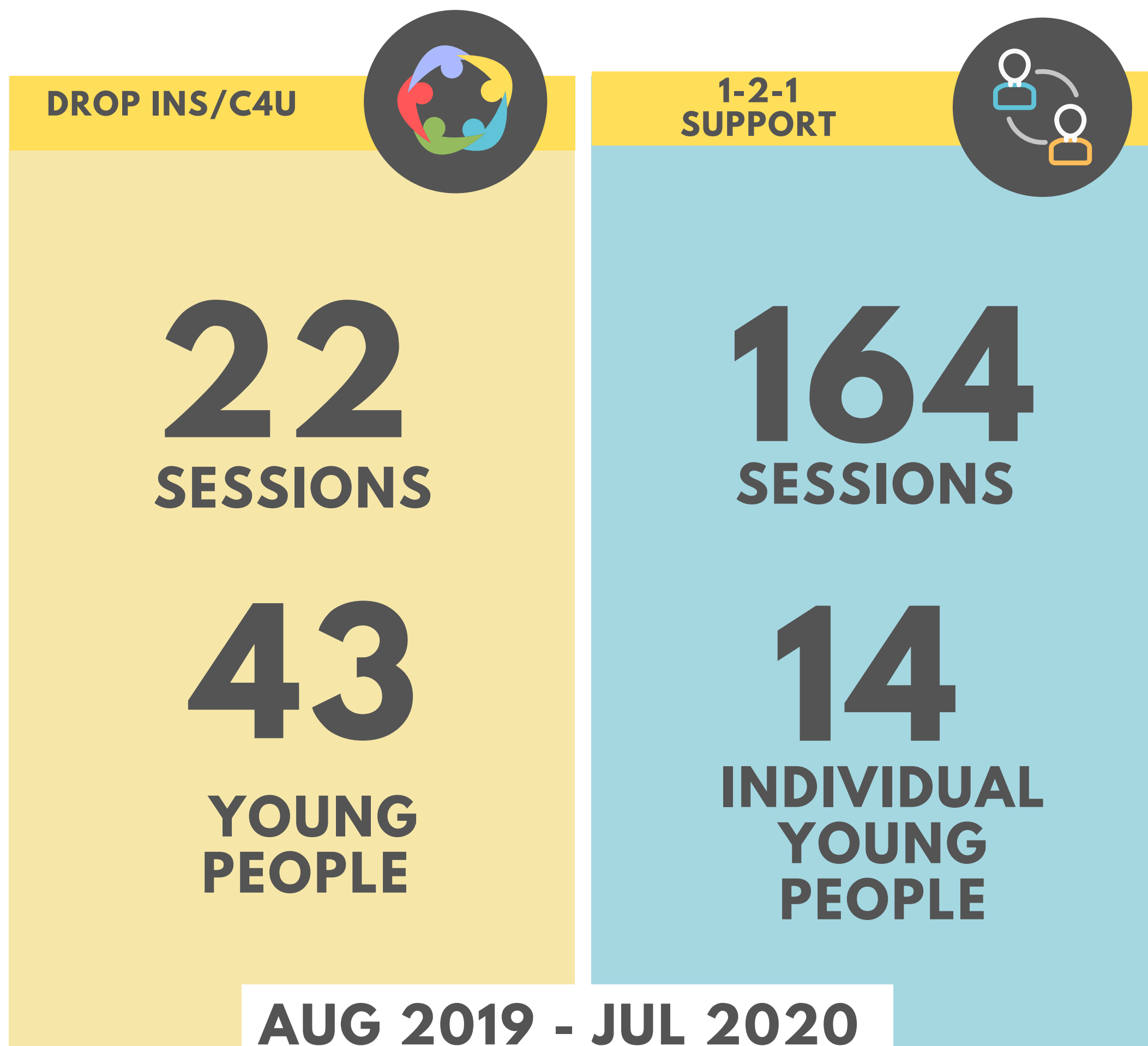
Through joint planning with Moffat Academy it was agreed to deliver a mixture of two elements of youth information in the form of 1-2-1 support, and a youth information drop in.

One to One support sessions have supported young people who have been facing a range of issues in their personal life such as:

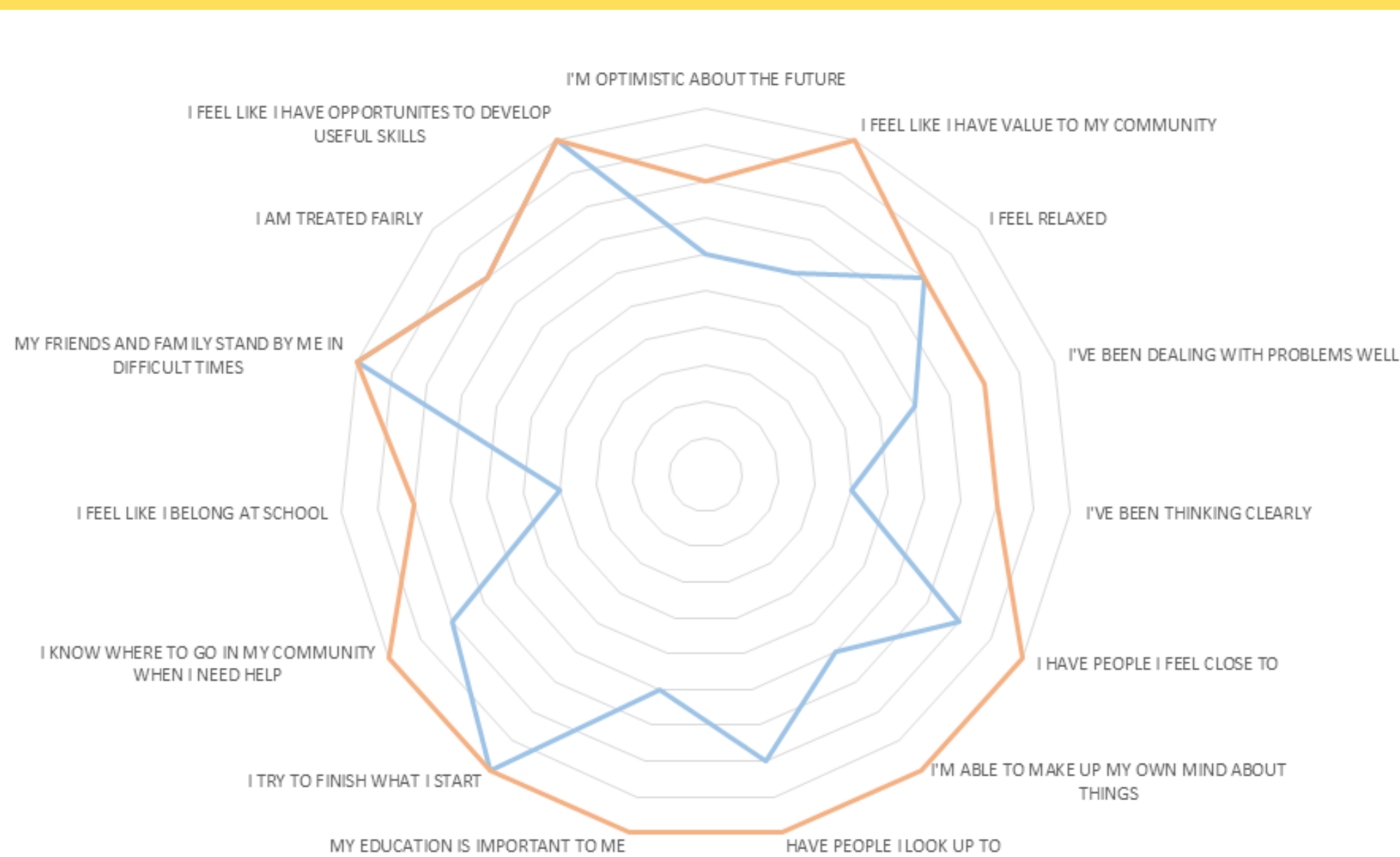
Bereavement, loss, risk taking, sexual abuse, anxiety, self-harm, bullying, and family issues.

The Youth Information drop in happens during lunch time and is well attending by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, C4U is offered at this drop in however young people prefer having this as a safe space.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3	4
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3	5
I FEEL RELAXED	4	4
I'VE BEEN DEALING WITH PROBLEMS WELL	3	4
I'VE BEEN THINKING CLEARLY	2	4
I HAVE PEOPLE I FEEL CLOSE TO	4	5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3	5
I HAVE PEOPLE I LOOK UP TO	4	5
MY EDUCATION IS IMPORTANT TO ME	3	5
I TRY TO FINISH WHAT I START	5	5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4	5
I FEEL LIKE I BELONG AT SCHOOL	2	4
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	5	5
I AM TREATED FAIRLY	4	4
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	5	5

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'C' was referred through her teacher due to just moving to the area. 'C' had recently moved in with her dad after her relationship with her mum broke down. However due to domestic violence in the dads household, and a physical altercation with her father, 'C' was originally being sent back to live with her mum. This then resulted in a suicide attempt. After this incident 'C' was then placed with her friend who lived in Moffat and attended Moffat Academy.

'C' and staff then looked at understanding what a healthy relationship was as initially 'C' was unaware what was happening in her dads household was domestic abuse. 'C' also worked with staff on her low mood, and her emotions during this work. Anxiety was also covered as this is something that 'C' had identified that she needed support for. Staff and 'C' also developed a safety plan should she ever need it, as at this point there was talk of her moving back to her dads.

'C' engages really well with staff, and continued her support with an alternative staff member and also engaged well at these sessions.

“

'C' was able to identify the difference of a healthy and unhealth relationship. She also was able to reflect on her own relationship with her boyfriends as she herself admitted that she was quite jealous. She also was able to reflect on her relationship that she had with her mum and her dad. She developed skills that allowed her to keep herself emotionally safe and this was backed up by the safety plan that was developed between her and staff..

- Youth Information Worker

“

The sessions helped me to manage my low moods and ask for help when I needed it. I learned what a good relationship should look like, and what is also no so good. It was really helpful making my safety plan. .

- Young Person

LOCKERBIE ACADEMY

ABOUT THE SCHOOL*

School Roll: 701

92.9% attendance

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](#)

OFFER TO THE SCHOOL



Through joint planning with Lockerbie Academy it was agreed to deliver a mixture of all three elements of youth information in the form of 1-2-1 support, issue based group work and a youth information drop in.

Some of the issues that were addressed through the group work programmes were: Self-esteem, confidence, risk taking behaviour, relationships and mental health these have been delivered through boys and girls group programmes.

1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: Rape, Sexual abuse, domestic abuse, anxiety, gender, bullying, relationships and self harm. Some of the young people were given additional sessions so they could get the support required.

Where appropriate young people have been supported into other organisations for more specific support.

The Youth Information drop in happens during lunch time and is well attending by young people who come along to speak to the youth information worker most of these young people attend the group work sessions and come along to discuss their personal issues that's not appropriate to discuss in the group.

DROP INS/C4U



21
SESSIONS

22
YOUNG
PEOPLE

GROUP WORK
SESSIONS



11
SESSIONS

14
INDIVIDUAL
YOUNG
PEOPLE

1-2-1
SUPPORT

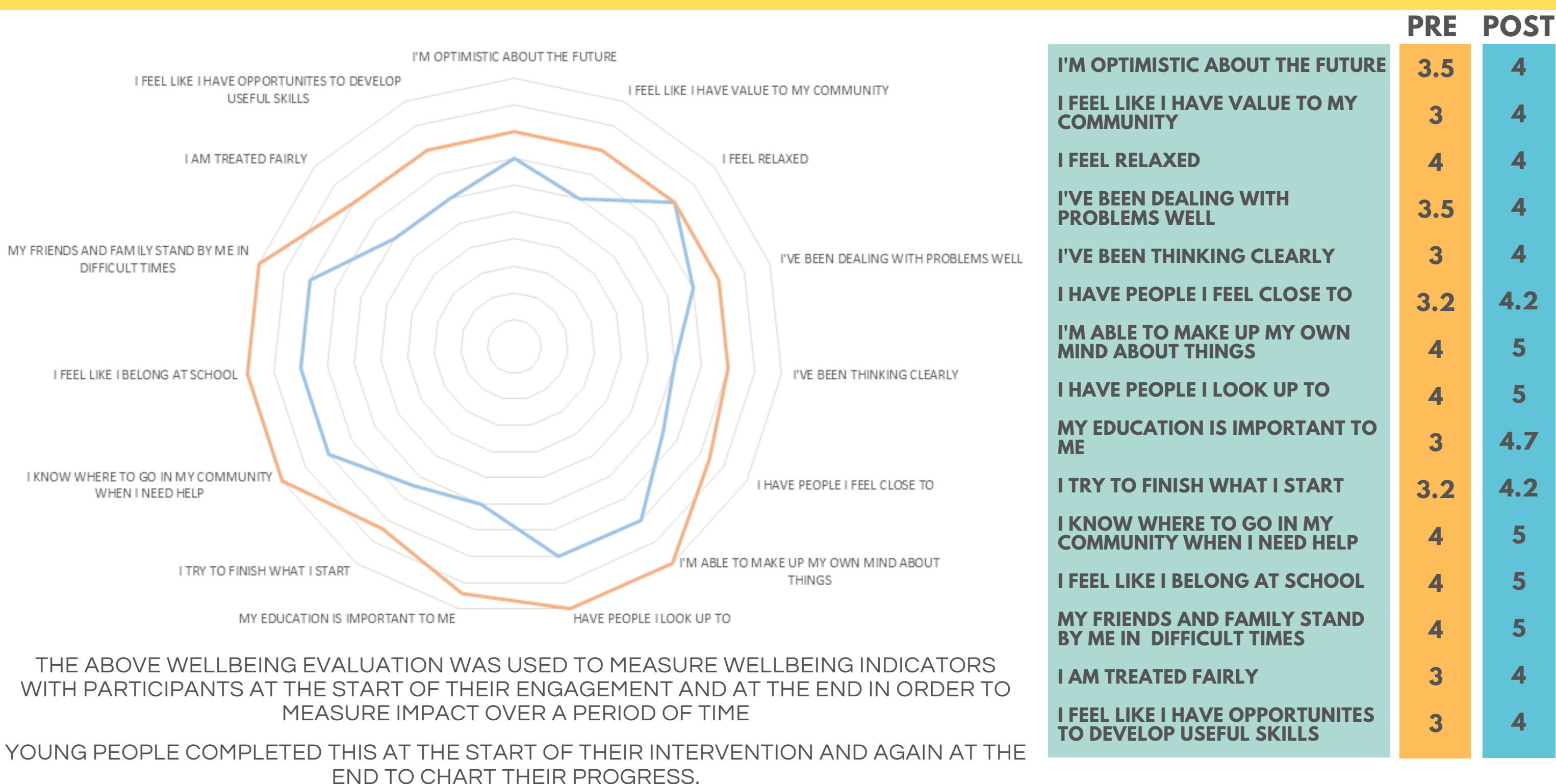


148
SESSIONS

12
INDIVIDUAL
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



CASE STUDY

'L' had recently changed schools due to her challenging behaviour. She was referred to our service by her pupil support teacher at her new school. 'L's mother passed away and there were concerns with how this has impacted on her mental and emotional well-being. 'L' had been placing herself in risky situations with her peers and struggled with relationships with families and with her peers.

'L' was a little hesitant at first about the support sessions. Once she understood the support she relaxed and became a lot more talkative. The sessions began with getting to know each other, 'L' was very friendly and open to discussion. She became very honest about her feelings and how she has been behaving. L became more confident in sharing her feelings which led her to talk about the death of her Mother. This was a significant change for L as she began to connect her feelings and behaviours to the grief that she had been experiencing. L began working through how she felt about the loss using the template from seasons for growth.

'L' worked on her feelings and began to share what was going on for her. She worked on healthy relationships and put a safety plan in for when she was in contact with her stepfather to see her brothers. She identified things that she could/could not change in her life i.e. at school and at home and identified coping strategies that would help her with her anger. 'L' found talking about her loss to be very positive and she has started to work through the stages of loss and accepting her mum's death. As she was going to experience her first Christmas without her mum, she decided to plan something to remember her and include her brothers. 'L' used her safety plan when visiting her stepfather's house. This has been working really well and she has started to get more contact with her brothers.

“

Using the coping strategies she learned in her 1-2-1's really helped her improve her behaviour, and she was able to return to her classes and eventually did not have to use a behaviour card.

- Youth Information Worker

“

It is nice to be able to talk to someone without feeling they are judge me...

- Young Person

LANGHOLM ACADEMY

ABOUT THE SCHOOL*

School Roll: 209

92.7% attendance

0 - 10% of young people attending Langholm 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.

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

[*Scottish Government School Information Dashboard](#)

OFFER TO THE SCHOOL



Through joint planning with Langholm Academy it was agreed to deliver a mixture of all three elements of youth information in the form of 1-2-1 support, issue based group work and a youth information drop in.

Some of the issues that were addressed through the group work programmes were: sexual health, relationships, risk taking, consent and anger these have been delivered through boys group programmes.

1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: bullying, friendships, confidence, self esteem, gender, anger, anxiety and health, both mental and physical.

Where appropriate young people have been supported into other organisations for more specific support.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to build relationships with the youth information worker and to seek advice and guidance, this is very much an opportunity for the young people to be signposted and get information, it has been a resource which has seen an increase in numbers from year one.

DROP INS/C4U



21
SESSIONS

42
YOUNG
PEOPLE

GROUP WORK
SESSIONS



12
SESSIONS

11
INDIVIDUAL
YOUNG
PEOPLE

1-2-1
SUPPORT

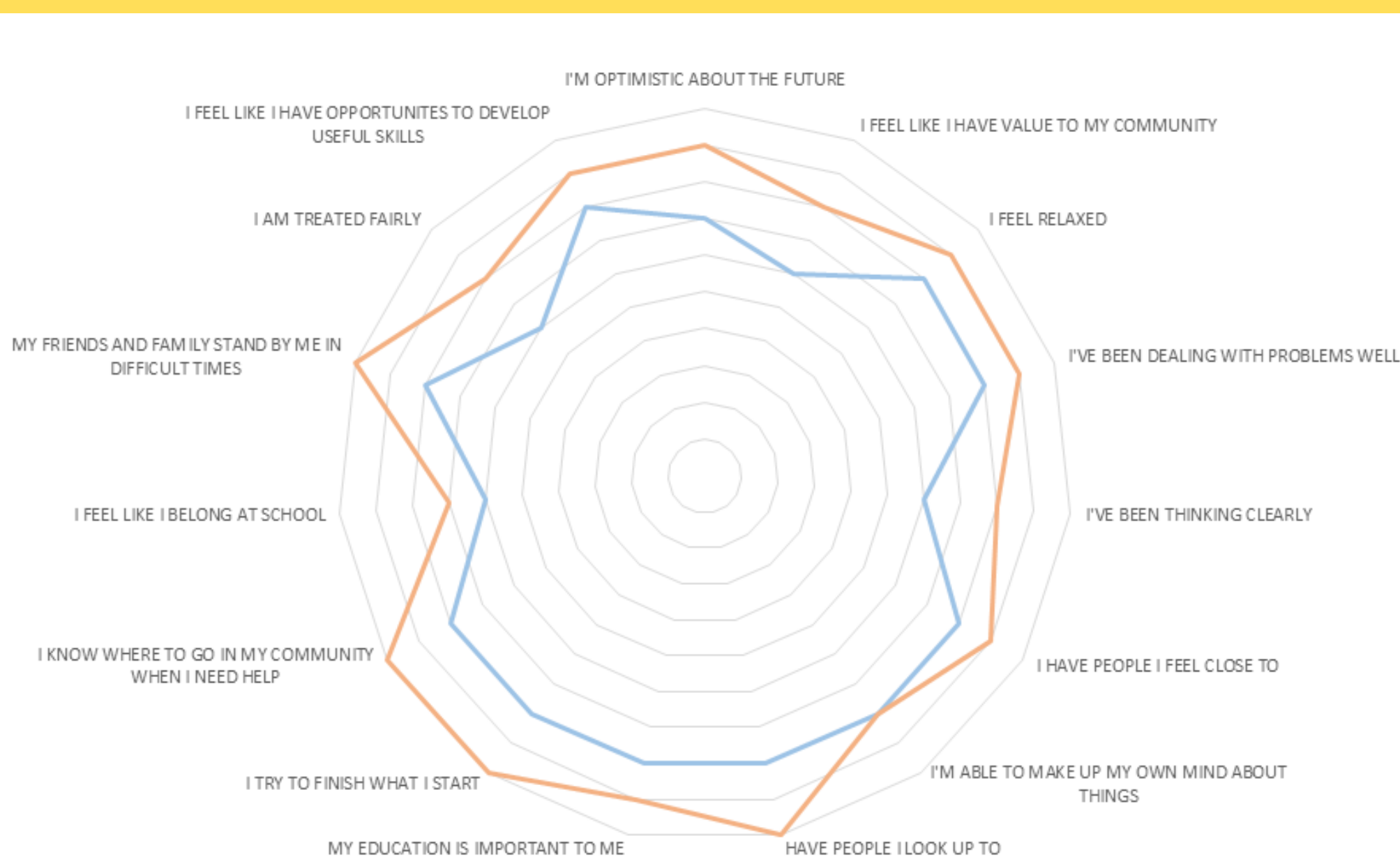


108
SESSIONS

9
INDIVIDUAL
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.5	4.5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3	4
I FEEL RELAXED	4	4.5
I'VE BEEN DEALING WITH PROBLEMS WELL	4	4.5
I'VE BEEN THINKING CLEARLY	3	4
I HAVE PEOPLE I FEEL CLOSE TO	4	4.5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	4	4
I HAVE PEOPLE I LOOK UP TO	4	5
MY EDUCATION IS IMPORTANT TO ME	4	4.5
I TRY TO FINISH WHAT I START	4	5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4	5
I FEEL LIKE I BELONG AT SCHOOL	3	3.5
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4	5
I AM TREATED FAIRLY	3	4
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	4	4.5

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'R' was referred by her Pupil Support Teacher and had been experiencing difficulties with her peers and they had been unkind to her. On meeting 'R', she seemed happy to be attending the 1-2-1's. 'R' stated that she felt very low due to several young people in school who continually bully her. She did not feel included amongst her friends in school and wanted some help with her self-esteem and confidence.

'R' talked about her peers and how she is finding it difficult to deal with them. We talked about this in more detail and strategies to help her with friendships as well as dealing with bullying. She talked about her role as a carer with her parents and how that affects her and said that she feels anxious as a result and this affects her doing things as she feels too self-conscious. We talked about anxiety and what it means and how anxiety works.

'R' worked on being assertive and what passive, assertive and aggression means and healthy relationships. 'R' took away the statements that she is aiming to achieve; to become. We looked at ways that she can do this but small steps at a time, from this, she developed an emotional tool kit that can be used when needed or on a daily basis.

Since attending the 1-2-1 sessions 'R' has been organising sleepovers with her close friends and having the odd weekend where she goes to stay with her friends. She has also accepted a referral to Young Carers. Her confidence has improved and she has been speaking more openly in class and has also taken part in a show in school where she had to sing solo in front of her peers and attended a dance at her school, something that she would not have considered before. 'R' has recognised that for things to improve or change then she is also responsible for this and has been putting in a lot of effort to make conversation first when among her peers. Her teacher has commented on how 'R' has become more confident and was very happy to see her singing in front of the class. She is also seen around the school smiling a lot more and engaging more with her friends and peers.

“

Her teacher has commented on how R has become more confident and was very happy to see her singing in front of the class. She is also seen around the school smiling a lot more and engaging more with her friends and peers..

- Youth Information Worker

“

I have really enjoyed the sessions with Billie, and always looked forward to them. I am able to smile more and feel a lot more confident’.

- Young Person

DOUGLAS EWART HIGH SCHOOL

ABOUT THE SCHOOL*

School Roll: 580

90.8% attendance

0 - 10% of young people attending Douglas Ewart 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](#)

OFFER TO THE SCHOOL



Through joint planning with Douglas Ewart High School it was agreed to deliver a mixture of two elements of youth information in the form of 1-2-1 support, and a youth information drop in.

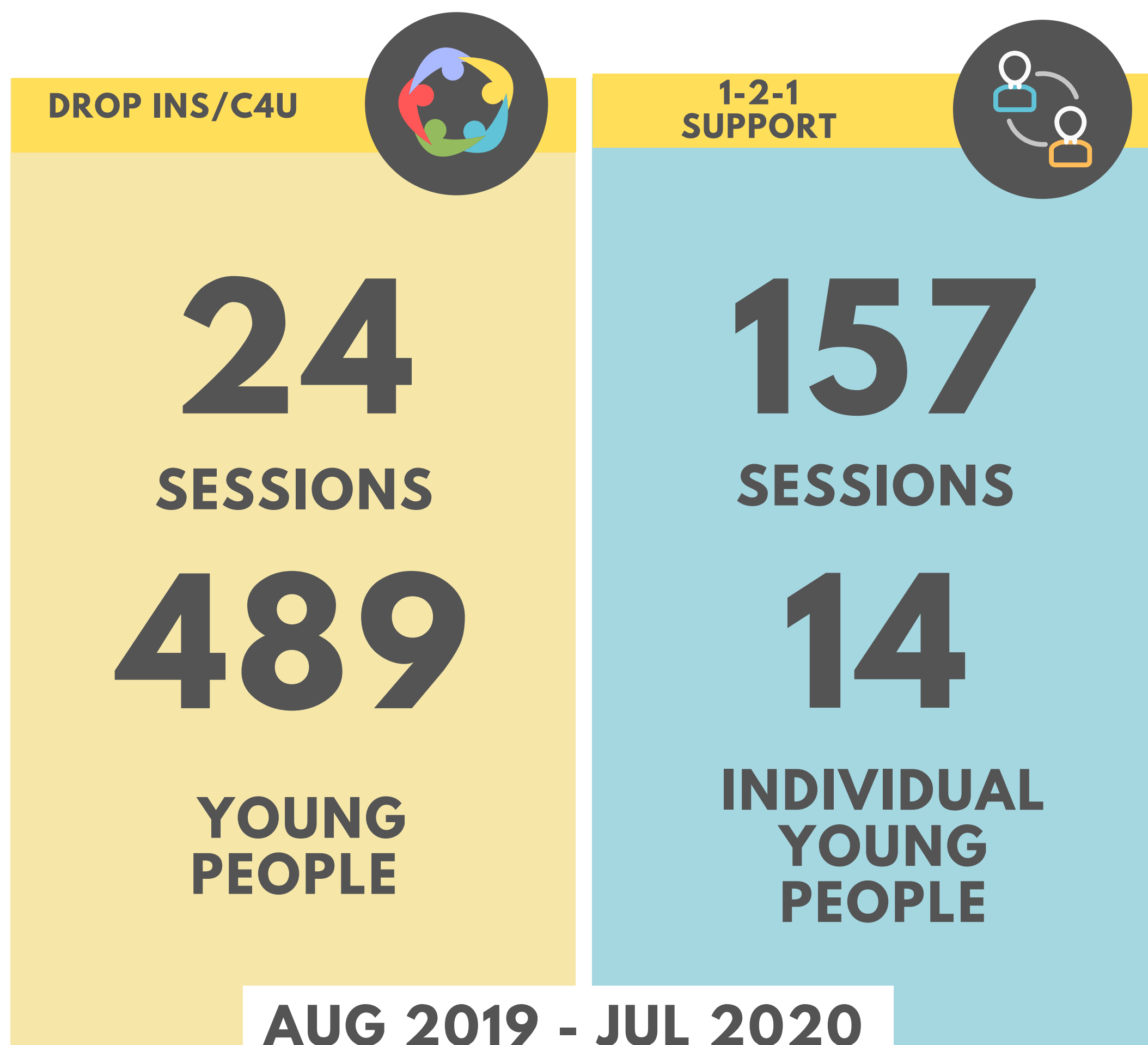
1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as:

Abuse, bereavement, self-harm, stress, anger and poverty.

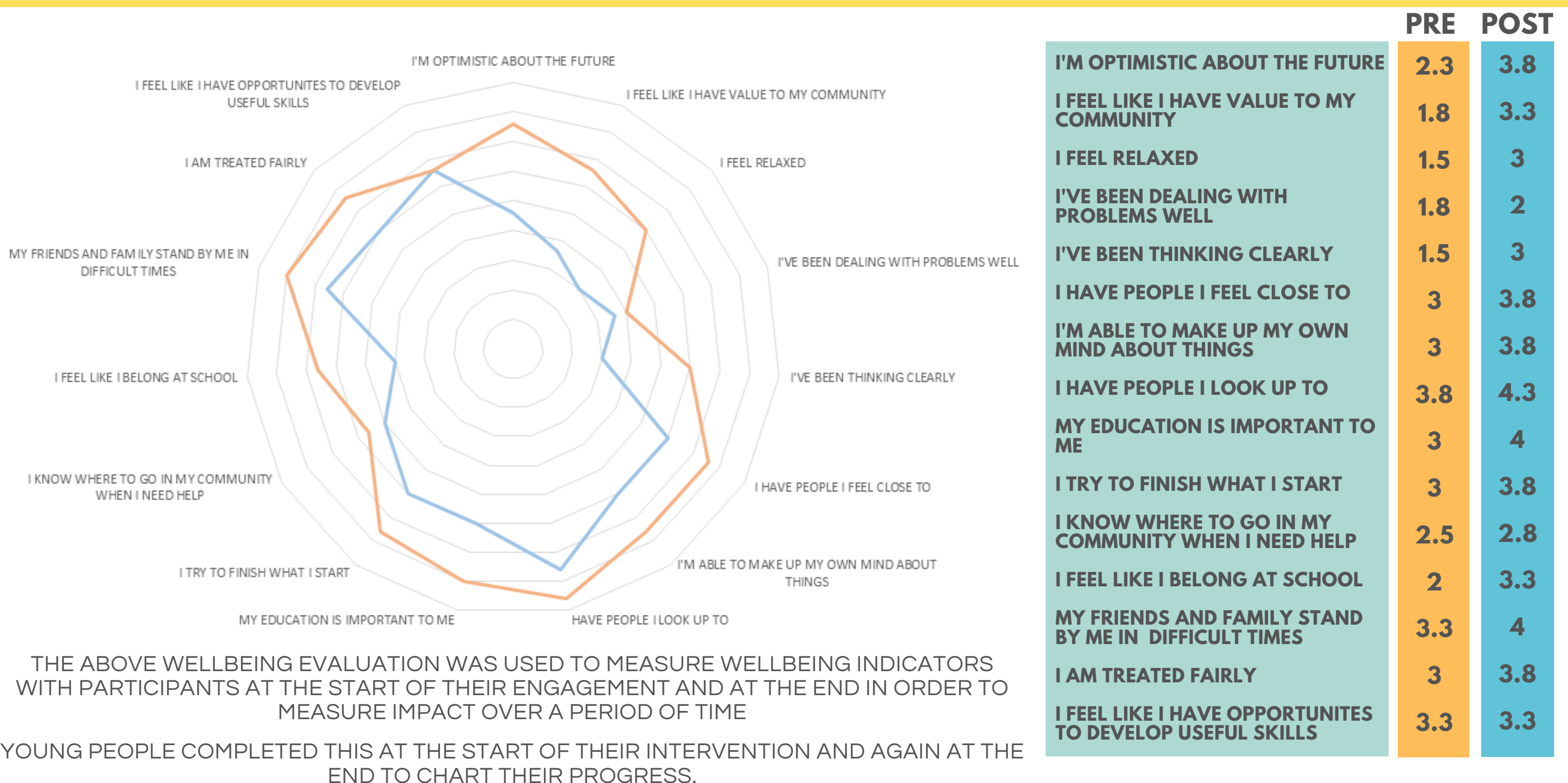
Where appropriate young people have been supported into other organisations for more specific support.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, this drop in is a safe space for young people and many young people who experience bullying attend this at lunch time.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



CASE STUDY

'C' has been getting 1-2-1 support at school. She has had several traumatic experiences in her life and has been in the care system since she was three. Just over a year ago, after her court case, 'C' started taking ecstasy regularly and smoking cannabis. She was not attending classes at school, getting into a lot of trouble and ended up getting excluded for a few weeks.

'C' has been getting 1-2-1's to talk about her feelings and frustrations. She has really opened up and uses the time to vent and talk about her worries and her past. 'C' really lacked confidence when she started coming as she has suffered a lot of rejection in her life. She didn't feel that she had much worth or that anyone cared about her.

'C' has been learning about her rights as a young person. We have spent a lot of time working on confidence and self-worth. 'C' has recently been confident enough to come out to her friends and youth workers and is happy to talk about this openly now.

'C' has been back to school and attending classes. She has a long way to go but has made a positive start.

“

We have talked a lot about drugs and the dangers of taking them. Through time we have managed to change her “I don't care if I die” attitude and help her to realise how important she is to the people around her..

- Youth Information Worker

“

Coming to the sessions has improved my communication skills and I have been able to use strategies i've learned to keep myself safe. I feel a bit more confident and now can trust other people more.

- Young Person

STRANRAER ACADEMY

ABOUT THE SCHOOL*

School Roll: 954

90.4% attendance

10 - 20% of young people attending Stranraer 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](#)

OFFER TO THE SCHOOL

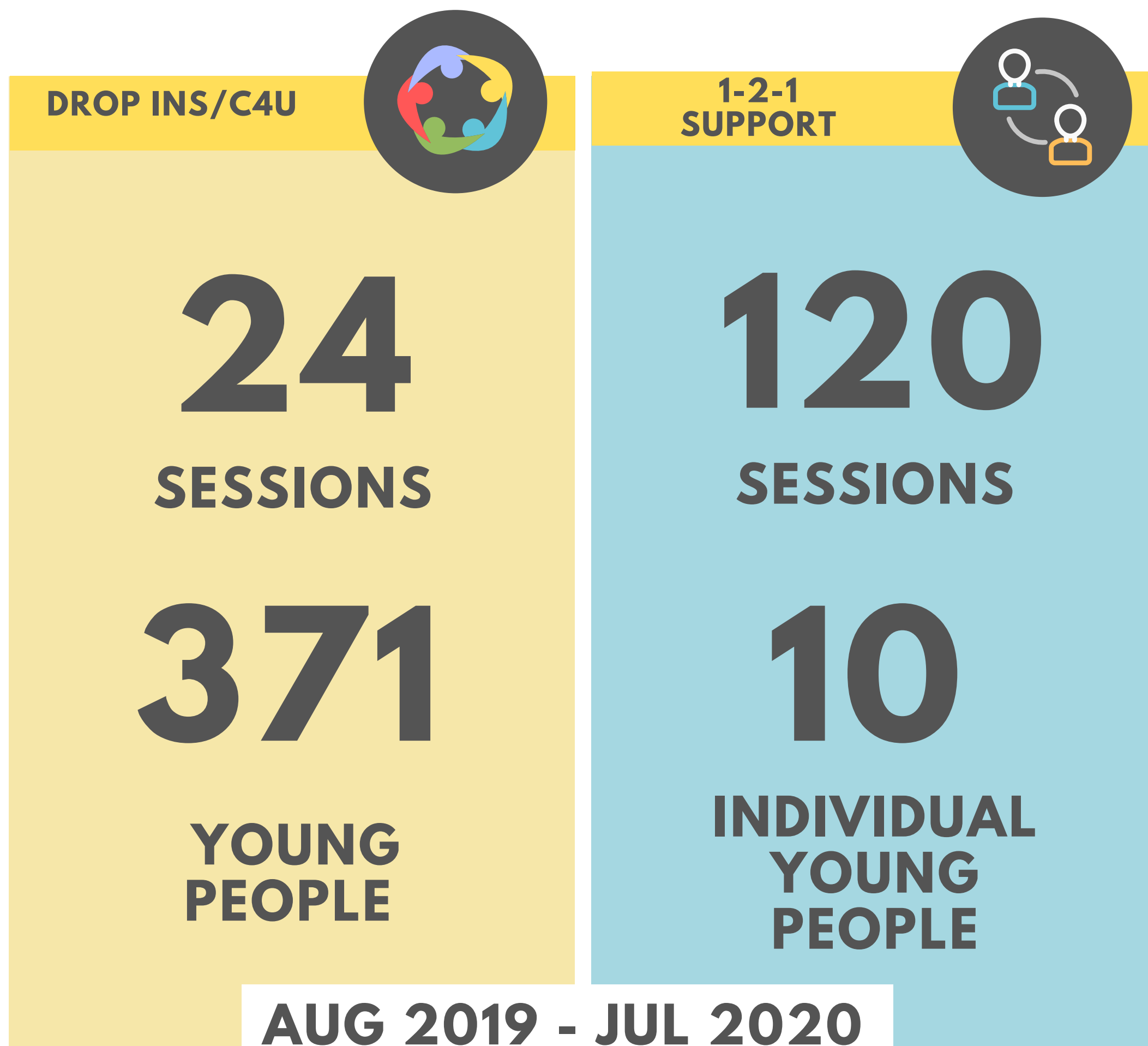


Through joint planning with Stranraer Academy it was agreed to deliver a mixture of two elements of youth information in the form of 1-2-1 support, and a youth information drop in.

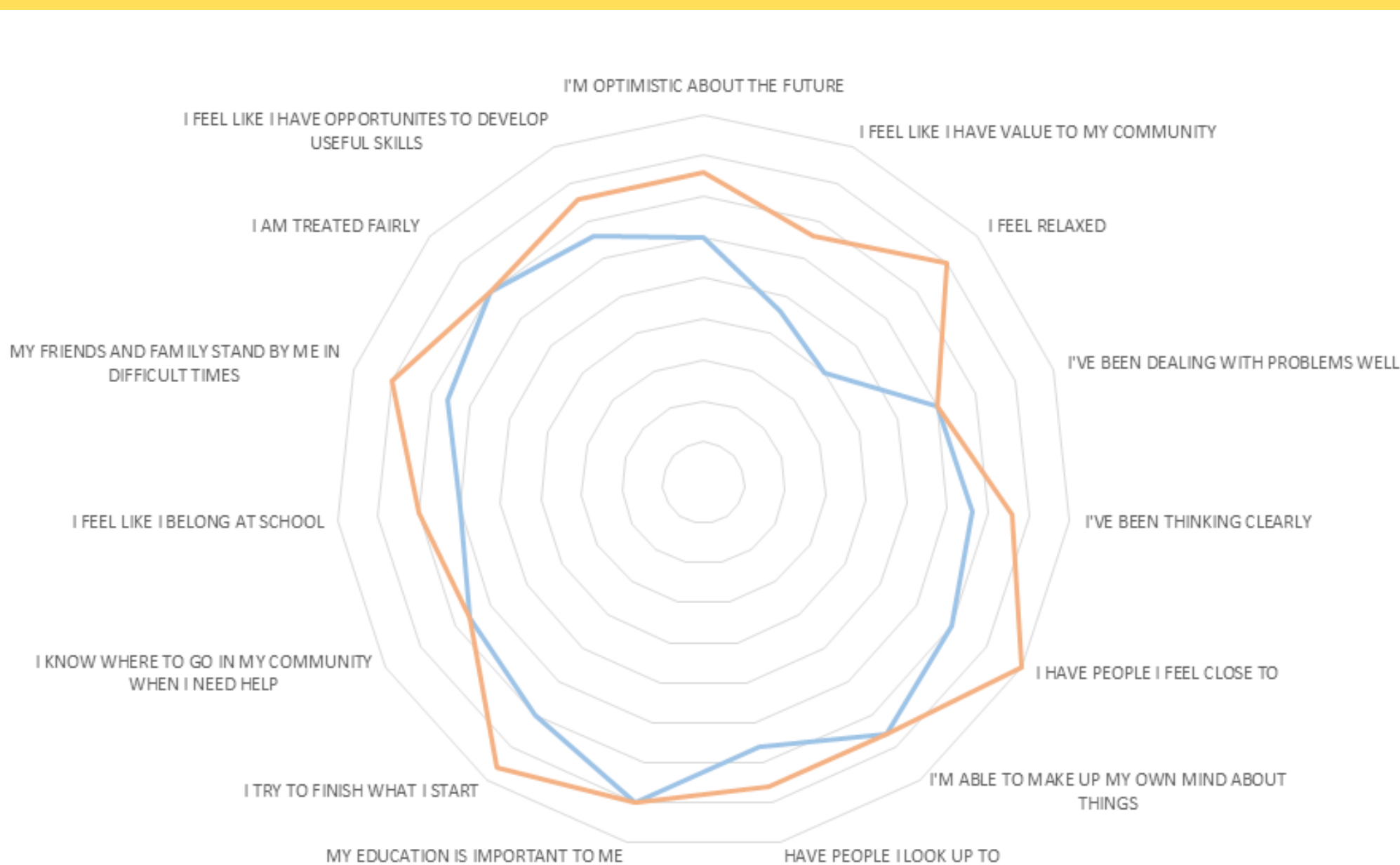
1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: Bereavement, loss, self-harm, anxiety and low mood.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects such as bullying, positive relationships and poverty.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3	3.8
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.3	3.3
I FEEL RELAXED	2	4
I'VE BEEN DEALING WITH PROBLEMS WELL	3	3
I'VE BEEN THINKING CLEARLY	3.3	3.8
I HAVE PEOPLE I FEEL CLOSE TO	3.5	4.5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.8	3.8
I HAVE PEOPLE I LOOK UP TO	3.3	3.8
MY EDUCATION IS IMPORTANT TO ME	4	4
I TRY TO FINISH WHAT I START	3.5	4.3
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.3	3.3
I FEEL LIKE I BELONG AT SCHOOL	3	3.5
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.3	4
I AM TREATED FAIRLY	3.5	3.5
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.5	3.8

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'R' was referred for 1-2-1 support through the school, as they felt she lacked in confidence and did not have a great life at home. 'R' had lost her mum due to illness when she was three years old and had since been looked after by different family members, foster carers, dad, and step mum.

It became clear after a few meetings with 'R' that she did not have very good relationships with anyone in her house. 'R' insisted that she was ok to start with and it took weeks for her to open up about how she really felt about being at home. She started working through anxiety and coping strategies as well as confidence building.

Since attending the 1-2-1 sessions and receiving support 'R' is a lot more settled, and has now moved in with a relative. She has got a weekend job and is continuing to access youth groups and youth council. She still requires weekly support as she needs help with her confidence and nerves, but she is a lot more settled now and discusses her feelings more openly.

“

It was clear early on that 'R' was in real need of support to help her deal with the issues at home, she really engaged well with the 1-2-1 support and there was a clear and obvious improvement week to week in her physical and mental well-being from working through the issues we identified.

- Youth Information Worker

“

Speaking to the Youth Information Workers has helped me deal with my family issues. I am now beginning to understand my feelings and how i can start to move on and live a happier life again.

- Young Person

KIRKCUDBRIGHT ACADEMY

ABOUT THE SCHOOL*

School Roll: 404

91.5% attendance

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](#)

OFFER TO THE SCHOOL



Through joint planning with Kirkcudbright Academy it was agreed to deliver a mixture of all three elements of youth information in the form of 1-2-1 support, issue based group work and a youth information drop in.

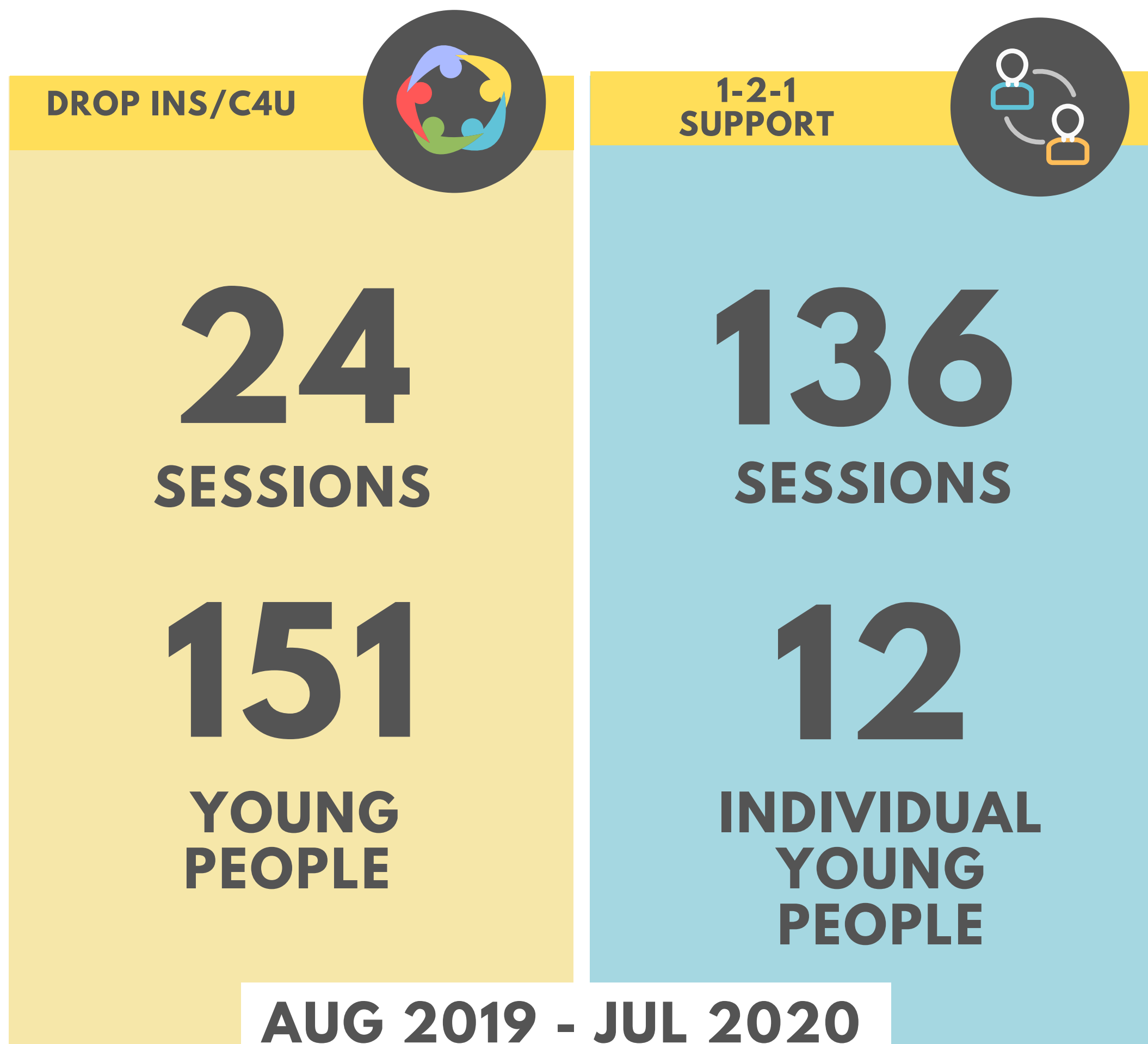
Some of the issues that were addressed through the group work programmes were:

bullying, risky behaviours, peer pressure and anger these have been delivered through boys group programmes.

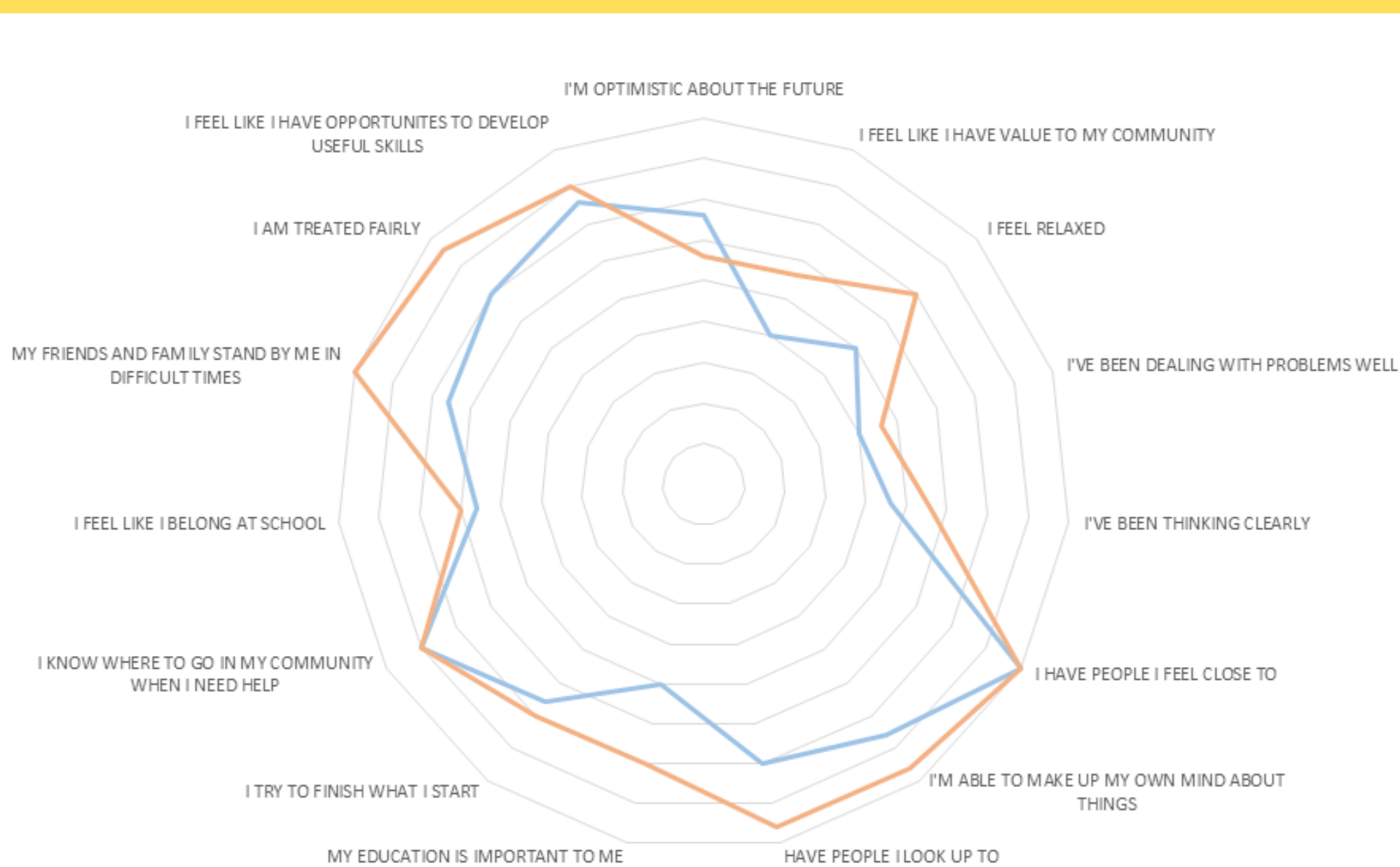
1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: Grief, loss, body image, anger, self-esteem, friendships, relationships and self-harm.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, this sessions is predominantly used by young people who's 1-2-1 sessions have come to an end and come along to catch up with the youth information worker.

The school did not identify any young people for Group Work Sessions.



WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.3	2.8
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2	2.8
I FEEL RELAXED	2.5	3.5
I'VE BEEN DEALING WITH PROBLEMS WELL	2	2.3
I'VE BEEN THINKING CLEARLY	2.3	2.8
I HAVE PEOPLE I FEEL CLOSE TO	4.5	4.5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.8	4.3
I HAVE PEOPLE I LOOK UP TO	3.5	4.3
MY EDUCATION IS IMPORTANT TO ME	2.5	3.5
I TRY TO FINISH WHAT I START	3.3	3.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	4	4
I FEEL LIKE I BELONG AT SCHOOL	2.8	3
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.3	4.5
I AM TREATED FAIRLY	3.5	4.3
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.8	4

THE ABOVE WELLBEING 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

YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'V' was referred to the project because she was showing anger issues in school, she had recently moved to Scotland from Ireland, and had moved with her dad into her dad's girlfriend's house. 'V' likes her dad's girlfriend and enjoys her company. 'V' has settled into living in Kirkcudbright and has made a large group of friends; however she tends to make poor lifestyle choices sometimes which have led to her dad being called in to the school a few times.

Through working with 'V' she told me that her mum still lives in Ireland but she tries to keep very little contact with her, this is because her mum is a heroin addict and 'V' struggles to say no to her mum. 'V's' mum can use special occasions like birthdays and Christmas, as an excuse to text her. 'V' likes to hear from her mum because she worries about her but she also knows that the text will end with her mum asking for money. We have spoken a lot about this and how it makes 'V' feel. 'V' has also said that not many people know about her mum so they then don't know why she is angry or upset at certain times. This also leads to 'V' going out and drinking alcohol and taking drugs, we have spoken about the issues around this risky behaviour and ways to avoid getting into this situation.

After a few weeks 'V' also asked if I could talk to her pupil support teacher and explain the situation with her mum, through doing this she was then given a card that she can show when she feels she needs time out of a class. She has used it a few times when triggers have been mentioned in class.

“

'V' never missed a 1-2-1 session and has popped into see me a few times at break for a catch up. It's been really great to see a change in her behaviour in school from using some of the techniques we worked on during our sessions.

- Youth Information Worker

“

I'm feeling much more confident now, being able to talk to someone about very personal issues.

- Young Person

CASTLE DOUGLAS HIGH SCHOOL

ABOUT THE SCHOOL*

School Roll: 518

92.3% attendance

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](#)

OFFER TO THE SCHOOL



Through joint planning with Castle Douglas High School it was agreed to deliver a mixture of all three elements of youth information in the form of 1-2-1 support, issue-based group work and a youth information drop in.

Some of the issues that were addressed through the group work programmes were: family issues, bereavement, young careers, risky behaviours, and crime these have been delivered through boys group programmes.

1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: anxiety, family issues, addiction, sexual assault, family in prison, abuse, self harm, poverty, sexuality and bullying.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to speak to the youth information worker and seek information and advice on a range of subjects, some of the issues that the young people have worked through in this are social media, sexual images, friendships, safety and risky behaviours. C4U is offered at this drop in.

DROP INS/C4U



24
SESSIONS

94
YOUNG
PEOPLE

GROUP WORK
SESSIONS



12
SESSIONS

7
INDIVIDUAL
YOUNG
PEOPLE

1-2-1
SUPPORT

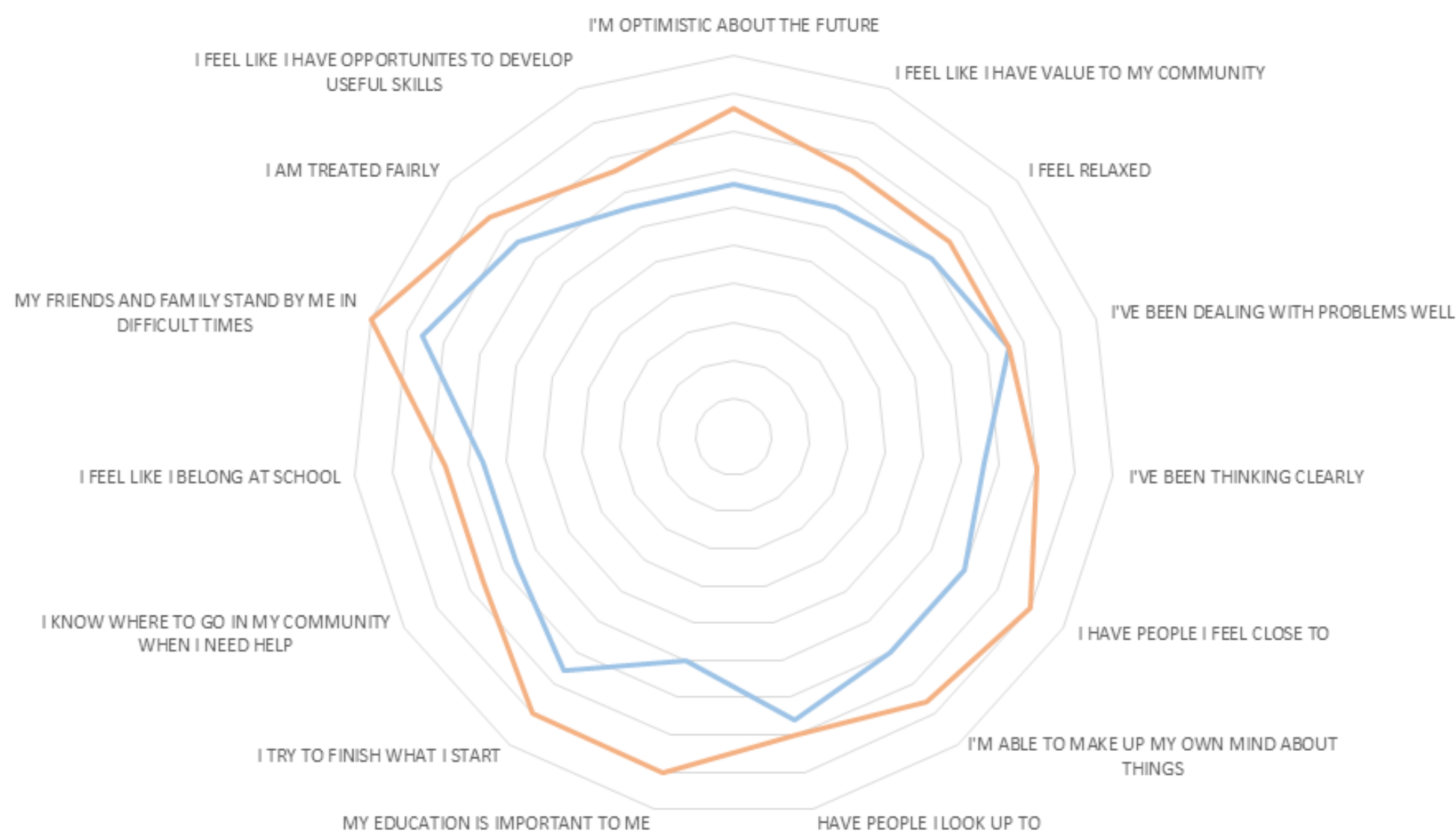


192
SESSIONS

19
INDIVIDUAL
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	3.3	4.3
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.3	3.8
I FEEL RELAXED	3.5	3.8
I'VE BEEN DEALING WITH PROBLEMS WELL	3.8	3.8
I'VE BEEN THINKING CLEARLY	3.3	4
I HAVE PEOPLE I FEEL CLOSE TO	3.5	4.5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.5	4.3
I HAVE PEOPLE I LOOK UP TO	3.8	4
MY EDUCATION IS IMPORTANT TO ME	3	4.5
I TRY TO FINISH WHAT I START	3.8	4.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.3	3.8
I FEEL LIKE I BELONG AT SCHOOL	3.3	3.8
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.3	5
I AM TREATED FAIRLY	3.8	4.3
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.3	3.8

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YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'M' was referred for 1-2-1's because the teachers had noticed a change in her behaviour in class. Through meeting with 'M' she told me that her home life had changed in the last few months, and this had left her with a range of emotions she didn't know how to manage. Through our sessions we talked a lot about feelings and how they effected our behaviour. We also looked at ways forward for 'M' and her family. 'M' said she had started to resent her stepdad and didn't know why, through writing feelings down and talking about memories 'M' has started to spend time on her own with him again. She has also recognised that her relationship with her sister can be the same. 'M' and her mums relationship is still a bit strained, her mum refuses to answer any of the questions that she has, 'M' has wrote the questions down and hopes to find answers when her mum is ready, this frustrates her but she can now "sort of" see why her mum is being like this and thinks it because her mum hasn't dealt with the past yet. 'M' is worried about what could happen in the future but we are continuing to meet for 1-2-1's to support her through these feelings.

“

'M' is going through a very difficult and emotional time in her life, it has been important to allow her to work through her feelings in a safe environment, with someone who can help her, in a place she feels she won't be judged.

- Youth Information Worker

“

The 1-2-1 support sessions have really helped me, without them, I wouldn't have been able to properly start to attempt to deal with my feelings.

- Young Person

DALBEATTIE HIGH SCHOOL

ABOUT THE SCHOOL*

School Roll: 372

93.5% attendance

0 - 10% of young people attending Wallace Hall 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.

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

*Scottish Government School Information Dashboard

OFFER TO THE SCHOOL



Through joint planning with Dalbeattie High School it was agreed to deliver a mixture of all three elements of youth information in the form of 1-2-1 support, issue based group work and issue-based group work.

Some of the issues that were addressed through the group work programmes were: attendance, risky behaviours, relationships, self-harm and bullying these have been delivered through girls group programmes.

1-2-1 support sessions have supported young people who have been facing a range of issues in their personal life such as: parents with mental health issues, family issues, friendships, anger, addiction in family and loneliness.

Where appropriate young people have been supported into other organisations for more specific support.

The Youth Information drop in happens during lunch time and is well attended by young people who come along to build relationships with the youth information worker and to seek advice and guidance, this is very much an opportunity for the young people to be signposted and get information.

DROP INS/C4U



24
SESSIONS

70
YOUNG
PEOPLE

GROUP WORK
SESSIONS



12
SESSIONS

6
INDIVIDUAL
YOUNG
PEOPLE

1-2-1
SUPPORT

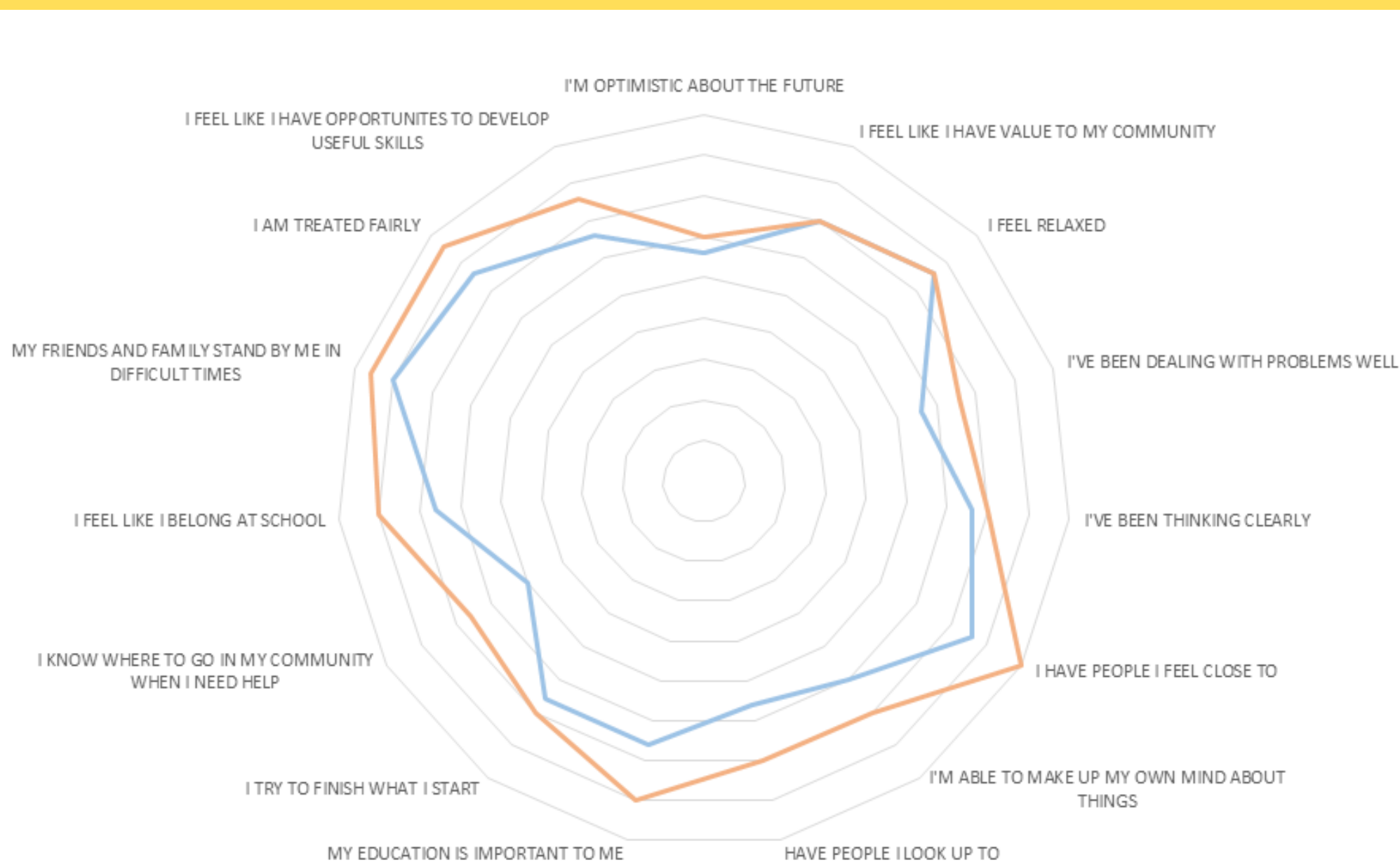


98
SESSIONS

8
INDIVIDUAL
YOUNG
PEOPLE

AUG 2019 - JUL 2020

WELLBEING EVALUATION



	PRE	POST
I'M OPTIMISTIC ABOUT THE FUTURE	2.8	3
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.5	3.5
I FEEL RELAXED	3.8	3.8
I'VE BEEN DEALING WITH PROBLEMS WELL	2.8	3.3
I'VE BEEN THINKING CLEARLY	3.3	3.5
I HAVE PEOPLE I FEEL CLOSE TO	3.8	4.5
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3	3.5
I HAVE PEOPLE I LOOK UP TO	2.8	3.5
MY EDUCATION IS IMPORTANT TO ME	3.3	4
I TRY TO FINISH WHAT I START	3.3	3.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	2.5	3.3
I FEEL LIKE I BELONG AT SCHOOL	3.3	4
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4	4.3
I AM TREATED FAIRLY	3.8	4.3
I FEEL LIKE I HAVE OPPORTUNITES TO DEVELOP USEFUL SKILLS	3.3	3.8

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YOUNG PEOPLE COMPLETED THIS AT THE START OF THEIR INTERVENTION AND AGAIN AT THE END TO CHART THEIR PROGRESS.

CASE STUDY

'F' was referred because the teachers were finding it difficult to make a connection with him. 'F' is a very active young person who loves playing football. He has told me that he worries about not being able to play because it's his way of releasing pressure. 'F' told me he lives with his mum and five other siblings, they have moved three times in under a year, his mum had a baby in this time which she didn't reveal to the family until three weeks before she was due. Mum was also in an abusive relationship. 'F's main form of support was his gran who sadly died a week before the baby was born.

'F' is very open when talking to me, he talks about how he feels and the frustrations that he has, we look at different ways to handle these feelings. 'F' has been involved with social work for a number of years he doesn't have a good relationship with them and asked if I would attend the meeting with him, I have done this on a number of occasions.

'F' has a good strong relationship with his mum and is very protective of her and his baby brother, he does however struggle with his other siblings, we have talked about this a great deal and looked at what 'F' can do to avoid a volatile situation. Through our 1-2-1's 'F' has been able to express himself more when talking to teachers and social work, he has told me on a number of occasions that he likes that I have got his back.

“

'F's confidence and self esteem has increased, he takes time to listen to instructions and has started to work on building healthy relationships with his siblings.

- Youth Information Worker

“

I like that the support is confidential as I don't always like the teaching staff knowing everything about me.

- Young Person

REGIONAL OVERVIEW

Since August 2019 the youth information workers have been delivering in fifteen Secondary schools one day, per school, per week. The following gives a regional overview of the work:

1-2-1 SUPPORT

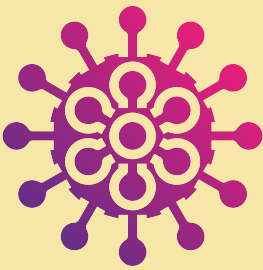
174 young people are receiving 1-2-1 support and the issues coming from these are self-esteem, confidence, mental health, sexual health, relationships, bereavement, anger, domestic abuse, family, money, poverty, drugs & alcohol, anger, self-harm and self-care.

Drop In / C4U

Informal drop ins are being delivered across all 15 schools along with C4U. Drop in sessions are being well attended in most schools. Work is continuing to ensure the right space to deliver is available and promotion to young people within the school is ongoing.

Group Work/Issue Based Groups

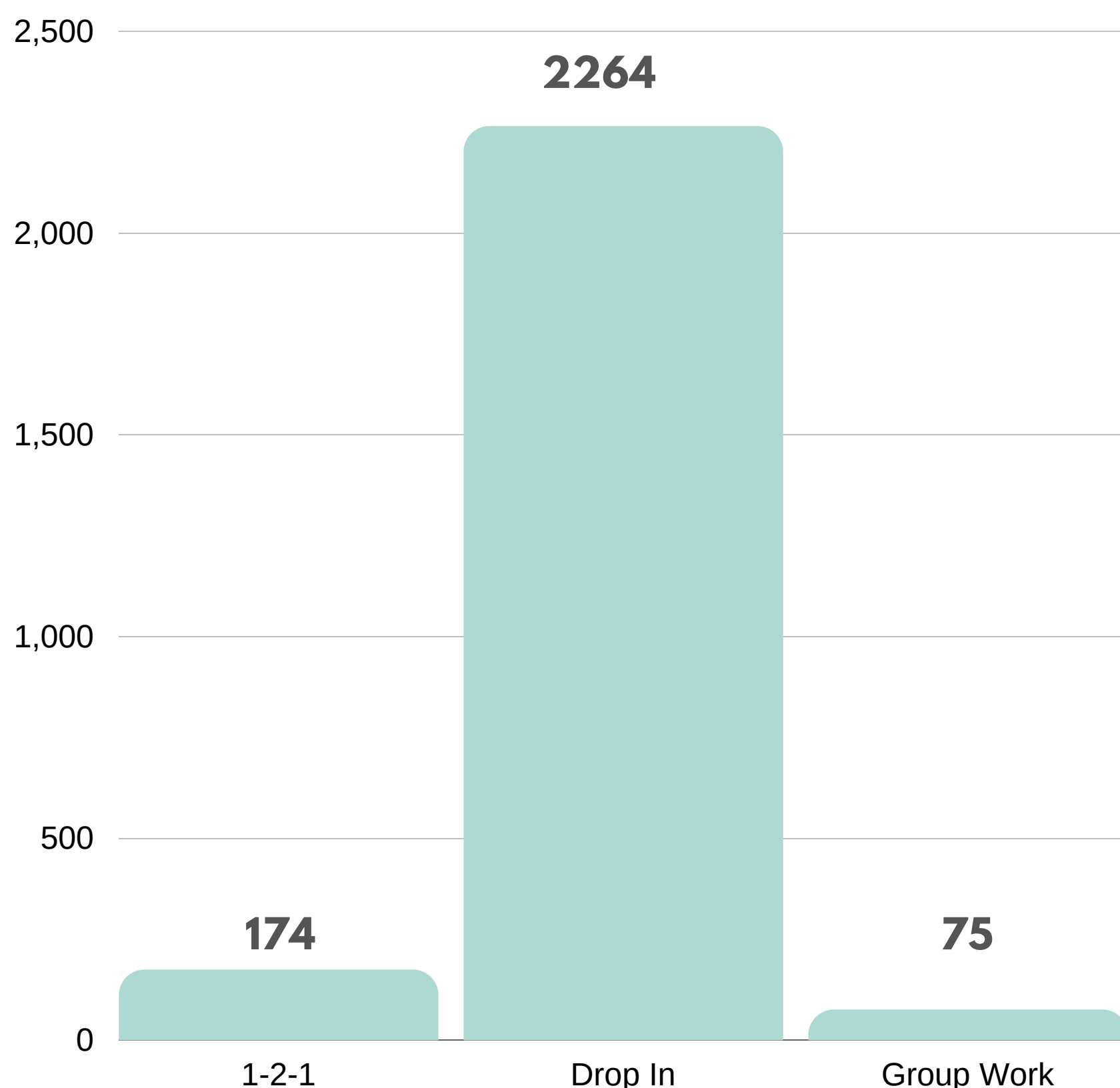
A total of 2 Boys Groups, 7 Girls Groups and 3 mixed groups have taken place across the region, with 75 regular young people attending.



During the Covid-19 pandemic and subsequent lockdown, the youth information workers have continued delivering 1-2-1 support to 50 young people across the region, who had been receiving support in schools before lockdown.

Overall, 312 daily check in calls were made to these young people across the region from March, right through until the schools re-opened in August.

NUMBER OF YOUNG PEOPLE ATTENDING



Topics Covered during these sessions have included:

- Peer relationships
- Social Skills
- Confidence & Self-esteem
- Sexual Health
- Mental Health
- Drugs & Alcohol
- Bereavement
- Anger Management
- Peer Pressure
- Poverty
- Internet Safety

MOVING FORWARD

Dumfries and Galloway Council is committed to the delivery of The Scottish Government's requirement for counselling services within schools and the expanded model of the Youth Information Workers in schools. This model has been developed jointly by Young People's Services and Psychological Services to ensure it meets the requirements of the Scottish Government but also meets local aspiration of the continuation of the local model of Youth Information Workers that we currently operate and have evidence of impact.

Locally within Dumfries and Galloway there is significant evidence of impact in the Youth Information Workers in schools in providing low level mental health support and early intervention. With the evidence of the impact of the local delivery model with Youth Enquiry Service, the decision was taken at Education Committee for this to be the model for our region. This approach was supported by the Mental Health Strategy Group made up of NHS and Council staff.

Each Secondary School is now receiving two days per week of delivery from a Youth Information Worker to build on the pilot project of the past two years. Starting in October this delivery will also be extended to older Primary School pupils across the region from three trained Youth Work staff. This community-based model will add value and compliment the school-based work providing a wraparound service for young people. This project is funded by the Scottish Government until 2023.

The expected outcome is to have stronger and more resilient young people and reduce the number of young people who require mental health support from NHS, and other more formal mental health services. This proposal fits with our Council priority to support our most vulnerable children and young people and aligns with the Dumfries and Galloway Youth Strategy.

EVALUATION

Based on the findings and through the feedback provided, it has been shown that the Youth Information Workers in Schools Project has had a significant impact on young people across the two years of the pilot.

Young people that have been supported are reporting that they are feeling safer, feeling more confident in dealing with what life throws at them, have higher self-esteem, are building healthier and more positive relationships, and are improving their emotional, behavioural and mental health.

We have seen a change, specifically in year two in how young people feel they need to be supported, as the need for 1-2-1 support sessions and Drop In/C4U sessions have increased from year one and although there has been less of a need identified in year two for Group Work sessions, the popularity of the Drop In/C4U has given many more young people the opportunity to attend Youth Information services within their school.



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: 0131 313 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

YOUTH INFORMATION WORKERS IN SCHOOLS PILOT PROJECT

YEAR TWO

FOR MORE INFORMATION, PLEASE CONTACT:

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YOUTHWORK
DUMFRIES & GALLOWAY

Dumfries & Galloway
COUNCIL