



MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

EVALUATION REPORT

AUGUST 2023 - JUNE 2024



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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. This project has been developed jointly as a partnership between Youth Work Services and Educational Psychology, with oversight provided by a strategic group of managers from both services, meeting every six weeks this group provides joint planning, delivery and evaluation of the project. This strategic group reports back to Dumfries & Galloway's Children's Services Mental Health Strategy Group. This project is committed to deliver flexible, responsive, early intervention and low-level mental health support for young people in Dumfries and Galloway.

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

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

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

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

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

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

In line with Scottish Government requirements, all Youth Information Workers delivering on the project are qualified with the necessary skills and training to work with children and young people and have successfully completed an accredited counselling skills training course through COSCA (The professional body for Counselling & Psychotherapy in Scotland) and are currently finishing their second year of a diploma in Counselling and Groupwork – A Cognitive Behavioural Approach with graduation scheduled for October 2024.

The staff have also completed PDA (Professional Development Award) training in Youth Work which is our advanced Course for staff working with young people. As part of the agreed professional standards and current best practice, staff are continually offered professional development and learning opportunities, including child protection policies. This training enhances and compliments the youth work approach and better equips the Youth Workers to deliver a more effective response to ensure the best possible outcomes for young people.

Evaluation Methods



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

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

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

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

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

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

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

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

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

What Was Offered To Schools?



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

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

Blether

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

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

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

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

Evidence-Based Group work and Issue-based Programmes

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

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



About The School

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



SCHOOL ROLL - 971

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

39

YEAR 1 REPORT - 53, YEAR 2 REPORT - 45, YEAR 3 REPORT - 30

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

162

YEAR 1 REPORT - 272 YEAR 2 REPORT - 290, YEAR 3 REPORT - 186

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

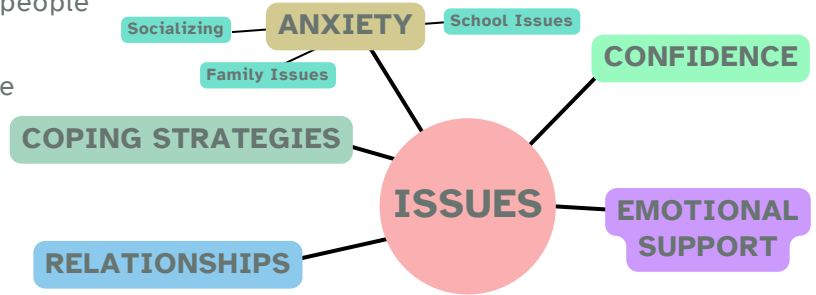
28

*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 34, YEAR 2 REPORT - 33, YEAR 3 REPORT - 22

Young People Issues

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



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

Case Study

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

The Young Person (YP) was referred to the service to manage emotions and discuss the impact on daily life. YP faced difficulties stemming from family issues and school-related stress, causing them to bottle up feelings and struggle with anger.

YP sought to learn healthier coping strategies to balance responsibilities and improve emotional well-being. Over 9 sessions, YP established personal goals and developed strategies to express themselves and manage stress. The Youth Information worker employed a person-centred approach, emphasising empathy and emotional expression.

Tools such as journalling, mindfulness exercises and communication techniques were utilised to enhance emotional awareness, address negative thoughts, and improve interpersonal relationships. YP described the support sessions as a 'great space to chill and be able to talk things through without feeling judged.' YP found the tools and strategies useful for ongoing growth and noticed improvements in their ability to face difficulties head-on.

YP expressed gratitude for the support, acknowledging the positive impact it had on their ability to manage stress and navigate difficult circumstances.

“ The best thing was being able to talk about what I was feeling, it wasn't awkward, I didn't feel like I was getting judged

- Young Person, Annan Academy,



About The School

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



SCHOOL ROLL - 549

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

33

YEAR 1 REPORT - 34 YEAR 2 REPORT - 17, YEAR 3 REPORT - 44

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

179

YEAR 1 REPORT - 321, YEAR 2 REPORT - 238, YEAR 3 REPORT - 288

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

20

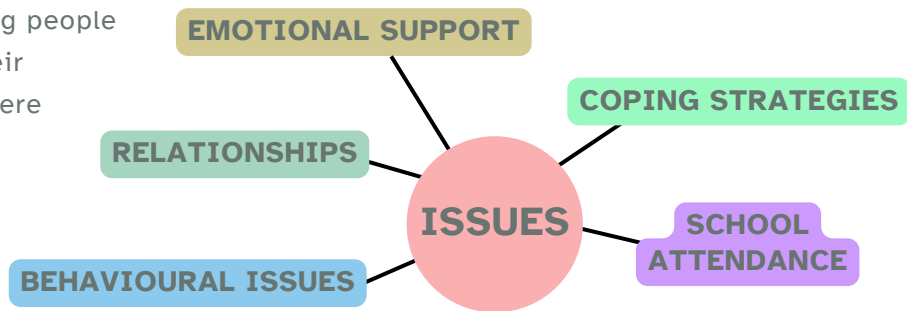
*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 22, YEAR 2 REPORT - 19, YEAR 3 REPORT - 26

Young People Issues

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

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



Case Study

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

The Young Person (YP) was referred for support due to feeling overwhelmed by life and experiencing mental health challenges following the loss of a close family member.

The YP maintained a busy schedule with work, volunteering and supporting friends, leaving little time for self-care. They struggled with bereavement, grief and low- self-esteem.

YP made an informed decision to quit one of their jobs allowing more time for relaxation. Emotional support and discussions around grief helped the YP process their feelings. The YP was introduced to CBT techniques to challenge unhelpful thoughts, identify triggers, and consider alternative ways to thinking to improve mood.

Self-esteem sessions focused on recognising personal strengths and qualities incorporating them into daily life. Exploring values and goals for the future promoted hopefulness. Support around relationship boundaries enabled the YP to consider implementing strategies to reduce stress.

By the end of the sessions, the YP showed a significant improvement in mental well-being confidence and a healthier mindset. They were engaging in activities that brought joy and relaxation recognising personal strengths and the value of the support network in their life.

“ My Youth Worker listened to me. It was helpful. Good to talk to and to get things of your chest. ”

- Young Person, Castle Douglas High School

Dalbeattie High School



About The School

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



SCHOOL ROLL - 347

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

27

YEAR 1 REPORT - 30, YEAR 2 REPORT - 24, YEAR 3 REPORT - 26

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

318

YEAR 1 REPORT - 323, YEAR 2 REPORT - 142, YEAR 3 REPORT - 173

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

36

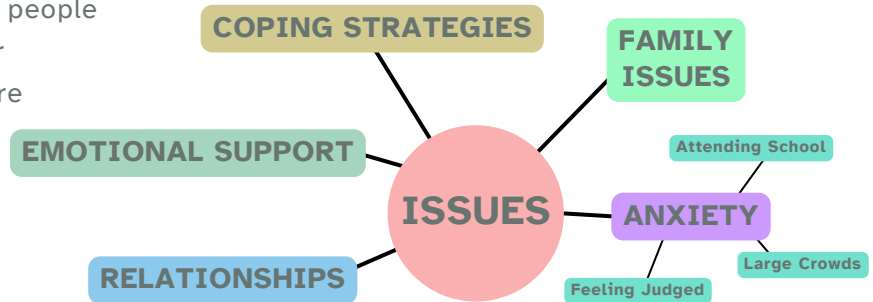
*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 28, YEAR 2 REPORT - 19, YEAR 3 REPORT - 30

Young People Issues

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

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The Young Person (YP) was referred for support due to feeling overwhelmed by life and experiencing mental health challenges following the loss of a close family member. The YP maintained a busy schedule with work, volunteering and supporting friends, leaving little time for self-care. They struggled with bereavement, grief and low- self-esteem.

YP made an informed decision to quit one of their jobs allowing more time for relaxation. Emotional support and discussions around grief helped the YP process their feelings. The YP was introduced to CBT techniques to challenge unhelpful thoughts, identify triggers, and consider alternative ways to thinking to improve mood.

Self-esteem sessions focused on recognising personal strengths and qualities incorporating them into daily life. Exploring values and goals for the future promoted hopefulness. Support around relationship boundaries enabled the YP to consider implementing strategies to reduce stress.

By the end of the sessions, the YP showed a significant improvement in mental well-being confidence and a healthier mindset. They were engaging in activities that brought joy and relaxation recognising personal strengths and the value of the support network in their life.

“ The best thing was the ability to talk freely and understanding and being able to take time to answer questions ”

- Young Person, Dalbeattie High School



About The School

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



SCHOOL ROLL - 21

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

7

YEAR 1 REPORT - 8, YEAR 2 REPORT - 4, YEAR 3 REPORT - 5

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

30

YEAR 1 REPORT - 62, YEAR 2 REPORT - 77, YEAR 3 REPORT - 51

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024
*Includes those carried over from 2022-2023 who finished support

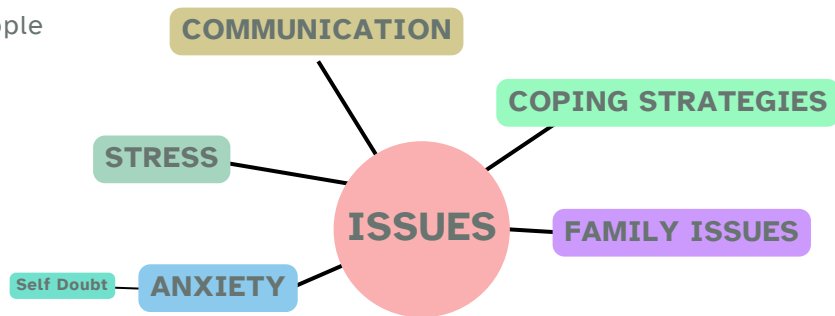
3

YEAR 1 REPORT - 6, YEAR 2 REPORT - 9, YEAR 3 REPORT - 7

Young People Issues

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

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The Young Person (YP) faced various social challenges, sought support to manage anxiety and improve their confidence. They also experienced bullying at school which involved name-calling and some physical aggression, causing YP to struggle with low-self-esteem and feeling insecure in friendships.

YP's primary goals were to address the bullying and enhance their self-confidence. Through 12 sessions, YP worked on identifying thoughts, feelings behaviours and physical symptoms related to anxiety. They also explored coping strategies and practiced alternative responses to challenging situations, as well as focusing on developing empathy and understanding others' emotions.

By the end of the sessions, YP rated their ability to manage emotions at a 9 out of 10. YP stated the bullying had reduced and less fall out with their peers, they said that they no longer bothered them and that they learned to ignore the negative behaviour and focus on their own well-being. YP said that the coping strategies had been very helpful and 'enjoyed coming to the sessions.

“ I felt listened too and I feel a lot better mentally after coming to sessions. ”

- Young Person, Dalry Secondary



About The School

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



SCHOOL ROLL - 584

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

35

YEAR 1 REPORT - 27, YEAR 2 REPORT - 30, YEAR 3 REPORT - 26

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

358

YEAR 1 REPORT - 286, YEAR 2 REPORT - 156, YEAR 3 REPORT - 238

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

38

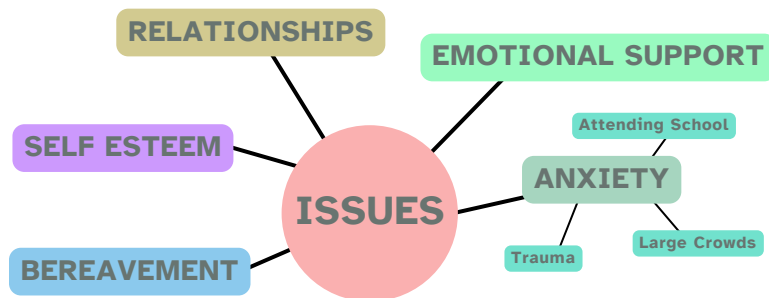
*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 21, YEAR 2 REPORT - 27, YEAR 3 REPORT - 27

Young People Issues

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

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



Case Study

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

The Young Person (YP) was referred due to struggles with low confidence, self esteem and anxiety that impacted their ability to manage daily activities and social interactions.

The YP's mental health was affected by a recent conflict with a close friend, leading to increased nervousness and self-doubt. the YP set a short-term goal to build confidence and improve social interactions, while their long-term goal focused on enhancing overall mental health and reducing anxiety.

Through engaging in assertiveness activities and using Plan B strategies, the YP learned how to respond more effectively in challenging situations.

By the end of the sessions, the YP reported an improvement in confident self-esteem as well as a reduction in anxiety levels. They attributed these positive changes to the techniques learned during the sessions, enabling them to cope better and feel more prepared for upcoming challenges such as exams.

“ When I needed help, my Youth Worker was there for me. My Youth Worker never judged me for what I said or any of the problems I was having

- Young Person, Douglas Ewart High School

About The School

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



SCHOOL ROLL - 608

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

32

YEAR 1 REPORT - 32, YEAR 2 REPORT - 24, YEAR 3 REPORT - 38

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

258

YEAR 1 REPORT - 262, YEAR 2 REPORT - 280, YEAR 3 REPORT - 292

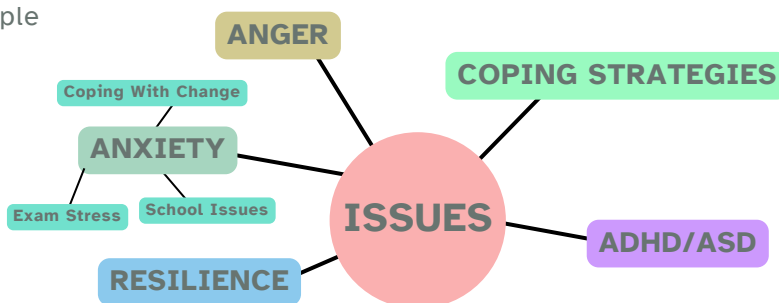
OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024
*Includes those carried over from 2022-2023 who finished support

30

YEAR 1 REPORT - 23, YEAR 2 REPORT - 28, YEAR 3 REPORT - 28

Young People Issues

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



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

Case Study

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

The Young Person (YP) was referred to the service by their Pupil Supt Teacher after they heard we could offer 1:1 support in school. YP has dealt with anxiety all their life by noticed the anxiety rising as their exams approached.

YP has felt socially excluded from a young age, often being left out and bullied. They struggled with low self-esteem, rumination and difficulty maintaining relationships, leading to emotional distress and non-verbal episodes. The YP found ambiguous or uncertain situations particularly challenging.

The goals of the sessions were to reduce anxiety, control emotions and address the thoughts fuelling their anxiety. Cognitive behavioural tools, such as thought records were employed to challenge and change anxious thoughts. Exposure therapy was used to gradually expose the YP to anxiety-provoking situations, helping them develop coping skills and resilience. Relaxation techniques, like breathing exercises and meditation, were introduced to alleviate physical anxiety symptoms.

They found these techniques effective and enlightening strengthening their ability to challenge anxious thoughts. The Yp reported increased confidence and improved relationships. Their teacher also noted improvements in the YPs demeanour and engagement in class.

“ I liked finding out that there was a lot of ways for me to cope with situations that I didn't like. ”

- Young Person, Dumfries Academy



About The School

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



SCHOOL ROLL - 748

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

29

YEAR 1 REPORT - 32, YEAR 2 REPORT - 22, YEAR 3 REPORT - 40

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

322

YEAR 1 REPORT - 176, YEAR 2 REPORT - 223, YEAR 3 REPORT - 267

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

32

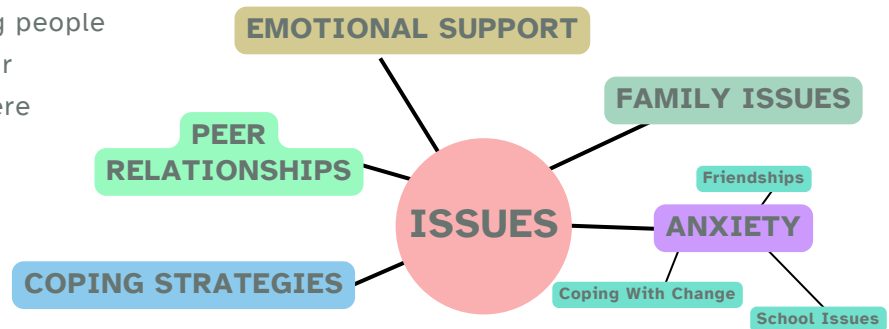
*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 24, YEAR 2 REPORT - 26, YEAR 3 REPORT - 31

Young People Issues

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

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



Case Study

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

The Young Person (YP) was referred to our service requesting support for due to challenges with emotional regulation, which impacted their education, social interactions, and overall well-being.

The YP experienced difficulties in managing emotions and relationships, particularly with peers, resulting in a sense of isolation. The short-term goals for the sessions were to develop healthy coping mechanisms and strategies for managing emotions, including emotional regulation techniques and social skills.

The long-term goal aimed to improve emotional well-being and foster more positive relationships. During the sessions, the YP was provided with a safe environment to explore emotions and experiences. Flexibility in session duration allowed for a comfortable and effective therapeutic alliance to develop, empowering the YP to overcome challenges and build self-confidence. Outcome measure, including SDQ Strength and difficulties Questionnaire, targeted specific goals and progress.

Feedback from the YP indicated a significant improvement in emotional regulation and a more optimistic outlook. They felt better equipped to manage and navigate challenging situations and expressed satisfaction with the support received.

As the YP transitioned to new support network, they reported feeling well-prepared and confident in their ability to maintain progress and continue building positive relationships.



Having someone to talk to about problems on a weekly basis, meant my issues were more manageable.



- Young Person, Dumfries High School



About The School

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



SCHOOL ROLL - 414

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

17

YEAR 1 REPORT - 23, YEAR 2 REPORT - 22, YEAR 3 REPORT - 38

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

188

YEAR 1 REPORT - 249, YEAR 2 REPORT - 218, YEAR 3 REPORT - 290

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024
*Includes those carried over from 2022-2023 who finished support

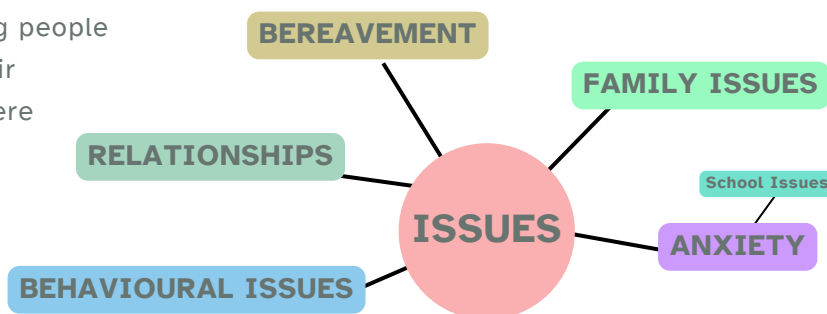
17

YEAR 1 REPORT - 17, YEAR 2 REPORT - 16, YEAR 3 REPORT - 31

Young People Issues

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

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



Case Study

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

The Young Person (YP) was referred for support to address difficulties in maintaining positive relationships, emotional regulation, and low-level anxiety. YP's primary goal was to manage anger more effectively, particularly in response to minor triggers.

The sessions focused on anger management strategies, emotional regulation techniques and anxiety reduction tools. YP worked through an anxiety booklet, explored sleep hygiene guidance, relationship education and utilised distractions to help manage emotions.

As the sessions progressed, YP learned to identify anger triggers and developed healthy coping mechanisms' also recognised anxiety-inducing situations and changed thought patterns to overcome them. Additionally, YP improved their understanding of healthy relationships, enhancing their connections with family and peers.

Evaluation methods showed substantial progress, with YPs self-rating for anger management improving from 1 to 6 out of 10. YP acknowledge that while anger was still present, they felt better equipped to handle it using the tools and techniques learned during the sessions.

In conclusion, the tailored support sessions empowered YP to address their challenges and foster more positive relationships through enhanced emotional regulation and understanding.

“ My Youth Worker really listened to me and helped me work through my problems, made me feel really comfortable speaking. ”

- Young Person, Kirkcudbright Academy

About The School

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



SCHOOL ROLL - 250

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

20

YEAR 1 REPORT - 24, YEAR 2 REPORT - 22, YEAR 3 REPORT - 18

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

138

YEAR 1 REPORT - 251, YEAR 2 REPORT - 175, YEAR 3 REPORT - 165

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

17

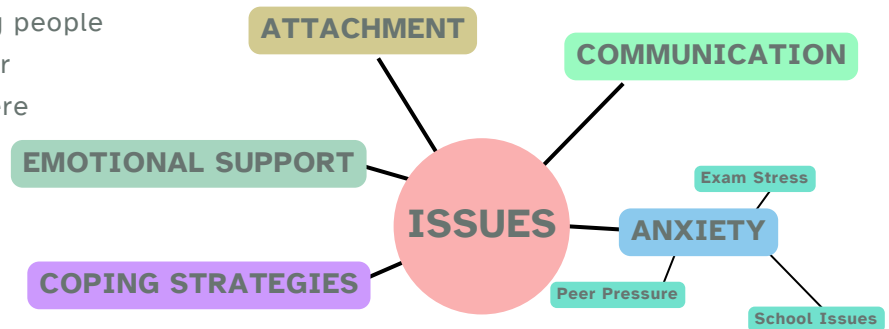
*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 24, YEAR 2 REPORT - 25, YEAR 3 REPORT - 19

Young People Issues

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

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



Case Study

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

The Young Person (YP) was referred for 1:1 support by their pupil support teacher due to friendship issues impacting their emotional well-being. YP's tendency to prioritise others happiness over their own led to burnout and strained relationships.

YP sought support to learn self-prioritisation and improve emotional self-awareness. YP's attended 10 sessions, they collaborated with the Youth Information Worker and set personal goals and self-prioritisation strategies. A combination of person-centred and cognitive behavioural techniques, focusing on empathy and healthier coping mechanisms were used.

Tools such as emotion charts, thought records and mindfulness exercises enhance emotional awareness and promoted effective coping strategies. YP had a deep-seated habit of putting others needs first. To address this guidance on assertiveness and effective communication techniques, were introduced to help YP establish boundaries and express their needs while still being considerate of others.

YP has noticed they are able to identify when negative thoughts are creeping in and can use the tools given to work on them. YP feels that the support allowed them the time to learn about self and develop confidence to trust in themselves.

“ Good Methods, good listening and I liked they didn't use any confusing words, my Youth Worker was enthusiastic and informal which helped me relax. ”

- Young Person, Langholm Academy



About The School

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



SCHOOL ROLL - 767

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

37

YEAR 1 REPORT - 29, YEAR 2 REPORT - 34, YEAR 3 REPORT - 33

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

325

YEAR 1 REPORT - 240, YEAR 2 REPORT - 243, YEAR 3 REPORT - 272

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

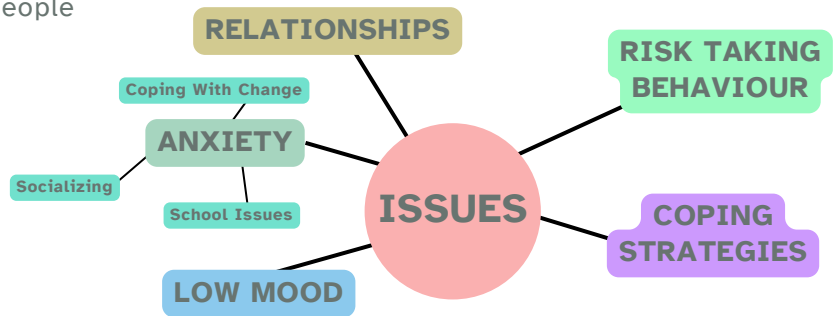
36

*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 22, YEAR 2 REPORT - 27, YEAR 3 REPORT - 30

Young People Issues

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



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

Case Study

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

A young person was referred for support due to anxiety stemming from concerns about potential changes in their living situation.

The YP experienced persistent fears and rumination which led to strained relationships and overall distress. Through eight one-to-one sessions with the Youth Information worker, the YP focused on addressing their thought patterns, identifying cognitive distortions, and developing a more rational approach to their emotions and behaviours.

Additionally, the sessions aimed to improve self-esteem and confidence, providing tools to better manage negative thoughts and emotions.

As a result of this intervention, the YP became involved in various Youthwork services, which offered opportunities for personal growth, networking, and community involvement. These experiences greatly enhance the YP's confidence self-esteem and mental well-being.

Yp demonstrated significant progress in managing their anxiety and negative thought patterns. Their motivation and positive outlook on Life improved substantially, they felt better able to navigate their circumstances and engage more fully.

“It was good to find out what anxiety actually is and how this impacts me. It was good to find out my triggers and find ways to control these. It's really helped me manage my anxiety and find ways to control it. I feel much better now.”



- Young Person, Lockerbie Academy



About The School

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



SCHOOL ROLL - 259

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

31

YEAR 1 REPORT - 49, YEAR 2 REPORT - 32, YEAR 3 REPORT - 18

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

266

YEAR 1 REPORT - 328, YEAR 2 REPORT - 199, YEAR 3 REPORT - 164

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024
*Includes those carried over from 2022-2023 who finished support

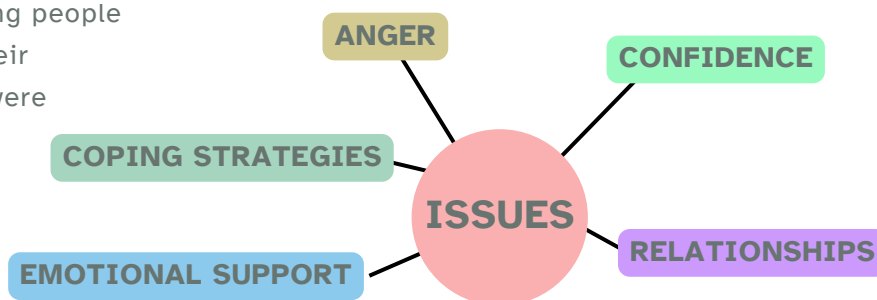
28

YEAR 1 REPORT - 29, YEAR 2 REPORT - 27, YEAR 3 REPORT - 23

Young People Issues

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

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



Case Study

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

The Young Person (YP) was referred for 1:1 by their pupil support teacher due to experiencing low mood, bereavement and over thinking. The YP had experienced loss of peers and friends and was requesting support to help with this. The YP also identified that they could feel a lot of anger at times and felt that this was interfering with friendships and relationships.

Staff and the YP spent some time exploring loss and the thoughts, feelings and emotions that can go along with grief and bereavement. The Youth info worker and YP then looked at YP's feelings surrounding loss and how this had perhaps affected their thoughts and emotions. The YP and youth info worker looked at different strategies for managing difficult emotions and tried to identify some that the YP could use when they felt overwhelmed. YP and youth info worker identified strategies for the YP to challenge their over thinking and discovered useful distractions.

At the end of support the YP noted that they still had some anger, but they felt that they were able to manage this more effectively by challenging their angry thoughts and using the distraction techniques that they had identified.

“ It was really helpful to have someone to talk to openly and honestly about how I was feeling. ”

- Young Person, Moffat Academy

North West Community Campus



About The School

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



SCHOOL ROLL - 612

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

33

YEAR 1 REPORT - 32, YEAR 2 REPORT - 28, YEAR 3 REPORT - 39

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

313

YEAR 1 REPORT - 237, YEAR 2 REPORT - 255, YEAR 3 REPORT - 357

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024
*Includes those carried over from 2022-2023 who finished support

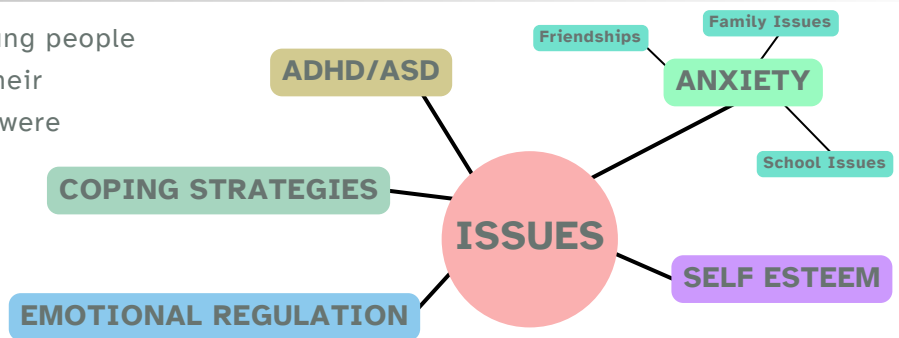
34

YEAR 1 REPORT - 22, YEAR 2 REPORT - 30, YEAR 3 REPORT - 34

Young People Issues

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

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The Young Person (YP) was facing a relationship breakdown at home and referred by their school's pupils support due to resulting low moods and difficulty regulating emotions. These challenges significantly impacted their school attendance, behaviour, and overall well-being.

The YP, expressed thoughts of running away from home and displayed self-harming behaviours. To address these concerns, the YP engaged in weekly support sessions with the Youth Information Worker, establishing a safe and consistent environment.

The initial offer of eight sessions was extended to accommodate the YP's needs and facilitate a smoother transition to their new circumstances. Throughout these sessions, the YP received emotional support, self-esteem building, and assistance navigating anxiety and friendships.

As a result of this intervention, the YP became increasingly involved in various youth work events and activities, such as youth group and trips. These experiences broadened their social circle and created a sense of belonging.

The YP reported that the support received during this challenging period was invaluable, enabling them to explore additional youthwork services and engage more positively with their school environment. The YP demonstrated significant improvements in emotional regulation, self-esteem, and overall well-being.

“ It was good to have someone to talk to that wasn't a teacher. You didn't judge me or shout at me and I felt I could talk to you easily. You helped me understand my anger and helped me find ways to manage it. ”

- Young Person, North West Community Campus,



About The School

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



SCHOOL ROLL - 218

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

18

YEAR 1 REPORT - 32, YEAR 2 REPORT - 13, YEAR 3 REPORT - 17

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

232

YEAR 1 REPORT - 225, YEAR 2 REPORT - 164, YEAR 3 REPORT - 209

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

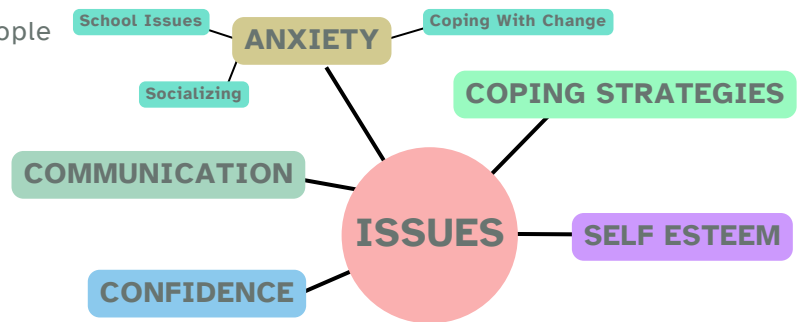
21

*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 26, YEAR 2 REPORT - 25, YEAR 3 REPORT - 19

Young People Issues

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



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

Case Study

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

The Young Person (YP) was referred for 1:1 session due to experiencing low mood and anxious thoughts. The YP and Youth information worker decided collaboratively to focus on the low mood that the YP was experiencing as this was what the YP felt was having the most negative impact on them.

YP reported that they had been feeling isolated from friends and struggled to go to school and classes. The YP and youth information worker worked together to form a picture of how the low moods were affecting the YP and how this played out within their home and school life.

The youth information worker and the YP looked at cycles which could maintain low moods and worked to start breaking these down. To achieve this, activities such as identifying and challenging negative thinking, implementing self-care and actively planning enjoyable and pleasurable activities into the YPs routine were used.

The YP worked hard on their motivation and reported that although at times it was difficult to get started, that once they had completed these activities, they felt an increase in mood and a sense of achievement. The YP reported feeling more confident due to being able to challenge her negative thinking more effectively.

“ I feel happier and more confident than before, and also know that I am able to take some control over my thoughts.

- Young Person, Sanquhar Academy





About The School

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



SCHOOL ROLL - 961

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

42

YEAR 1 REPORT - 35, YEAR 2 REPORT - 30, YEAR 3 REPORT - 33

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

229

YEAR 1 REPORT - 223, YEAR 2 REPORT - 221 YEAR 3 REPORT - 231

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

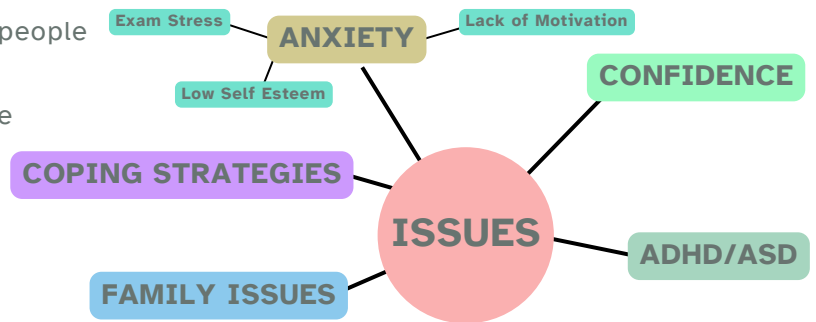
42

*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 32, YEAR 2 REPORT - 30, YEAR 3 REPORT - 32

Young People Issues

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



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

Case Study

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

The Young Person (YP) sought support to manage anxiety, stress and social isolation stemming from their peers attending different schools, academic pressures, and potential school transition.

To address these concerns, the YP attended a series of eight sessions. The sessions focused on building a supportive relationship, identifying specific challenges, and developing coping strategies to effectively manage anxiety and stress. A combination of a person-centred approach and cognitive behavioural techniques were employed to encourage open expression and promote healthier coping mechanisms. Throughout the sessions, the YP made substantial progress.

They developed effective strategies to manage anxiety, resulting in improved confidence when handling stressful situations. Furthermore, they were able to address feelings of isolation by forming new friendships and strengthening existing connections in school. the achievement of short-term goals had a positive impact on their self-esteem and self-image.

To evaluate intervention effectiveness, strengths and difficulties questionnaires were completed before and after the sessions, showing improvements in emotional and behavioural difficulties. At the time of discharge, there were no other services involved, and the YP's target sheet indicated significant progress, with a marked reduction in anxiety levels. The consistent use of strategies acquired during the sessions has enhanced the YP's mental health, social skills, and academic success.

“ As the session were in school it was easy to attend, nice to know I also could go in to see my Youth Worker at Lunchtime if there was something bothering me.

- Young Person, St Joseph's College



About The School

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



SCHOOL ROLL - 992

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

31

YEAR 1 REPORT - NA, YEAR 2 REPORT - 19, YEAR 3 REPORT - 21

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

348

YEAR 1 REPORT - NA, YEAR 2 REPORT - 101, YEAR 3 REPORT - 192

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

40

*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - NA, YEAR 2 REPORT - 14, YEAR 3 REPORT - 20

Young People Issues

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



GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE

Case Study

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

The Young Person (YP) was referred by the school’s pupil support for YP to address anger outbursts that were impacting their ability participate in sports and maintain relationships at home. The YP had difficulty controlling their anger, which had been exacerbated by personal circumstances such as a family members illness.

Through attending sessions, the YP worked to identify triggers for their anger and develop strategies to manage their emotions more effectively. Their primary goal was to regain control over their anger outbursts to continue enjoying sports and improve relationships at home.

By utilising Cognitive Behavioural Therapy (CBT) resource ‘Anger Gremlin’, the YP learned techniques to better understand and manage their emotions. They also identified strategies from the sessions to help them maintain control during challenging situations.

Over the course of the sessions, the YP demonstrated progress in managing their anger and gaining a deeper understanding of their feelings. This led to improved relationships with family members, as the YP could communicate their emotions and implement strategies to manage their reactions more constructively.

“ My feelings and worries were taken seriously and I felt really well supported. ”

- Young Person, Stranraer Academy



About The School

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



SCHOOL ROLL - 551

OVERALL NUMBER OF REFERRALS RECEIVED 2023-2024

34

YEAR 1 REPORT - 22, YEAR 2 REPORT - 33, YEAR 3 REPORT - 37

OVERALL NUMBER OF 1:1 SESSIONS DELIVERED 2023-2024

264

YEAR 1 REPORT - 104, YEAR 2 REPORT - 137, YEAR 3 REPORT - 232

OVERALL NUMBER OF YOUNG PEOPLE WHO RECEIVED SUPPORT 2023-2024

39

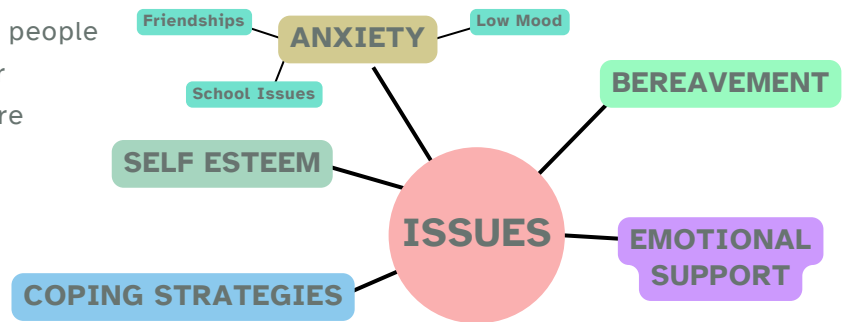
*Includes those carried over from 2022-2023 who finished support

YEAR 1 REPORT - 21, YEAR 2 REPORT - 23, YEAR 3 REPORT - 20

Young People Issues

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

GO TO: YOUTH LINK SCOTLAND NATIONAL WELLBEING SCALE



Case Study

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

The Young Person (YP) referred themselves to the service seeking support for anxiety.

They experience self-consciousness, overthinking and difficulty opening to friends due to past bullying. The intervention involved using cognitive behavioural tools replacing them with more realistic perspectives.

Behavioural experiments were employed to encourage the YP to step out of their comfort zone such as engaging with new people., Relaxation techniques were introduced to manage anxiety during exams and other challenging situations.

As a result, the YP reported increased confidence, improved social interactions and better communication with close friends.

Their teacher observed noticeable improvements in the YPs social engagement and through applying coping strategies and relaxation techniques, the YP demonstrated resilience and an enhance ability to navigate anxiety-provoking situations.

“ I learned new, better and healthier ways to support myself and cope with my struggles. ”

- Young Person, Wallace Hall Academy

Equalities Data

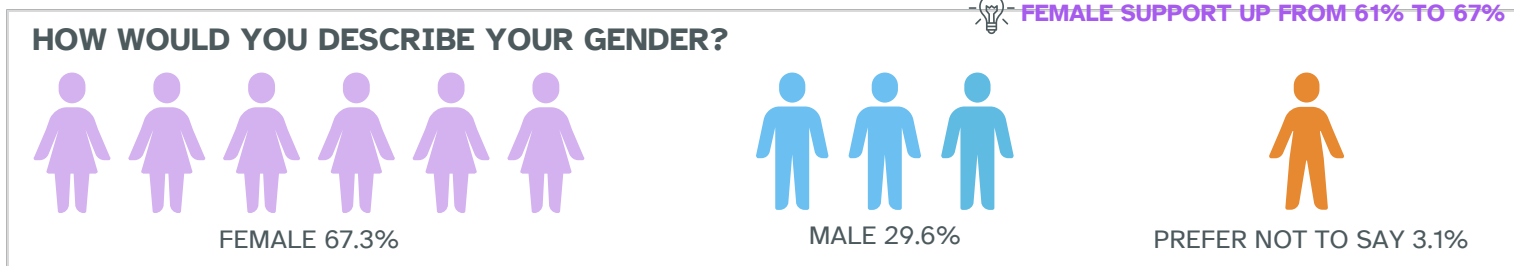


Throughout the secondary schools across the region every young person has been filling in an anonymous Equality and Diversity form after their first support session with their Youth Information Worker.

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

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

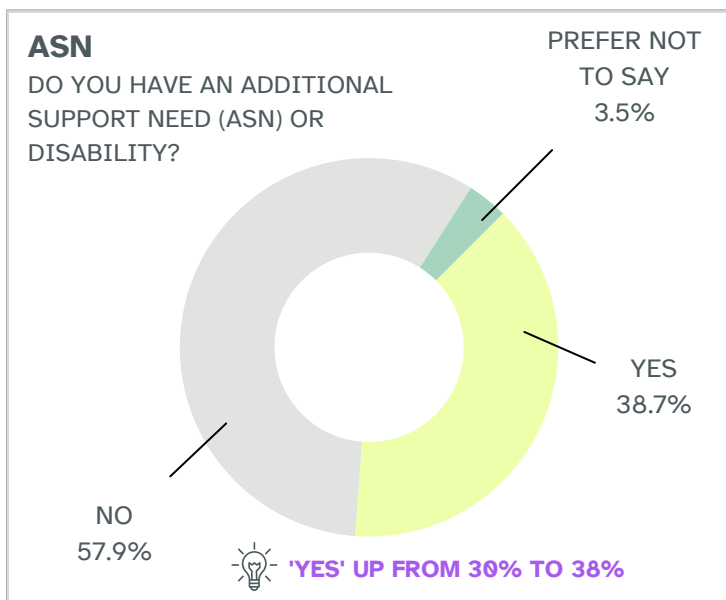
A selection of the data gathered is displayed in the graphs below:



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

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

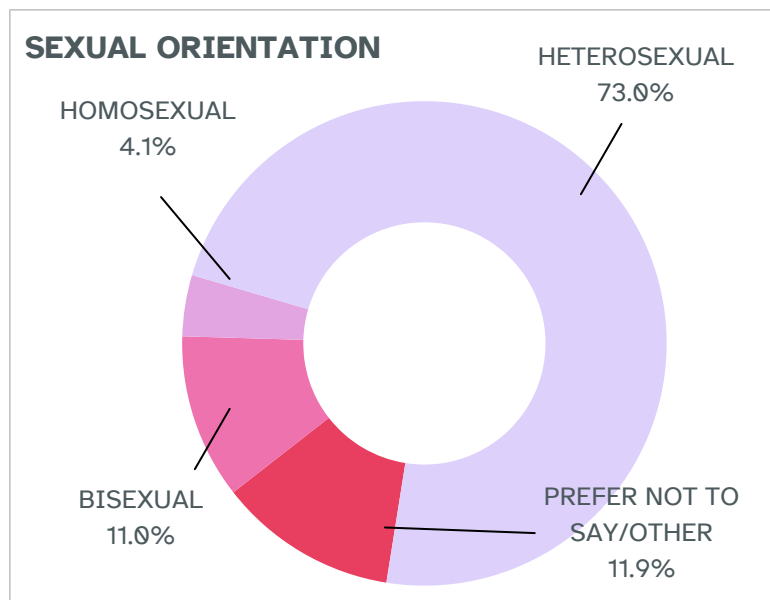
YEAR 3 REPORT - FEMALE 61.3%, MALE 33.2%, PREFER NOT TO SAY 5.5%



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

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

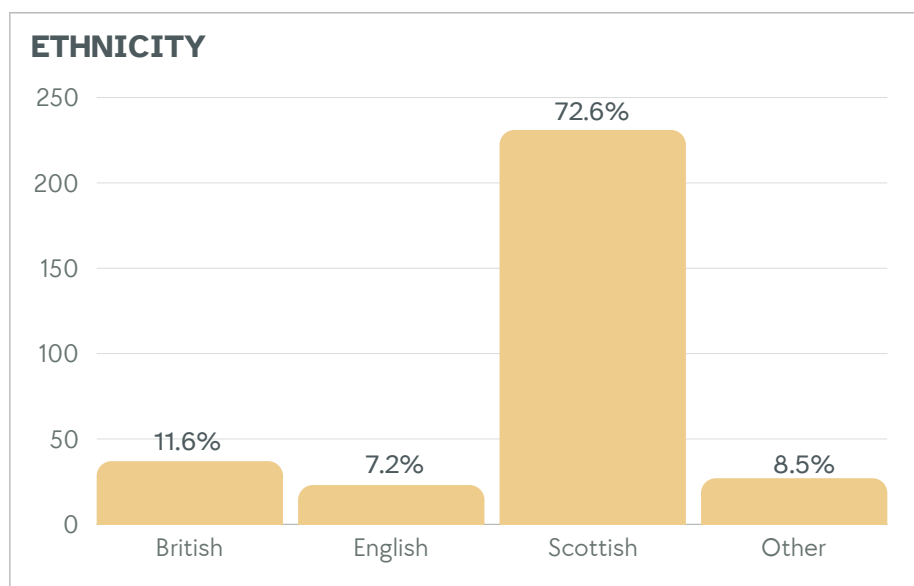
YEAR 3 REPORT - YES 30.2%, NO 66.3%, PREFER NOT TO SAY 3.5%



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

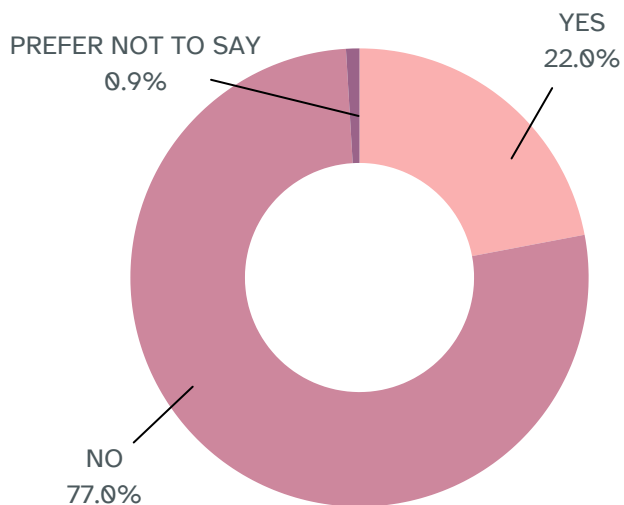
YEAR 2 REPORT - HETRO 65.1%, HOMOSEXUAL 4.6%, BI 18.5%, PREFER NOT TO SAY 11.8%

YEAR 3 REPORT - HETRO 66.7%, HOMOSEXUAL 7.6%, BI 13.0%, PREFER NOT TO SAY 12.7%



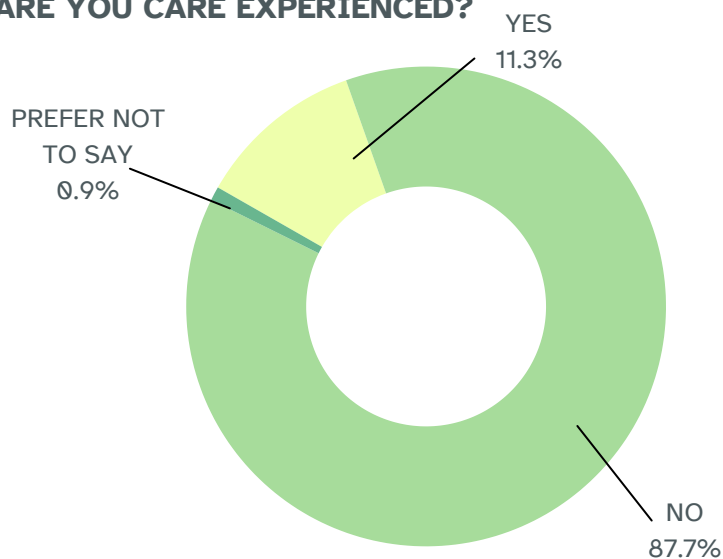


DO YOU HAVE CARING RESPONSIBILITIES AT HOME?



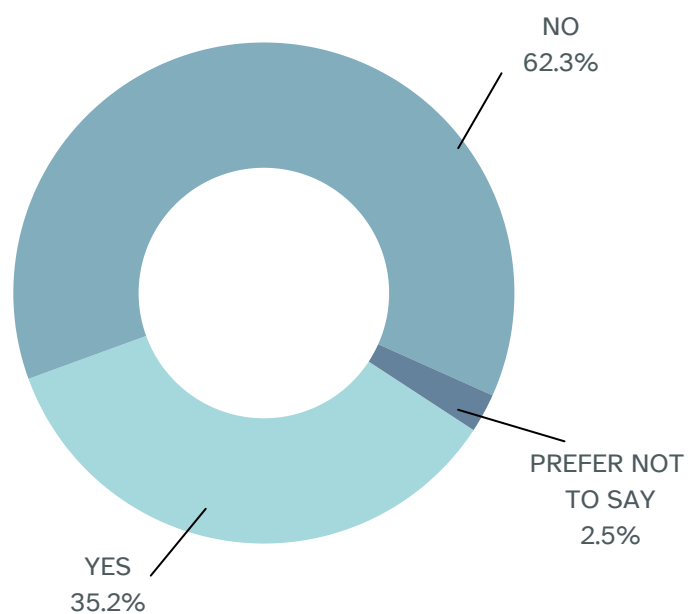
YEAR 1 REPORT - YES 26.5%, NO 72.5%, PREFER NOT TO SAY 1.0%
YEAR 2 REPORT - YES 17.9%, NO 81.7%, PREFER NOT TO SAY 0.4%
YEAR 3 REPORT - YES 29.8%, NO 68.9%, PREFER NOT TO SAY 1.3%

ARE YOU CARE EXPERIENCED?



YEAR 1 REPORT - YES 10.3%, NO 89.3%, PREFER NOT TO SAY 0.4%
YEAR 2 REPORT - YES 11.1%, NO 88.4%, PREFER NOT TO SAY 0.5%
YEAR 3 REPORT - YES 8.9%, NO 88.6%, PREFER NOT TO SAY 2.5%

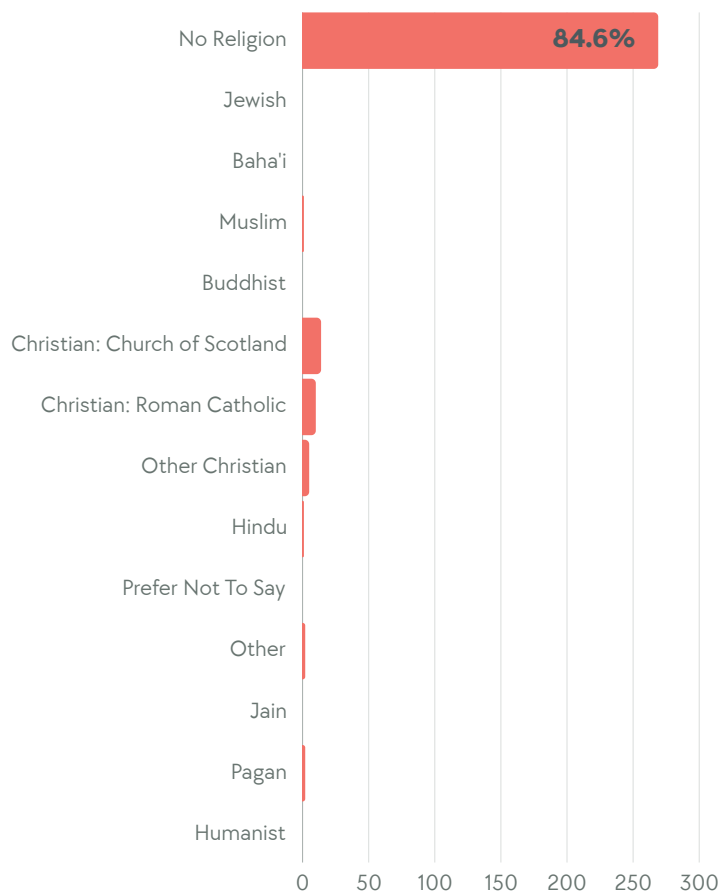
DO YOU RECIEVE FREE SCHOOL MEALS?



YEAR 1 REPORT - YES 23.6%, NO 75.4%, PREFER NOT TO SAY 1.0%
YEAR 2 REPORT - YES 22.2%, NO 76.5%, PREFER NOT TO SAY 1.3%
YEAR 3 REPORT - YES 32.4%, NO 66.7%, PREFER NOT TO SAY 1.0%

'YES' UP FROM 32% TO 35%

RELIGION OR BELIEF:



YEAR 1/2/3 REPORT COMPARISON - RELIGION OR BELIEF IS STILL PREDOMINANTLY 'NO RELGION' WITH 85% YEAR 1, 87% YEAR 2, 84% YEAR 3

Key Facts & Figures



3,930

1:1 SESSIONS
DELIVERED WITHIN
SECONDARY SCHOOLS



465

REFERRALS
RECEIVED FOR 1:1
SUPPORT

37

GROUP WORK SESSIONS
IN SECONDARY SCHOOLS



461

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



127

YOUNG PEOPLE

ATTENDED GROUP
WORK SESSIONS IN
SECONDARY SCHOOLS



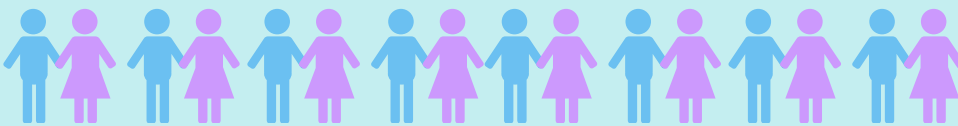
SUPPORT DELIVERED
WITHIN

17

PRIMARY SCHOOLS
ACROSS DUMFRIES &
GALLOWAY

372

YOUNG PEOPLE DELIVERED TO
THROUGH PRIMARY SCHOOLS



136

YP ON WAITING LIST FOR 1:1
SUPPORT IN
SECONDARY SCHOOLS

*AFTER REMOVING DUPLICATES & REFERRALS NO LONGER NEEDED

84

GROUP SESSIONS IN
PRIMARY SCHOOLS



3,757

YOUNG PEOPLE
ATTENDED LUNCH TIME
DROP IN SESSIONS IN
SECONDARY SCHOOLS

Secondary School Overview



The Low-Level Mental Health in Schools project is significantly enhancing the health and wellbeing of young people in both primary and secondary schools.

This initiative aims to bridge the attainment gap by ensuring that students' learning is not negatively impacted by their mental health and wellbeing.

The 1:1 programme continues to provide weekly support for young people. Many of these students also receive assistance from other agencies or are awaiting specialist treatment from mental health teams such as CAMHS. In such cases, we offer parallel support, ensuring all agencies collaborate effectively to meet the young person's needs. We maintain good communication (with the young person's consent) and inform relevant parties of any significant developments or concerns. Similar to previous years, there has been an increase in student absences within schools, leading to some young people referred to the service missing several weeks of support. Group work is also available as an option for support, and several schools have taken advantage of this in the past year. Programs like Living Life to the Full and Mindful Warrior (DNA-V) have been delivered to groups of 4-6 students in several schools.

In addition to 1:1 support and evidence-based group work, lunchtime drop-ins have continued to see high attendance in many schools. These sessions are beneficial for students who are considering support but want to meet the youth information worker and learn more about the project first. They provide an opportunity for students to connect with like-minded peers and foster a sense of community. Some schools have a very high number of students accessing this service weekly. Overall, lunchtime drop-ins saw an attendance of **3,757**, with some students attending multiple times. This has led to numerous referrals for intervention and the establishment of groups.

Since August 2023, we have received **465** new referrals, supplementing the number of students carried over from the previous school year who were still receiving support. This means that **461** students received and completed intervention throughout the school year. Currently, **136** students are ready to start their support sessions when they return to school in August 2024.

The youth information workers have developed strong working relationships with teaching staff and collaborate to ensure relevant information and concerns are shared when necessary.

School Staff Evaluation

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

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

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

All links in schools agreed that the project should continue in its current form.

Research Impact Study by St Andrews University

In a research study, launched at an event on Thursday 9 November 2023, evaluation has found that young people taking part in the Low-Level Mental Health Support Project in Dumfries and Galloway benefit by developing skills for wellbeing, increased confidence and self-esteem - and building improved attitudes about and attendance at school.

In 2022, [YouthLink Scotland](#) (Scotland's national agency for youth work), [Northern Star](#) and the [University of St Andrews](#) were commissioned to conduct an external, independent evaluation of the impact of Dumfries and Galloway Council's Youth Work Service providing the Low Level Mental Health Support Project in schools across the region.

The aim of the evaluation was to answer two key questions - what impact the Low-Level Mental Health in Schools Project has on young people, and how that impact was achieved.

The findings of the year-long research study highlight the complex issues and challenges faced by young people, and deterioration of their wellbeing that led to the need for this project. Issues included difficulties at home or in relationships, caring responsibilities, substance abuse, low confidence and self-esteem, risk-taking behaviour, anger management issues, behaviour in school, bereavement, anxiety, stress, and low mood.

The evaluation documented in the study also found that the project gave young people the opportunity to learn how to open up and share feelings, develop self-awareness, and learn coping strategies and tools - and to feel listened to.

The study shows that the project has been able to successfully achieve these impacts on young people through two key features. Using a youth work approach, youth people were able to develop a relationship with a youth worker - they have regular, frequent and consistent contact with their worker in a safe space, and the sessions are carried out with consideration for what is important to and for each young person. Complementing the youth work approach, counselling skills were used that included discussion and self-exploration, being solution focused, and developing coping strategies and healthy relationships.

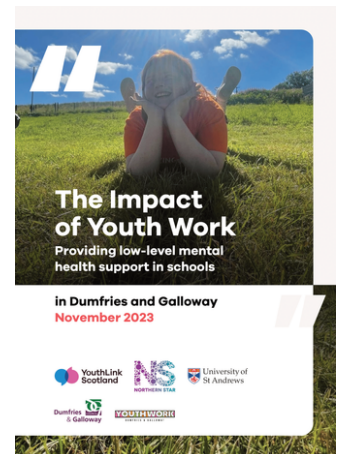
“ To see a Scotland where all young people flourish, we first need to address why so many young people feel sad, lonely, and struggle with their mental wellbeing - and then seek new models of practice to support them. The Low Level Mental Health in Schools Project demonstrates the effectiveness and impact of combining a youth work and counselling skills approach through an effective partnership of the Youth Work Service, Educational Psychology and schools. This research is a welcome addition to an increasingly strong evidence base that demonstrates the cost-effectiveness of youth work as a preventive approach, stopping more acute intervention down the line. More investment in models such as this across Scotland is required.

- Tim Frew, Chief Executive of YouthLink Scotland



“ This research demonstrates that by combining a youth work approach with counselling skills, schools can secure much improved outcomes for their young people - both educationally and in terms of wellbeing. Research on the impact of youth work can and does play an important role in shaping effective policy for Scotland's young people and cannot be ignored by decision makers. The model in place in Dumfries and Galloway can act as a blueprint for local authorities across Scotland, hugely increasing the quality of support available for school-age young people, which could be critical given the widely documented challenges young people face today in terms of mental wellbeing.

- Dr Amy Calder, Senior Policy & Research Officer, YouthLink Scotland



To see the full report scan the code below:



Primary School Overview



From January 2024, we offered Primary schools across Dumfries and Galloway the opportunity for Youth Workers to come into their school to deliver from a selection of different programmes on an ad-hoc basis.

These programmes ranged from one off inputs on topics like Online Safety to blocks of sessions delivering evidence-based mental health programmes like 'Living Life to the Full' and 'Mindful Warrior' (DNA-V).

To participate all Primary Schools in Dumfries and Galloway were invited to complete a referral form selecting which group or groups they would like us to deliver, with **17** completing the referral form. Our Youth workers delivered these programmes that lasted for 45-60 mins each session usually over a period of 8 weeks, Group sizes were kept between 6 & 15 young people, so some schools split their classes in to multiple groups.

The majority of schools selected 'Living Life to the Full' for which young people engaged in an interactive programme that included:

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

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

In total, there were **372** young people that participated in these evidence-based programmes, and **84** sessions completed.

Primary School Stats 2024

Brownhall Primary		Calside Primary		Castle Kennedy Primary		Creetown Primary	
No of YP Attended:	16	No of YP Attended:	11	No of YP Attended:	18	No of YP Attended:	27
No of Sessions Delivered:	1	No of Sessions Delivered:	8	No of Sessions Delivered:	2	No of Sessions Delivered:	2
Dalbeattie Primary		Drummore Primary		Eastriggs Primary		Garlieston Primary	
No of YP Attended:	43	No of YP Attended:	16	No of YP Attended:	21	No of YP Attended:	6
No of Sessions Delivered:	2	No of Sessions Delivered:	2	No of Sessions Delivered:	2	No of Sessions Delivered:	9
Glenluce Primary		Gretna Primary		Kirkiner Primary		Minnigaff Primary	
No of YP Attended:	24	No of YP Attended:	30	No of YP Attended:	8	No of YP Attended:	24
No of Sessions Delivered:	2	No of Sessions Delivered:	4	No of Sessions Delivered:	10	No of Sessions Delivered:	2
Port William Primary		Sandhead Primary		St Andrews Primary		Whithorn Primary	
No of YP Attended:	17	No of YP Attended:	22	No of YP Attended:	48	No of YP Attended:	24
No of Sessions Delivered:	9	No of Sessions Delivered:	2	No of Sessions Delivered:	2	No of Sessions Delivered:	9
Wigtown Primary							
No of YP Attended:	17						
No of Sessions Delivered:	16						

Evaluation Outcomes

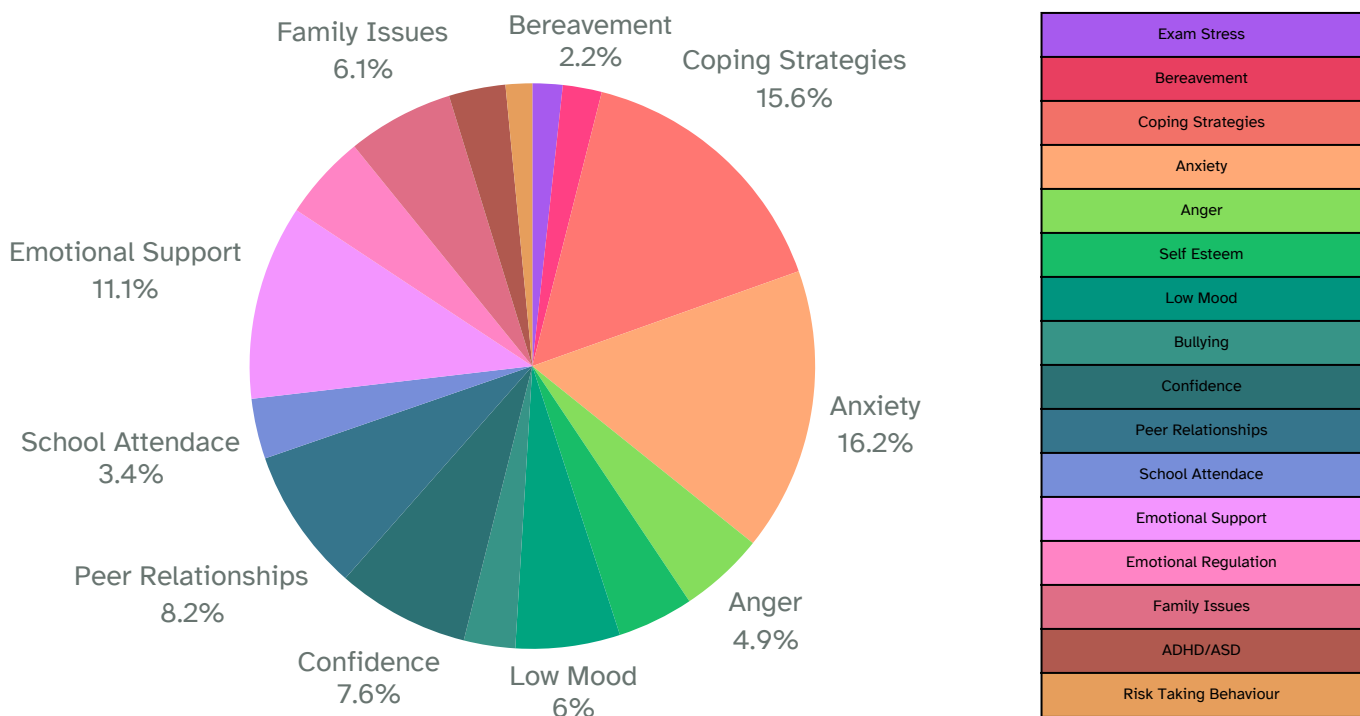


Our findings are derived from data collected to evaluate the service's impact on young people and its overall effectiveness.

Young people continue to self-refer to the service, with the notable increase in male referrals found in last years report maintaining strong numbers, rising from 21% in the first year of the project to be steady now around 30% in what is now our fourth year. This trend is encouraging as it shows that young people are recognizing the importance of discussing their challenges and contributing to a culture where talking about mental health and emotional well-being is normalized.

The referrals received provide valuable insights into the project's impact. Staff have been addressing a range of issues, including school attendance, risk-taking behavior, self-harm, loss/grief, and anger. The most frequent issues presented by young people are anxiety, peer relationships, emotional support and coping strategies. We have seen a increase in referrals for anger, school attendnace and family issues.

Anxiety remains one of the most prevalent themes for referrals, with many young people experiencing anxiety to the extent that they avoid attending school. This increased school absence has affected the continuity of support, leading to an extension of support sessions in some cases to ensure that each young person receives at least 12 sessions to meet their needs.



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

Evidence indicates that the project has significantly impacted young people who have accessed our service, improving their emotional, behavioral, and mental health. They report feeling much happier and more capable of using the skills they have developed to solve problems independently and make decisions.



Funding

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

Our project has established access to counselling support through secondary schools in Dumfries & Galloway and will become permanently funded through the local government settlement from the Scottish Government. This will continue to support our local authority with funding going forward to ensure that every secondary school has access to counselling services until the end of this parliament.

Diploma

Our Youth Information workers are working towards the diploma in Counselling and Groupwork – A Cognitive Behavioural Approach qualification to date 6 youth information workers have obtained their diploma and 3 are now in their final year.

Reporting/Analysis

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

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

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

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

It is a particular strength of the project that our data gathering and analysis feeds directly back into children services planning.

Appendix A - YLS National Wellbeing Scale

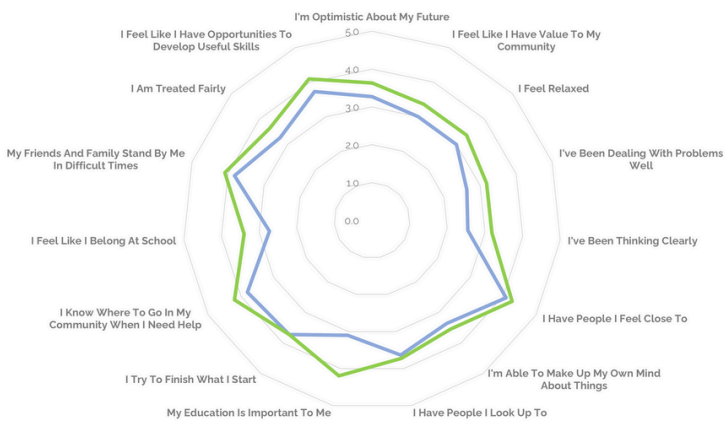


The graphs below have been completed using an average of the overall data gathered individually from the young people who received support in each secondary school, giving us an overall scale for each school.

The well-being evaluation was used to measure wellbeing indicators with participants at the start of their engagement and at the end in order to measure impact over a period of time.

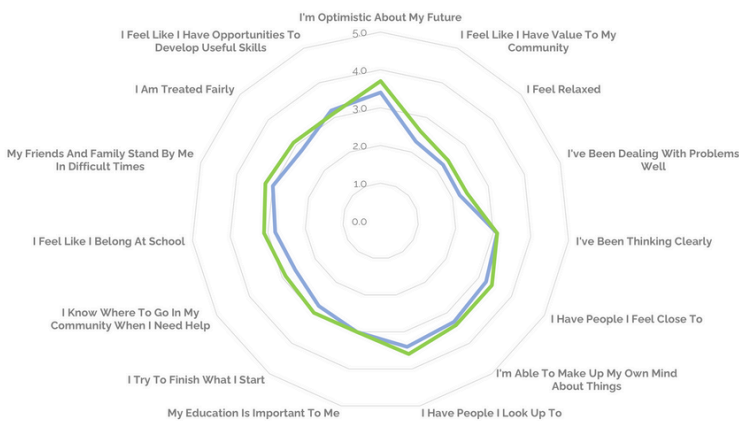
The young people were asked to complete a questionnaire, marking their feelings for each statement from 1-5 on the scale (1 low-5 high). They were then asked to fill out the same questionnaire at the end of their programme.

Annan Academy



STATEMENT	PRE	POST
I'M OPTIMISTIC ABOUT MY FUTURE	3.3	3.6
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.0	3.4
I FEEL RELAXED	3.0	3.4
I'VE BEEN DEALING WITH PROBLEMS WELL	2.6	3.2
I'VE BEEN THINKING CLEARLY	2.5	3.2
I HAVE PEOPLE I FEEL CLOSE TO	4.1	4.3
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.4	3.5
I HAVE PEOPLE I LOOK UP TO	3.6	3.7
MY EDUCATION IS IMPORTANT TO ME	3.1	4.2
I TRY TO FINISH WHAT I START	3.7	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.8	4.2
I FEEL LIKE I BELONG AT SCHOOL	2.7	3.4
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.8	4.1
I AM TREATED FAIRLY	3.3	3.6
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.7	4.1

Castle Douglas High School



STATEMENT	PRE	POST
I'M OPTIMISTIC ABOUT MY FUTURE	3.4	3.7
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.3	2.6
I FEEL RELAXED	2.2	2.4
I'VE BEEN DEALING WITH PROBLEMS WELL	2.2	2.4
I'VE BEEN THINKING CLEARLY	3.1	3.1
I HAVE PEOPLE I FEEL CLOSE TO	3.2	3.4
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.3	3.4
I HAVE PEOPLE I LOOK UP TO	3.4	3.6
MY EDUCATION IS IMPORTANT TO ME	3.0	3.0
I TRY TO FINISH WHAT I START	2.8	3.0
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	2.6	2.9
I FEEL LIKE I BELONG AT SCHOOL	2.8	3.1
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.0	3.2
I AM TREATED FAIRLY	2.8	3.1
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.1	3.2

Dalbeattie High School



STATEMENT	PRE	POST
I'M OPTIMISTIC ABOUT MY FUTURE	3.1	3.5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.9	3.3
I FEEL RELAXED	2.8	2.9
I'VE BEEN DEALING WITH PROBLEMS WELL	3.0	3.2
I'VE BEEN THINKING CLEARLY	2.4	2.7
I HAVE PEOPLE I FEEL CLOSE TO	4.0	4.1
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	2.7	3.5
I HAVE PEOPLE I LOOK UP TO	3.5	3.7
MY EDUCATION IS IMPORTANT TO ME	3.4	3.5
I TRY TO FINISH WHAT I START	3.0	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.3	3.3
I FEEL LIKE I BELONG AT SCHOOL	2.7	2.8
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.7	3.7
I AM TREATED FAIRLY	3.4	3.5
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.3	3.6

Dalry Secondary School



STATEMENT

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

PRE POST

PRE	POST
3.5	4.5
3.5	3.5
2.5	3.5
1.5	3.5
1.0	3.0
4.5	4.5
2.5	4.0
4.5	5.0
4.0	4.5
2.5	3.5
2.5	3.0
3.5	4.0
3.5	4.0
2.5	4.0
3.5	4.5

Douglas Ewart High School



STATEMENT

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

PRE POST

PRE	POST
3.3	3.4
2.8	3.0
2.5	3.2
2.4	3.0
2.7	3.2
3.9	4.1
3.4	3.9
3.9	4.0
3.9	4.0
3.4	3.7
3.5	3.5
2.6	2.8
3.9	3.9
3.6	3.7
3.7	3.7

Dumfries Academy



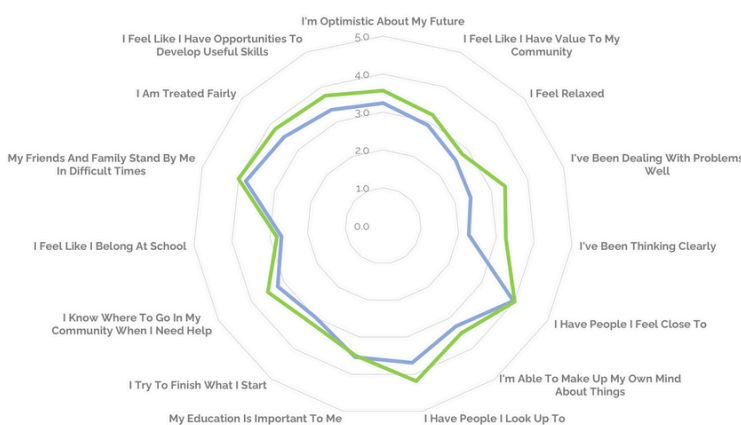
STATEMENT

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

PRE POST

PRE	POST
3.3	3.8
2.9	3.4
2.7	2.9
2.6	3.2
2.7	3.3
4.1	4.4
3.3	3.5
3.7	4.1
3.7	3.9
3.5	3.6
3.4	3.9
2.6	3.0
4.0	4.2
3.5	3.5
3.5	4.1

Dumfries High School



STATEMENT

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

PRE POST

PRE	POST
3.2	3.6
2.9	3.2
2.6	2.8
2.4	3.4
2.3	3.3
4.0	4.0
3.3	3.5
3.7	4.2
3.5	3.5
3.0	3.2
3.2	3.5
2.7	2.8
3.8	4.0
3.5	3.8
3.3	3.8

Kirkcudbright Academy



STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	3.1	3.4
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.5	3.0
I FEEL RELAXED	2.4	3.3
I'VE BEEN DEALING WITH PROBLEMS WELL	2.6	3.2
I'VE BEEN THINKING CLEARLY	2.8	3.0
I HAVE PEOPLE I FEEL CLOSE TO	3.3	3.6
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.4	3.8
I HAVE PEOPLE I LOOK UP TO	3.0	3.4
MY EDUCATION IS IMPORTANT TO ME	3.6	4.0
I TRY TO FINISH WHAT I START	3.2	3.6
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	2.8	3.8
I FEEL LIKE I BELONG AT SCHOOL	3.3	3.4
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.6	3.9
I AM TREATED FAIRLY	2.9	3.0
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.2	3.4

Langholm Academy

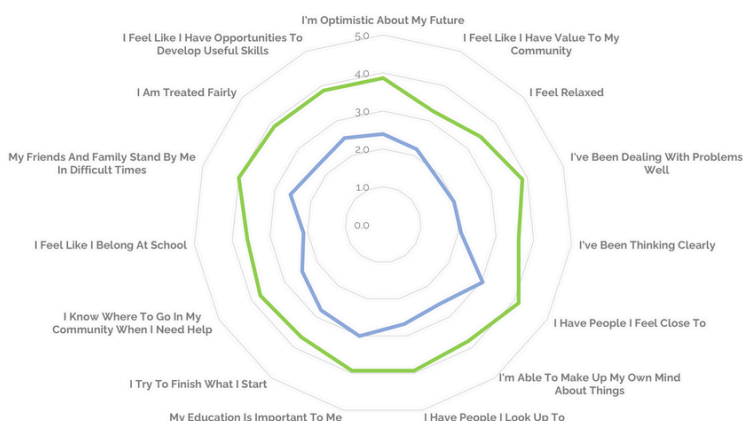


STATEMENT

PRE POST

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

Lockerbie Academy



STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	2.4	3.9
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.2	3.3
I FEEL RELAXED	1.9	3.5
I'VE BEEN DEALING WITH PROBLEMS WELL	2.0	3.9
I'VE BEEN THINKING CLEARLY	2.1	3.6
I HAVE PEOPLE I FEEL CLOSE TO	3.0	4.1
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	2.6	3.8
I HAVE PEOPLE I LOOK UP TO	2.7	3.9
MY EDUCATION IS IMPORTANT TO ME	3.0	3.9
I TRY TO FINISH WHAT I START	2.8	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	2.5	3.7
I FEEL LIKE I BELONG AT SCHOOL	2.1	3.6
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	2.6	4.0
I AM TREATED FAIRLY	2.3	3.9
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	2.5	3.9

Moffat Academy

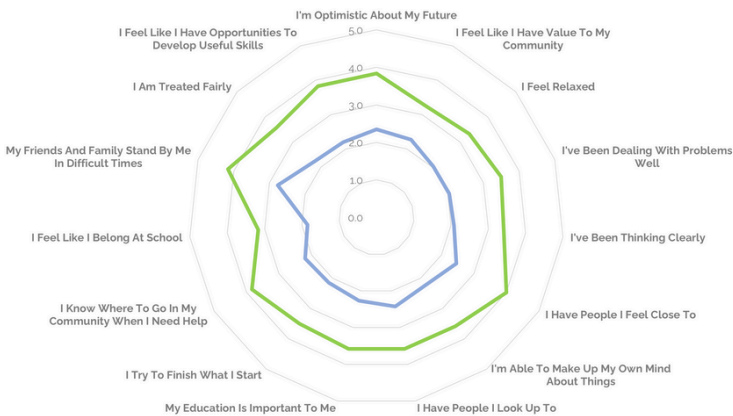


STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	3.6	3.9
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.0	3.2
I FEEL RELAXED	2.8	3.6
I'VE BEEN DEALING WITH PROBLEMS WELL	2.7	3.7
I'VE BEEN THINKING CLEARLY	2.8	3.5
I HAVE PEOPLE I FEEL CLOSE TO	4.2	4.3
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.5	4.1
I HAVE PEOPLE I LOOK UP TO	4.1	4.1
MY EDUCATION IS IMPORTANT TO ME	3.8	4.2
I TRY TO FINISH WHAT I START	3.7	3.7
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.4	3.5
I FEEL LIKE I BELONG AT SCHOOL	3.1	3.1
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.0	4.4
I AM TREATED FAIRLY	3.8	3.8
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	4.0	4.1

North West Community Campus

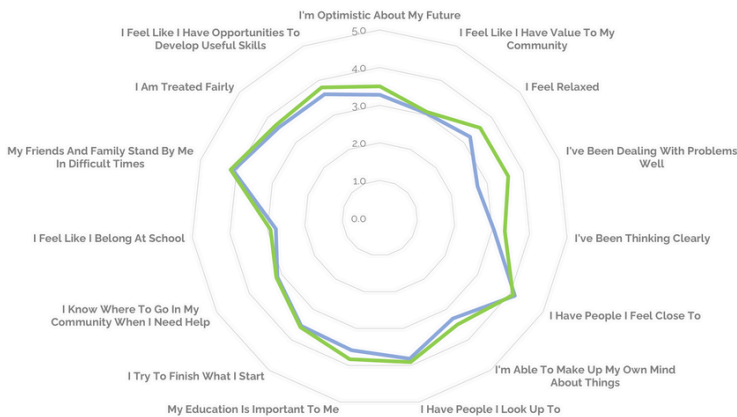


STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	2.3	3.8
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.3	3.3
I FEEL RELAXED	2.0	3.3
I'VE BEEN DEALING WITH PROBLEMS WELL	2.0	3.5
I'VE BEEN THINKING CLEARLY	2.1	3.4
I HAVE PEOPLE I FEEL CLOSE TO	2.5	4.0
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	2.2	3.6
I HAVE PEOPLE I LOOK UP TO	2.4	3.6
MY EDUCATION IS IMPORTANT TO ME	2.3	3.6
I TRY TO FINISH WHAT I START	2.2	3.5
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	2.2	3.8
I FEEL LIKE I BELONG AT SCHOOL	1.8	3.2
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	2.8	4.2
I AM TREATED FAIRLY	2.2	3.6
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	2.2	3.8

Sanquhar Academy



STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	3.3	3.5
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.0	3.1
I FEEL RELAXED	3.2	3.6
I'VE BEEN DEALING WITH PROBLEMS WELL	2.7	3.6
I'VE BEEN THINKING CLEARLY	3.0	3.3
I HAVE PEOPLE I FEEL CLOSE TO	4.1	4.1
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.3	3.5
I HAVE PEOPLE I LOOK UP TO	3.8	3.9
MY EDUCATION IS IMPORTANT TO ME	3.6	3.8
I TRY TO FINISH WHAT I START	3.5	3.6
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.1	3.2
I FEEL LIKE I BELONG AT SCHOOL	2.8	2.9
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.1	4.2
I AM TREATED FAIRLY	3.6	3.7
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.6	3.8

St Joseph's College



STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	3.1	3.6
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	3.3	3.3
I FEEL RELAXED	2.5	3.3
I'VE BEEN DEALING WITH PROBLEMS WELL	2.4	3.5
I'VE BEEN THINKING CLEARLY	2.3	3.4
I HAVE PEOPLE I FEEL CLOSE TO	4.0	4.6
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.2	3.4
I HAVE PEOPLE I LOOK UP TO	4.0	4.3
MY EDUCATION IS IMPORTANT TO ME	3.5	3.8
I TRY TO FINISH WHAT I START	3.3	3.8
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.3	4.0
I FEEL LIKE I BELONG AT SCHOOL	2.6	3.1
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.0	4.3
I AM TREATED FAIRLY	3.7	3.6
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.7	4.1

Stranraer Academy



STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	2.9	3.3
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.8	2.8
I FEEL RELAXED	2.7	3.2
I'VE BEEN DEALING WITH PROBLEMS WELL	2.4	3.2
I'VE BEEN THINKING CLEARLY	2.3	3.0
I HAVE PEOPLE I FEEL CLOSE TO	3.9	4.0
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.0	3.7
I HAVE PEOPLE I LOOK UP TO	3.9	3.7
MY EDUCATION IS IMPORTANT TO ME	3.4	3.4
I TRY TO FINISH WHAT I START	3.0	3.4
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.2	3.4
I FEEL LIKE I BELONG AT SCHOOL	2.6	3.0
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	3.9	4.2
I AM TREATED FAIRLY	3.7	3.8
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.3	3.7

Wallace Hall Academy



STATEMENT

PRE POST

I'M OPTIMISTIC ABOUT MY FUTURE	3.2	3.6
I FEEL LIKE I HAVE VALUE TO MY COMMUNITY	2.9	3.3
I FEEL RELAXED	2.5	2.9
I'VE BEEN DEALING WITH PROBLEMS WELL	2.5	3.3
I'VE BEEN THINKING CLEARLY	2.6	3.2
I HAVE PEOPLE I FEEL CLOSE TO	4.2	4.3
I'M ABLE TO MAKE UP MY OWN MIND ABOUT THINGS	3.1	3.6
I HAVE PEOPLE I LOOK UP TO	3.9	4.0
MY EDUCATION IS IMPORTANT TO ME	3.8	3.9
I TRY TO FINISH WHAT I START	3.3	3.8
I KNOW WHERE TO GO IN MY COMMUNITY WHEN I NEED HELP	3.3	3.6
I FEEL LIKE I BELONG AT SCHOOL	2.9	2.7
MY FRIENDS AND FAMILY STAND BY ME IN DIFFICULT TIMES	4.2	4.3
I AM TREATED FAIRLY	3.8	3.8
I FEEL LIKE I HAVE OPPORTUNITIES TO DEVELOP USEFUL SKILLS	3.7	4.0

MENTAL HEALTH SUPPORT IN SCHOOLS PROJECT

EVALUATION REPORT

AUGUST 2023 - JUNE 2024

FOR MORE INFORMATION, PLEASE CONTACT:

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