

OCTOBER 2018 - JUNE 2019

YOUTH INFORMATION WORKERS IN SCHOOLS PILOT PROJECT

YOUTHWORK

DUMFRIES & GALLOWAY

Dumfries
& Galloway
COUNCIL



INTRODUCTION

The Youth Enquiry Service have recruited staff to deliver this two-year pilot to support with delivering low level mental health support and early intervention across Dumfries & Galloway and within the 15 main secondary schools across the region.

The work we do is targeted at closing the poverty related attainment gap. The Scottish Government Framework to support the Scottish attainment challenge has identified 12 key areas the interventions should focus on.

These include:

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

In August 2018, we started the recruitment of Youth Information workers and preferred candidates were selected. In September, the Youth Information workers started in their post and took part in an Induction programme that included training and understanding the council's policies and procedures. Throughout September and October, Alison Hill and Kelly Ross met with each of the secondary schools to talk about the pilot and how they wanted to implement this within their school to best meet the needs of the young people.



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



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

WHAT WAS OFFERED TO SCHOOLS?



1-2-1 SUPPORT

The One-to-One 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 programme usually last 6 - 12 weeks meeting once weekly for 45mins per session. School staff can refer a young person for one-to-one 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 overall health and wellbeing with a specific focus on a targeted or identified group. These programmes last 12 weeks and are delivered for 45mins with a maximum of 12 young people per group. Some of the programmes being offered through this are:

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 confronting 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.

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.

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 and 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.

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. **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.

WALLACE HALL ACADEMY

ABOUT THE SCHOOL

School Roll: 540

93% 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.

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

OFFER TO THE SCHOOL

Through joint planning with Wallace Hall Academy it was identified 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 attending 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 IN
SESSIONS**

**21
SESSIONS**

**131
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**36
SESSIONS**

**45
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**106
SESSIONS**

**12
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|-----|------|
| I FEEL SAFE | 7.2 | 7.8 |
| I AM HEALTHY | 7.1 | 7.7 |
| I AM ACHIEVING | 8.5 | 8.5 |
| I FEEL NURTURED | 7.6 | 8.5 |
| I FEEL ACTIVE | 7.9 | 7.9 |
| I FEEL RESPECTED | 7.5 | 8.5 |
| I AM RESPONSIBLE | 8.2 | 8.2 |
| I AM INCLUDED | 7.4 | 8.5 |

CASE STUDY

J was referred to the Girls Group by her pupil support teacher. When she first came to the group, she was very quiet and very shy and quite reluctant to get involved in the activities. She would hang back when working in smaller groups and had a real lack of confidence talking in front of the larger group.

She has become more talkative and engages in the group activities. Through the group, she has built relationships with other pupils and has stated that by talking part in the group, she now feels safe and included

"I really enjoy working within the school, it has such a nice feel to it. The staff are all very nice and keen to know what I am doing so they can better utilise the resource. The room I now work from is ideal and easy for young people to access. There is good communication between school staff and myself as well as with other services that deliver within the school which allows for the best all round approach for young people."- YOUTH INFORMATION WORKER

The impact would be hard to measure but from conversations with the pupils Gayle has worked with that they have all enjoyed the support she has given through individual sessions and groupwork. There are a number of pupils who have presented with low level mental health issues that are no longer requiring targeted support as a result of Gayle's work. EUAN MACK - ACTING DEPUTE HEAD

I had very little confidence before I began coming, now I am much more confident and I can speak to people a lot more. By coming to the group, I now feel safe and included

J - YOUNG PERSON

SANQUHAR ACADEMY

ABOUT THE SCHOOL

School Roll: 260

92.3% attendance

20 - 30% of young people attending Sanquhar 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.

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

OFFER TO THE SCHOOL

Through joint planning with Sanquhar Academy it was identified 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 programmes were: Risky behaviours, bullying, mental health, friendships, self-esteem and healthy relationships 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: Anxiety, panic attacks, self-esteem, confidence, bereavement and anger.

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 about their week and seek advice. C4U is the main focus of these drop in's and young people access this on a weekly basis. Some of the focus on these sessions have been around exam stress as asked for by young people themselves.



**DROP IN
SESSIONS**

**22
SESSIONS**

**41
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**47
SESSIONS**

**87
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**42
SESSIONS**

**7
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|-----|------|
| I FEEL SAFE | 3.3 | 5.3 |
| I AM HEALTHY | 4.7 | 5.7 |
| I AM ACHIEVING | 4.0 | 5.3 |
| I FEEL NURTURED | 4.0 | 6.0 |
| I FEEL ACTIVE | 4.3 | 5.7 |
| I FEEL RESPECTED | 3.3 | 8.0 |
| I AM RESPONSIBLE | 6.0 | 6.7 |
| I AM INCLUDED | 5.0 | 8.7 |

CASE STUDY

R was referred by her pupil support teacher for 1-2-1 session to help with her stress and anxiety. Previously a keen poetry performer, her anxiety led to panic attacks before she would perform. She has taken part in self esteem building exercises and since then, she has reported having fewer panic attacks, and had none at her last 4 performances. Her confidence has grown as she is now looking to get back to playing and performing guitar, something she had given up due to her anxiety.

"Sessions have been going really well although the lunchtime drop in is quiet. I feel welcome within the school and the staff are helpful. The young people interact well with me and enjoy the sessions. The school seems to really value the input and support provided to young people."

- YOUTH INFORMATION WORKER

Stef has been very approachable and non-judgemental. The young people have taken to her very well. The service provided has been consistent and the young people are now familiar with the scheduled day, the rota and the drop in time. Stef is very knowledgeable and experienced and therefore she has been able to support a number of young people with a range of needs. There has been a reduction of the backlog/work load on other agencies i.e. Opportunities for All, CAMHS etc. allowing more young people to get appropriate support when needed.

DIANE ZUTIC - ACTING DEPUTE HEAD

I have less panic attacks and I can cope with situations better. The sessions have made me feel calmer and I have got some useful coping strategies, they have been really helpful

R - YOUNG PERSON

DUMFRIES ACADEMY

ABOUT THE SCHOOL

School Roll: 670

92.6% attendance

10 - 20% of young people attending Dumfries 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

OFFER TO THE SCHOOL

Through joint planning with Dumfries Academy it was identified 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 programmes were: Friendships, peer relationships, bullying, risk taking behaviours, bereavement, loss and social skills 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: Bereavement, coping strategies, loss, anxiety, self-harm, sleep issues, family problems and anger.

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 IN
SESSIONS**

**22
SESSIONS**

**69
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**12
SESSIONS**

**15
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**80
SESSIONS**

**11
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 7.2 | 9.4 |
| I AM HEALTHY | 6.2 | 8 |
| I AM ACHIEVING | 8 | 9.6 |
| I FEEL NURTURED | 7.6 | 9 |
| I FEEL ACTIVE | 7.6 | 8.8 |
| I FEEL RESPECTED | 7 | 8.8 |
| I AM RESPONSIBLE | 7.8 | 9 |
| I AM INCLUDED | 8 | 8.8 |

CASE STUDY

After a change in family circumstances, K was referred for 1-2-1 support. The sessions involved supporting K to understand her feelings and developing coping skills to manage these, over the course of the session, she was able to open up and discuss her feelings about their sensitive situation. Since the 1-2-1 sessions have ended, she has begun accessing the lunchtime drop in sessions and to access Youth Work Services outwith school. She has become more settled in and out of school and is more comfortable talking about their feelings.

"Young people are making positive connections with staff and their peers, which is giving them an opportunity to build on social skills, knowledge of youth work services with the chance to access support. School staff are helpful and approachable, and nothing is too much bother. It's a really nice atmosphere and enjoying delivering youth work within Dumfries Academy."

- YOUTH INFORMATION WORKER

Positive impact. Lynsey is highly reliable and communicates well with the pastoral support team. Pupils respond positively to her nurturing approach. Group work sessions - pupils report this has been of benefit to them and has been evidenced through using the HWB Wheel.

ANNE MCFADYEN - DEPUTE HEAD

It has increased my confidence in talking about private things. From attending sessions I now attend Happy Feet health and wellbeing project that runs at Youth Enquiry Service

YOUNG PERSON

DUMFRIES HIGH SCHOOL

ABOUT THE SCHOOL

School Roll: 772

93.9% 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

OFFER TO THE SCHOOL

Through joint planning with Dumfries High School it was identified to deliver a mixture 2 elements of youth information in the form of one to one support and issue-based group work.



Some of the issues that were addressed through the group work programmes were: Risky behaviours, peer pressure, consent, anger, self-esteem and bullying these have been delivered through boys 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.

There are plans to develop a drop in for C4U after the school summer holidays.



**GROUP WORK
SESSIONS**

**9
SESSIONS**

**12
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**67
SESSIONS**

**9
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 7 | 9.5 |
| I AM HEALTHY | 7.5 | 9 |
| I AM ACHIEVING | 4.5 | 8 |
| I FEEL NURTURED | 7 | 9.5 |
| I FEEL ACTIVE | 5 | 8 |
| I FEEL RESPECTED | 7 | 8.5 |
| I AM RESPONSIBLE | 4.5 | 8.5 |
| I AM INCLUDED | 8 | 9 |

CASE STUDY

S was referred to the Boys Group as several challenges in his life has began to effect his school life and were putting him in risky situations. He became an active member of the group and, fully participating in the activities and workshops and now has more trust in other people and his confidence has grown. Since being part of the group, he has increased in confidence and now trusts other people more. He has improved his communication skills and has developed strategies to keep himself safe. This has led to improved behaviour in school and fewer risky situations with S now taking more control and ownership over his actions.

“The YP are always waiting and asking when I am coming in, two members of staff have told me that they have seen a great improvement in the self-esteem and behaviour of some YP. The head teacher has also pulled me up to say thank you for the service that I am providing. It would be easier if I had internet access though.” - YOUTH INFORMATION WORKER

“The opportunity to have young people supported in a 1-2-1 setting we think has been beneficial. A positive impact from the small group work was that a child has self-referred to the youth worker asking for further 1-2-1 sessions.”

DANIELLA HOGG - DEPUTE HEAD

I have increased confidence and now trust other people more. It has improved my communication skills and I have been able to develop strategies to keep myself safe

YOUNG PERSON

ST JOSEPH'S COLLEGE

ABOUT THE SCHOOL

School Roll: 720

92.5% attendance

10 - 20% of young people attending St Josephs 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

OFFER TO THE SCHOOL

Through joint planning with St Josephs it was identified 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 programmes were: mental health, anxiety, self-harm, stress, family, abuse and bullying these have been delivered through 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: domestic abuse, sexual abuse, anxiety, gender, anxiety, anger, exploitation and risk taking.

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, many young people from the group work programmes and one to ones use this as a time to pop in for a catch up with the youth information worker.



**DROP IN
SESSIONS**

**24
SESSIONS**

**16
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**11
SESSIONS**

**10
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**59
SESSIONS**

**14
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|-----|------|
| I FEEL SAFE | 6 | 9.7 |
| I AM HEALTHY | 6.7 | 9 |
| I AM ACHIEVING | 6.3 | 9 |
| I FEEL NURTURED | 8 | 9.3 |
| I FEEL ACTIVE | 7.7 | 9.3 |
| I FEEL RESPECTED | 7.3 | 9.7 |
| I AM RESPONSIBLE | 7 | 9 |
| I AM INCLUDED | 9 | 9.7 |

CASE STUDY

S was referred to attend a girls group following risk taking behaviours and to build on peer relations as well as her confidence and self esteem., S had been experiencing bullying and felt alone within the school.

During the group sessions, she began to develop positive relationships with the other girls in the group and her confidence and self esteem increased. As the sessions continued, she became more involved in the activities and discussions

Form being part of the group, S has shown an increase in her own confidence both in and out of the school setting. The the issue based work within the group, she has stated that the group has helped her learn more about herself and how to build healthier relationships with her peers.

"The young people who have attended sessions have really benefitted from them and this has been commented on by the young people but also by teachers and parents. The office staff are really helpful getting the young people from classes and making sure I have everything."

- YOUTH INFORMATION WORKER

"Positive feedback from a parent and also from students who have had input. Students have felt happier in themselves. We need More time - we had a greater need for referrals than the time we had."

GORDON BROWN - PRINCIPAL TEACHER PASTORAL CARE

Through coming to the issue based groups, I have found myself in less risky situations and my behaviour in and out of school has improved. The group has helped me learn more about myself and how to build healthy relationships with my peers

YOUNG PERSON

NORTH WEST COMMUNITY CAMPUS

ABOUT THE SCHOOL

School Roll: 334

% attendance

50 - 60% of young people attending North West Community Campus live within the top 20% of Scottish Index of Multiple Deprivation.

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

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

OFFER TO THE SCHOOL

Through joint planning with North West Community Campus it was identified 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 programmes were: Stress, anxiety, exam related pressures these have been delivered through Stress Heads 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 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.



**DROP IN
SESSIONS**

18

SESSIONS

**67
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

12

SESSIONS

**14
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

53

SESSIONS

**5
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|----------|-----------|
| I FEEL SAFE | 7 | 10 |
| I AM HEALTHY | 6 | 9 |
| I AM ACHIEVING | 6 | 10 |
| I FEEL NURTURED | 7 | 9 |
| I FEEL ACTIVE | 8 | 9 |
| I FEEL RESPECTED | 8 | 10 |
| I AM RESPONSIBLE | 5 | 8 |
| I AM INCLUDED | 9 | 10 |

CASE STUDY

C was referred to the Stressheads group for support with stress and anxiety in the lead up to her exams. She was lacking in confidence, self esteem and was also experiencing external stress in her home-life. She began to become more confident in herself and opened up to the group about her home-life and the things she has struggled with. This reduced her anxiety and since coming to the group she has become visibly more confident in terms of her appearance and communication.

She now feels less anxious and stressed about her exams and has the skills to cope with and stress that might appear in her future.

“It was a difficult start here with moving back into the old Max High and then back into the new school. This caused a lot of upset to the pupils, especially for those facing exams however the Stressheads groups worked really well for the pupils that attended. The young people who attend sessions get a lot out of them. Things are settling down now that they are back in the new school. Some teachers including the head, really understand youth work and the need for it in schools but a lot of others don’t. Extra support for young people is sometimes looked at as a reward for good behaviour within the school which is not how it should be.” - YOUTH INFORMATION WORKER

“For our young people the 1-2-1 sessions have proved to be a positive step in encouraging attendance of those who were in need of support at the time. It helped them to remain in school and focused knowing that once per week they could meet with Claire to discuss issues.”

JAMES HANNAY - PRINCIPAL TEACHER PUPIL SUPPORT

Since coming to the group I now feel less anxious and stressed about my exams and studies. I have also developed coping skills for managing future anxieties and stress

YOUNG PERSON

ANNAN ACADEMY

ABOUT THE SCHOOL

School Roll: 838

90.9% attendance

10 - 20% 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

OFFER TO THE SCHOOL

Through joint planning with Annan Academy it was identified to deliver a mixture of 2 elements of youth information in the form of one to one 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, 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. Many of the young people who's one to one support has come to an end use this drop in to check in with the youth information worker.



**DROP IN
SESSIONS**

**22
SESSIONS**

**38
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**49
SESSIONS**

**10
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 7.5 | 9.5 |
| I AM HEALTHY | 7 | 9 |
| I AM ACHIEVING | 8.5 | 9.5 |
| I FEEL NURTURED | 8.5 | 9.5 |
| I FEEL ACTIVE | 7.5 | 8.5 |
| I FEEL RESPECTED | 7 | 8.5 |
| I AM RESPONSIBLE | 8.5 | 9 |
| I AM INCLUDED | 7 | 8 |

CASE STUDY

R.B referred by Pupil Support teacher after her father had passed away, whom she cared for. She does not go out after school with friends and has no hobbies.

She has engaged well with the support sessions and has a trusting relationship with the Youth Information Worker. She has been encouraged and supported to attend after school activities. She is working on the seasons for growth programme which she is finding very helpful and has put together a letter for her father and placed in into her memory book. She has also been working on her self-esteem, confidence and healthy relationships.

R.B has since formed a strong friendship with another young person and is going out more and enjoying activities that she hasn't done before.

"The school has continued to be very supportive in the delivery of this programme and has made the YW feel welcomed and part of the team, this has been very positive. The support sessions have demonstrated how the young people are becoming more confident in talking to me about things that they haven't shared with anyone else. YPs are sharing personal feelings and situations for the first time. A room has been allocated on a more permanent basis for the school Programme. This is downstairs, so easily accessible by YPs. It has a phone too which is useful for contacting YPs etc." - YOUTH INFORMATION WORKER

"...I had no-one to talk to until I started to see the YW....now I don't feel so alone"

"I am enjoying making the memory book for my dad"

YOUNG PERSON

MOFFAT ACADEMY

ABOUT THE SCHOOL

School Roll: 256

94.2% 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 roll recorded as having additional support needs.

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

OFFER TO THE SCHOOL

Through joint planning with Moffat Academy it was identified to deliver a mixture of 2 elements of youth information in the form of one to one 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 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.



**DROP IN
SESSIONS**

**26
SESSIONS**

**22
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**70
SESSIONS**

**17
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 8 | 10 |
| I AM HEALTHY | 7.5 | 9.5 |
| I AM ACHIEVING | 7 | 9.5 |
| I FEEL NURTURED | 8 | 9.5 |
| I FEEL ACTIVE | 7 | 9 |
| I FEEL RESPECTED | 6.5 | 9.5 |
| I AM RESPONSIBLE | 8.5 | 9.5 |
| I AM INCLUDED | 8.5 | 9.5 |

CASE STUDY

E was referred for 1-2-1 support as the school had concerns about her emotional well being and aggressive behaviour. Although she didn't agree with the reasons for her referral, she chose to stay and continued to attend the sessions and engaged well.

E is still attending sessions and is making good progress in understanding her mental and emotional health in relation to herself and others. She is developing coping strategies for managing her feelings and emotions and is building healthy positive relationships.

The school has been very accommodating, and the staff have been very helpful ensuring that YW feel part of the team. The young people that I have delivered support to have engaged well and seem to look forward to their support sessions. Access to any room depending on activity also enables the support to be more interactive. YPs have stated how the support has been helpful and how they enjoy coming to the sessions. Teaching Staff have recognised changes in YPs behaviour since attending 121 sessions.

YOUTH INFORMATION WORKER

The impact on our staff has been very beneficial and Belinda's work with pupils is increasing capacity within the school. It is a very valuable service. Certain individuals have seen a marked improvement after inputs from Belinda. We would benefit from a bigger input (as I am sure every school would!).

KIRSTIN CANDLISH - DEPUTE HEAD TEACHER

I now have a better understanding of mental health and have tools that I can use to help with my anger

YOUNG PERSON

LOCKERBIE ACADEMY

ABOUT THE SCHOOL

School Roll: 743

93.2% 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

OFFER TO THE SCHOOL

Through joint planning with Lockerbie Academy it was identified 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 programmes were: Self-esteem, confidence, risk taking behaviour, relationships and mental health 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: Rape, Sexual abuse, domestic abuse, anxiety, gender, bullying, 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 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 IN
SESSIONS**

**24
SESSIONS**

**10
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**21
SESSIONS**

**24
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**80
SESSIONS**

**11
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 5.7 | 8.3 |
| I AM HEALTHY | 6.7 | 9.7 |
| I AM ACHIEVING | 8 | 9.3 |
| I FEEL NURTURED | 9 | 9.7 |
| I FEEL ACTIVE | 8 | 9.3 |
| I FEEL RESPECTED | 8 | 9 |
| I AM RESPONSIBLE | 7.7 | 9.3 |
| I AM INCLUDED | 9 | 9.7 |

CASE STUDY

D was referred to attend a boys group as he had been struggling with his anger after the breakdown of a peer relationship, with his mood fluctuating. Through the group, he has been able to share his feelings with others and he has gained the confidence to look into starting new hobbies and activities to move forward.

He has become less aggressive and is looking forward to meeting new people and forming new positive relationships

"The school has continued to be very supportive in the delivery of this programme and has made the YW feel welcomed and part of the team, this has been very positive. The support sessions have demonstrated how the young people are becoming more confident it talking to YW about things that they haven't shared with anyone else. YPs are sharing personal feelings and situations for the first time. Positive feedback from other agencies, teachers and YPs through the delivery of the work. Finding a suitable room to hold a lunchtime drop in as the visitor's room is far too small would be good." YOUTH INFORMATION WORKER

"Pupils report that they love meeting and working with Billie. Some of the work Billie has carried out has really supported young people in being able to deal with issues and find strategies to cope in certain situations. The group work worked really well and we increased the time for that to take place. Very. Very positive! Happier, more confident young people!"

KERRY CURRIE - DEPUTE HEAD

I used to get really angry before but now I feel better when I talk to someone. You help me deal with my anger and make good decisions

YOUNG PERSON

LANGHOLM ACADEMY

ABOUT THE SCHOOL

School Roll: 247

92.9% 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.

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

OFFER TO THE SCHOOL

Through joint planning with Langholm Academy it was identified to deliver a mixture of 2 elements of youth information in the form of one to one support and issue-based group work.



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.

One to One 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.



**GROUP WORK
SESSIONS**

**30
SESSIONS**

**29
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**73
SESSIONS**

**9
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 7.5 | 10 |
| I AM HEALTHY | 5 | 8.5 |
| I AM ACHIEVING | 6 | 8 |
| I FEEL NURTURED | 7 | 8.5 |
| I FEEL ACTIVE | 6 | 8 |
| I FEEL RESPECTED | 4 | 8 |
| I AM RESPONSIBLE | 7 | 9 |
| I AM INCLUDED | 7 | 8.5 |

CASE STUDY

A was referred for 1-2-1 support as there were worries over her emotional well being following the breakdown of a friendship and bullying. As a result, she has been struggling with her studies and had very low self worth due to her experiences.

After informing the Pupil Support of the severity of the situation, the school has now begun to tackle bullying head on and the young people involved have since apologised to A. A is now managing better and is still attending 1-2-1 sessions, working through anxiety and coping strategies as well as confidence building. She is now attending almost all of her classes which is relieving some of her stress.

I have developed positive relationships with young people, and as a result they felt able to share their personal feelings and experiences. They have been given the opportunity to work through any problems and identify coping strategies that they can use relevant to their current situations. Room availability has been an issue at the school. There is no consistent space available for the group work or 1-2-1's to be carried out and staff are still ignoring the privacy required for sessions. There has been no space available to run a lunchtime drop in."

- YOUTH INFORMATION WORKER

"The young people who have benefitted from Billie's sessions have enjoyed them. They have fed back favourably to other pupils. A parent of a boy who attended to last session commented on how it had boosted his confidence. They had appreciated that the opportunity had been offered to the quieter pupils."

JACQUELINE LITTLE - PRINCIPAL TEACHER STUDENT SUPPORT

Since seeing the Youth Work staff, I have been able to work on being assertive and how to deal with bullies

YOUNG PERSON

DOUGLAS EWART HIGH SCHOOL

ABOUT THE SCHOOL

School Roll: 613

91.9% attendance

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

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

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

OFFER TO THE SCHOOL

Through joint planning with Douglas Ewart High School it was identified to deliver a mixture of all 2 elements of youth information in the form of one to one 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: Abuse, bereavement, self-harm, stress, anger and poverty.

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, this drop in is a safe space for young people and many young people who experience bullying attend this at lunch time.



**DROP IN
SESSIONS**

**21
SESSIONS**

**156
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**81
SESSIONS**

**11
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 4.8 | 6.3 |
| I AM HEALTHY | 5.3 | 6.3 |
| I AM ACHIEVING | 4 | 5 |
| I FEEL NURTURED | 3.5 | 5 |
| I FEEL ACTIVE | 4.5 | 5.5 |
| I FEEL RESPECTED | 3.8 | 6.8 |
| I AM RESPONSIBLE | 4 | 4.7 |
| I AM INCLUDED | 6 | 6.8 |

CASE STUDY

C was referred for 1-2-1 support sessions after the breakdown of her family unit and being placed in foster care, following her reporting a member of her family for a crime. Through the 1-2-1 sessions C has been working on her feelings and understanding these, and has been working through the feelings of loss following the breakdown of her family and foster placements and well as looking at how to deal with and accept change.

C has also been working on anxiety and ways to manage this. She continues to attend 1-2-1 sessions, however her self esteem and self worth have improved since the beginning

"I have good relationships with the other staff within the school. They all seem to generally value and understand the work I do with young people and can see the benefit in the young people themselves."

- YOUTH INFORMATION WORKER

"Having a dedicated youth information worker in school has enabled the school to better deal with the health and wellbeing needs of young people who are finding school challenging, have personal circumstances that are impacting on their health & wellbeing or would benefit from getting information that would help them to make better, informed choices. Pupils who have taken part in the programme so far are able to demonstrate an improvement in their confidence and overall happiness. They have been given the tools and skills to make their school community a more enjoyable experience. Further to this, many pupils have progressed into extra opportunities through the service. Young people are more aware of the opportunities in the wider community and the benefit participating in wider experiences."

FIONA LAMONT - DEPUTE HEAD

I am learning to accept change and I understand that the breakdown of my kinship and foster placements were not my fault. I feel that I can just come down and see the staff whenever I need to talk

YOUNG PERSON

STRANRAER ACADEMY

ABOUT THE SCHOOL

School Roll: 929

90.5% 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

OFFER TO THE SCHOOL

Through joint planning with Stranraer Academy it was identified 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 programmes were: Lack of confidence, family life, risk taking, low self-esteem, body image and peer pressure 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: Bereavement, loss, self-harm, anxiety and low mood.

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 such as bullying, positive relationships and poverty.



**DROP IN
SESSIONS**

**18
SESSIONS**

**109
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**24
SESSIONS**

**28
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**36
SESSIONS**

**7
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 7.2 | 7.8 |
| I AM HEALTHY | 7.1 | 7.7 |
| I AM ACHIEVING | 8.5 | 8.5 |
| I FEEL NURTURED | 7.6 | 8.5 |
| I FEEL ACTIVE | 7.9 | 7.9 |
| I FEEL RESPECTED | 7.5 | 8.5 |
| I AM RESPONSIBLE | 8.2 | 8.2 |
| I AM INCLUDED | 7.4 | 8.5 |

CASE STUDY

K was referred for 1-2-1 support sessions due to his behaviour at school and him begins disruptive in class and aggressive to others. Through the session, he has spent time exploring his behaviour, his feelings and the reasons behind these. He has worked on what makes him angry and is learning methods for managing this.

Since attending the 1-2-1 session there has been a notable change in his behaviour and now has less behaviour referrals in school and is attending more of his classes. He has now completed his 1-2-1 programme and is moving on to attending the boys groups and till continue work around behaviours, to take part in team work and build relationships with his peers.

"The space we get is good and the sessions are well attended. Staff generally have a good understand have the work we do and they can see the benefit to young people. Young people are seeing a positive impact through the behaviour and confidence."

- YOUTH INFORMATION WORKER

I now have less behaviour referrals and I am attending more of my classes. I will be moving on to take part in the Boys Group to take part in team work and build on relationships with my peers

YOUNG PERSON

KIRKCUDBRIGHT ACADEMY

ABOUT THE SCHOOL

School Roll: 383

91.1% 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

OFFER TO THE SCHOOL

Through joint planning with Kirkcudbright Academy it was identified 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 programmes were: bullying, risky behaviours, peer pressure and anger these have been delivered through boys 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: Grief, loss, body image, anger, self-esteem, friendships, relationships and self-harm.

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, this sessions is predominantly used by young people who's one to one sessions have come to an end and come along to catch up with the youth information worker.



**DROP IN
SESSIONS**

**25
SESSIONS**

**40
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**18
SESSIONS**

**24
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**90
SESSIONS**

**14
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 6.5 | 9.5 |
| I AM HEALTHY | 6 | 9.5 |
| I AM ACHIEVING | 7 | 10 |
| I FEEL NURTURED | 7 | 10 |
| I FEEL ACTIVE | 6 | 10 |
| I FEEL RESPECTED | 3.5 | 9 |
| I AM RESPONSIBLE | 7.5 | 10 |
| I AM INCLUDED | 9 | 9.5 |

CASE STUDY

A was referred for 1-2-1 support due to concerns for the emotional well being following the death of her father. During the session, A has worked through Seasons for Growth to help her deal with her bereavement and now has a more positive relationship with her mother.

She is now beginning to understand her feelings of loss and grief and accept that it is ok to move forward and is beginning to enjoy life again.

“The young people are benefitting from the support that we offer, this has been fed back by both the staff and the young people. YP are waiting for me when I come in in the morning some young people have asked me to join them in the lunch hall and often ask if I would like anything if they are going down the street for lunch. Having no internet access can be an issue at times.” - YOUTH INFORMATION WORKER

“Very positive feedback from pupils who Claire sees, and from parents. I believe pupils see Claire as someone very approachable who they are happy speaking to. An Example is there does appear to have been fewer relationship difficulties in the boy’s group.”
ALLISON CLELLAND - DEPUTE RECTOR

Speaking to the Youth Information Workers has helped me deal with a death in the family. I am now beginning to understand my feeling and I am starting to move on and live my life again

YOUNG PERSON -

CASTLE DOUGLAS HIGH SCHOOL

ABOUT THE SCHOOL

School Roll: 513

92.5% 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

OFFER TO THE SCHOOL

Through joint planning with Castle Douglas High School it was identified 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 programmes were: Family issues, bereavement young careers, risky behaviours, and crime these have been delivered through boys 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: 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 attending 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 IN
SESSIONS**

**18
SESSIONS**

**84
YOUNG
PEOPLE**



**GROUP WORK
SESSIONS**

**25
SESSIONS**

**14
YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

**76
SESSIONS**

**10
YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|-----|------|
| I FEEL SAFE | 6 | 10 |
| I AM HEALTHY | 6 | 9 |
| I AM ACHIEVING | 5 | 8.5 |
| I FEEL NURTURED | 7.5 | 9.5 |
| I FEEL ACTIVE | 5.5 | 9 |
| I FEEL RESPECTED | 5.5 | 9 |
| I AM RESPONSIBLE | 5.5 | 9 |
| I AM INCLUDED | 8.5 | 9 |

CASE STUDY

M was referred to attend a boys group due to his behaviour and lack of understanding of his actions. He finds it difficult to concentrate in class and has a short attention span. Since the group began, he has been an active participant and is keen to help. Through working in pairs in the group he has began to improve his patience and by the end of the group, has displayed an increase in his self confidence and self esteem, he has also expressed his pride in himself over the achievements within the group.

His concentration has improved and he now takes the the time to listen to others and has at times taken the time to explain things to other sin the class

"Having the opportunity to talk with someone about how they are feeling and expressing any worries or anxieties has been a massive help to the young person(s). It has helped with their confidence, had mental and physical health benefits and gives them the comfort of knowing that there are support networks available to them, it has also let the young people learn of other youth projects happening in there are. The school have been very supportive and very helpful they provide tea and coffee for the young people and have made contacting the young people easy.

YOUTH INFORMATION WORKER

Claire has built excellent relationships with some of our most challenging young people in a very short space of time. Being able to do this with an adult that is not a parent/teacher is very valuable to these young people. They are very open and honest with her. Much happier pupils - better behaviour and relationships between pupils - particularly at social times. Pupils who have taken part in group work have become more empathetic as a result. Pupils who have been opting out of participating in classes (such as PE) are now taking part. We would love to have Claire more. Pupils she works with feel comfortable talking with her about sensitive and personal issues. She helps us to support our most vulnerable pupils - two of whom have previously been on the CP register. This helps us to monitor things more closely.

ALISON COOK - DEPUTE HEAD

My concentration has improved and I now take the time to listen to others and instructions. I am proud of what I have achieved with the group and my confidence and self esteem have improved

YOUNG PERSON

DALBEATTIE HIGH SCHOOL

ABOUT THE SCHOOL

School Roll: 370

93.7% attendance

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

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

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

OFFER TO THE SCHOOL

Through joint planning with Dalbeattie High School it was identified to deliver a mixture of 2 elements of youth information in the form of one to one support 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.

One to One 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.



**GROUP WORK
SESSIONS**

7

SESSIONS

4

**YOUNG
PEOPLE**



**1:1 SUPPORT
SESSIONS**

63

SESSIONS

10

**YOUNG
PEOPLE**



| | PRE | POST |
|-------------------------|------------|------------|
| I FEEL SAFE | 7.5 | 9.5 |
| I AM HEALTHY | 5.5 | 6.5 |
| I AM ACHIEVING | 6.5 | 9.5 |
| I FEEL NURTURED | 8.5 | 10 |
| I FEEL ACTIVE | 6 | 7 |
| I FEEL RESPECTED | 5 | 8.5 |
| I AM RESPONSIBLE | 4 | 6 |
| I AM INCLUDED | 7.5 | 7.5 |

CASE STUDY

A young female was referred for 1-2-1 support for alcohol and drugs issues and a breakdown in the relationship with her parents. Through the session she has worked on risk taking behaviours, personal safety and relationships. Through the sessions, she has now managed to build on her relationships with her parents as well as the relationship with her teachers.

She now has the awareness for risky situations and know how to stay away from these. She is also able to articulate her feelings better and is continuing contact with the Youth Information Workers within the school

"The teachers and staff that see regularly are very welcoming and provide support where they can. I have been asked to all the events that happen in the school socially for the staff and any of the events that they YP are hosting or taking part in." -

YOUTH INFORMATION WORKER

Claire has worked with numerous pupils at Dalbeattie High School during this time she has helped them to progress and achieve by developing their personal and social skills. Her friendly and approachable manner allows pupils to form a strong relationships and this in turn allows them to feel safe and secure. Her encouragement enables them to break down barriers not just in school but also at home and in the community enabling them to feel included and become less disaffected. Her knowledge of support which is on offer is widely used to signpost pupils to give them an additional support which they require. ALISON HOUSTON - PUPIL SUPPORT

The Youth Information Worker was the only person I could talk to and tell things to. I now accept and understand my emotions and know how to manage them

YOUNG PERSON

OVERVIEW

Since October 2018 the youth information workers have been delivering in 15 Secondary schools 1 day per school per week, through this the following has been delivered:

1-2-1

161 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 reasonably 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

A total of 18 Boys Groups have taken place across the region, with 113 regular young people attending.

A total of 16 Girls Groups have taken place across the region, with 111 regular young people attending.

A total of 5 mixed groups have taken place across the region, with 34 regular young people attending.

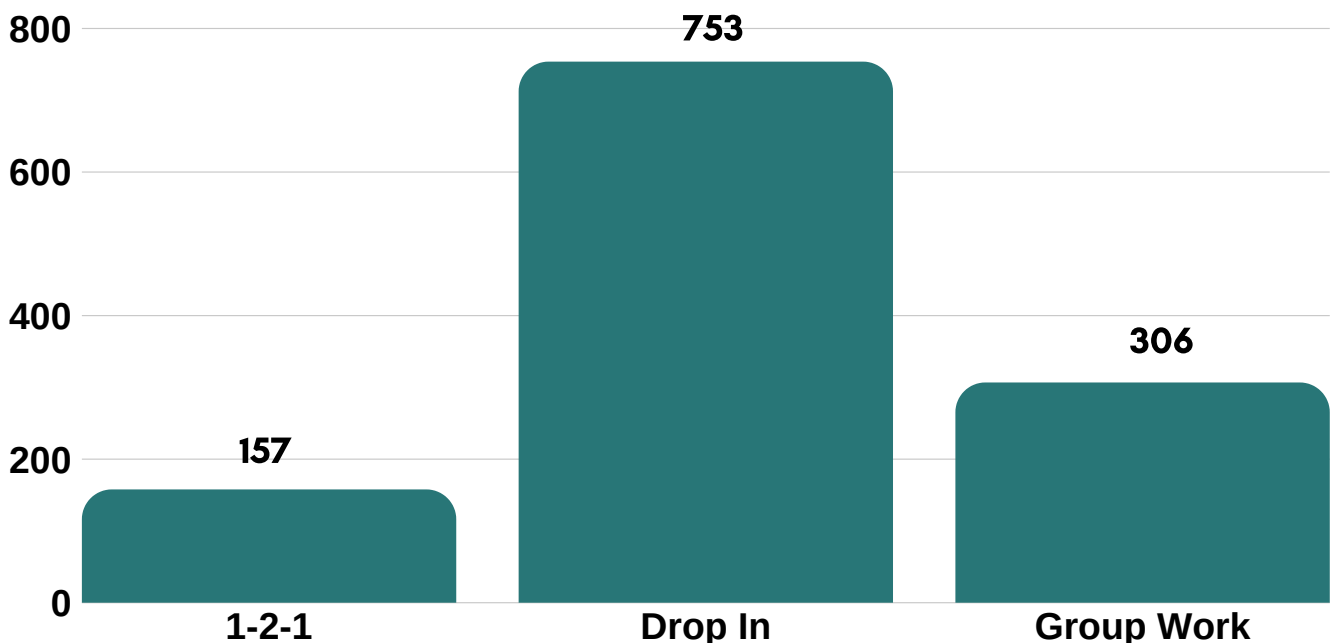
Topics Covered during these sessions have included:

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

RETENTION RATES

99.6% of young people remained with services throughout the terms

NUMBER OF YOUNG PEOPLE ATTENDING



CHALLENGES

The pilot project overall has been delivered successfully with positive collaboration with schools. However, some of the challenges have been:

- Not all school staff being aware of the purpose of the project and the role of the staff
- Room allocation not being consistent or fit for purpose
- Teaching staff not respecting the privacy of the 1-2-1 conversation by interrupting during the sessions
- The young person missing the same class every week in order to attend
- The responsibility being moved from Depute Head to Pupil Support Teacher
- Teaching staff seeing 1-2-1 support as a 'reward' and not allowing young person out of class to attend

MOVING FORWARD

This provision will continue throughout the pilot whilst ironing out some of the implementation challenges that have come up with starting the project.

There will be an end of term report that includes feedback from the youth information worker, the young people and the school lead that will support us to evaluate the impact of this project.

Each school will meet with Alison Hill at the end of each term to review the work that has been carried out and plan the next term and what the needs of the school are to ensure that young people are getting the most out of this service.

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 contributes to raising attainment.

4. Wider learning and achievement

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

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

5. Employability and skills development

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



For advice or support regarding the role of youth work within your school community please contact Marielle Bruce, Youth Work & Schools Partnerships Manager on mbruce@youthlinkscotland.org | tel: 01 31 313 2488

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.





YOUTH INFORMATION WORKERS IN SCHOOLS PILOT PROJECT

FOR MORE INFORMATION, PLEASE CONTACT

ALISON HILL
01387 251322
ALISON.HILL@DUMGAL.GOV.UK

KELLY ROSS
01387 260243
KELLY.ROSS@DUMGAL.GOV.UK