

Evaluation of CashBack Social Impact Programme and Wellbeing Ambassador Programme 2021-2022 (Year 2)

A Report for basketballscotland



 *Social Research*

 *Service Design & Innovation*

 *Strategy & Collaboration*

 *Evaluation Support*

 *Social Impact Measurement*

June 2022



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1. Introduction

This section introduces **basketballscotland**, the **CashBack for Communities programme**, and the **Social Impact Programme** and provides an overview of the research.

Basketballscotland

Basketballscotland is the governing body for basketball in Scotland. It supports and develops clubs and players across the country and represents the sport across Scotland and the world. Currently **basketballscotland** has around 100 affiliated clubs with more than 8,000 players.

Basketballscotland provides leadership and governance across the sport, supports and challenges clubs, athletes and others, delivers programmes and education and secures investment into the sport.

Basketballscotland believes that sport, and basketball in particular, is a powerful tool to change lives of young people and transform communities. They have been involved in CashBack since its inception in 2008. The Social Impact Programme has been devised to meet the outcomes of the CashBack Logic Model.

Social Value Lab

Social Value Lab is the national hub for social impact research, strategy, and evaluation. Our mission is to produce the evidence and ideas that support stronger, more effective projects, programmes and communities in Scotland.

Social Value Lab has been the evaluation partner for three programmes delivered under CashBack for Communities Phase 4 and is evaluation partner for five Phase 5 programmes.

CashBack for Communities

CashBack for Communities, established in 2008, is a Scottish Government initiative that takes money seized from criminals under the proceeds of crime legislation and invests them in programmes and services for young people.

The programme is currently in Phase 5 and has committed £110 million to community initiatives since 2008. For Phase 5 £19million has been distributed through 24 organisations to improve the quality of life of young people across Scotland.

In Phase 5 there are six mandatory outcomes that projects must support delivery of:

-
- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour

-
- Outcome 2: Young people develop their physical and personal skills
-
- Outcome 3: Young people's health and wellbeing improves
-
- Outcome 4: Young people participate in activity which improves their learning, employability and employment options (Positive Destinations)
-
- Outcome 5: Young people contribute positively to society
-
- Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system
-

CashBack Social Impact Programme (SIP)

The Cashback **Social Impact Programme** is delivered by **basketballscotland** in schools in areas of multiple deprivation across Scotland. In Year 2 of the programme, three schools took part. The aim of the programme is to increase young people's engagement with school, giving them the opportunity to develop their personal and practical skills. The programme is delivered in schools by Basketball Social Inclusion Officers (BSIOs) and consists of a variety of components, including:

-
- Basketball sessions; participants develop their physical skills and technique, knowledge of the game, and fitness and physical health.
-
- Skills development; participants learn skills in relation to SCQF qualifications, and transferrable life skills such as communication, teamwork, and leadership.
-
- Community development programme; participants engage positively with their community through events and workshops delivered by local community organisations.
-
- Improving mental health and resilience; participants learn about mental health through workshops delivered by SAMH; they develop tools to improve their own mental health; their mental wellbeing is supported by the BSIOs and Wellbeing Ambassadors who are recruited and trained by **basketballscotland**.
-

The programme also delivers 8-week basketball sessions to a wider group of young people in each

school, with separate CashBack targets for this group (see Section 2).

Wellbeing Ambassador Programme

Funded through CashBack, basketballscotland also recruited and trained **Wellbeing Ambassadors** in basketball clubs across the country.

The Wellbeing Ambassador training was designed to improve the mental wellbeing support provided by **basketballscotland** clubs, and address the culture around mental health by increasing the number of people who were able to provide support and embedding a practice of open discussion around mental health topics.

Within the Ambassador programme there are two groups – Wellbeing Champions and Wellbeing Leads. Champions are younger club members, trained in peer-to-peer mental wellbeing support. Wellbeing Leads are adults in the club, often officer bearers or with existing roles on club committees, who are trained in how to embed positive mental wellbeing practices in club structures. Given the stage of development with each group at the time of research, it was agreed that the evaluation would focus on Wellbeing Leads.

Wellbeing Leads took part in 5 online workshops delivered by Scottish Association for Mental Health (SAMH):

-
- 'What does mental health mean to you?'
-
- Introduction to Mental Health Awareness (Signs, Symptoms and Stigma)
-
- 'Being a Humanitarian Athlete'
-
- Conversations around Mental Health
-
- Suicide prevention
-

Research methodology

Research for this evaluation was carried out between February and May 2022. We used a mixed methods approach.

Young People

-
- **Self-evaluation survey** completed by 24 young people on the SIP
-
- **Self-evaluation survey** of the Wider Group of young people who take part in basketball sessions with the BSIOs, completed by 471 respondents
-
- **2 semi-structured interviews** with individuals from 2 different schools.
-
- **5 focus groups** with 16 individuals from 3 different schools.
-

-
- **2 case studies** of young people from 2 different schools
-

Other Stakeholders

-
- **Survey** for parents/carers, completed by 3 respondents
-
- **Survey** for other stakeholders including referral agencies, teachers, coaches and others, completed by 11 respondents
-
- **Interviews** with school stakeholders from 2 different schools, including 1 Deputy Head, and 1 Head of PE.
-
- **Interviews** with external delivery partners including 3 representatives of SSF, 1 representative of SAMH, 1 FARE inclusion officer.
-

Wellbeing Leads

An online survey was sent out to Wellbeing Leads who had finished the training, and was completed by 5 respondents.

Social Value Lab also interviewed three Wellbeing Leads to gather additional information about their experience of the training and its impact.

2. Cashbacks Phase 5 Progress to Date

Outcomes for Core Group

| | Target (Phase 5 overall) | | Year 1 | | Year 2 | | Total number of YP in Phase 5 to date | Number of YP required in Year 3 to meet Target |
|---|-----------------------------|----|--------|----|--------|----|--|---|
| | % | YP | % | YP | % | YP | | |
| Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour | | | | | | | | |
| Young people report their confidence increasing | 70% | 45 | 100% | 46 | 100% | 36 | 82 | - |
| Young people feel able to do new things | 80% | 51 | 93% | 43 | 95% | 34 | 77 | - |
| Young people feel more resilient | 70% | 45 | 100% | 46 | 100% | 36 | 82 | - |
| Other stakeholders report perceived increases of confidence and resilience | 70% | - | - | - | 100% | - | - | - |
| Young people report positive, supportive networks | 70% | 45 | 100% | 46 | 100% | 36 | 82 | - |
| Young people report positive changes in their behaviour | 70% | 45 | 97% | 45 | 100% | 36 | 81 | - |
| Other stakeholders report perceived positive changes in the behaviour of young participants | 70% | - | - | - | 79% | - | - | - |

| | | | | | | | | |
|---|-----|----|------|----|------|-----------------|----|---|
| Outcome 2: Young people develop their physical and personal skills | | | | | | | | |
| Young people gain accreditation for learning and skills development | 80% | 51 | - | - | 100% | 48 [†] | 48 | 3 |
| Young people report their skills are increasing | 80% | 51 | 100% | 46 | 100% | 36 | 82 | - |
| Other stakeholders report skills are increasing | 80% | - | - | - | 93% | - | - | - |

| | Target (Phase 5 overall) | | Year 1 | | Year 2 | | Total number of YP in Phase 5 to date | Number of YP required in Year 3 to meet Target |
|---|-----------------------------|----|--------|----|--------|-----------------|--|---|
| | % | YP | % | YP | % | YP | | |
| Young people will improve their basketball skills | 90% | 58 | 83% | 38 | 100% | 36 | 74 | - |
| Young people complete unaccredited training | 70% | 45 | - | - | 100% | 48 [†] | 48 | - |

Outcome 3: Young people's health and well-being improves

| | | | | | | | | |
|---|-----|----|------|----|------|----|----|---|
| Young people report increases in feelings against SHANARRI indicators | 70% | 45 | 100% | 46 | 100% | 36 | 82 | - |
| Other stakeholders report perceived increases in SHANARRI indicators among young people | 70% | - | - | - | 100% | - | - | - |

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

| | | | | | | | | |
|---|-----|----|------|----|------|----|----|---|
| Young people report improved attendance at school | 70% | 45 | 97%* | 45 | 88%* | 27 | 72 | - |
| Young people report improved attainment at school | 70% | 45 | 96%* | 44 | 93%* | 25 | 69 | - |

Outcome 5: Young people contribute positively to their communities

| | | | | | | | | |
|---|-----|----|-----|----|------|-----------------|-----|-----|
| Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations | 80% | 51 | - | - | 85% | 41 [†] | 41 | 10 |
| Number of hours of volunteering contributed by participants | 384 | | - | | 201 | | 201 | 183 |
| Other stakeholders perceive that young people's contribution, links and social interaction are improving | 70% | - | - | - | 64% | - | - | - |
| Participants have a heightened sense of belonging to a community | 60% | 38 | 90% | 41 | 100% | 36 | 77 | - |

| | Target (Phase 5 overall) | | Year 1 | | Year 2 | | Total number of YP in Phase 5 to date | Number of YP required in Year 3 to meet Target |
|---|-----------------------------|----|--------|----|--------|----|--|---|
| | % | YP | % | YP | % | YP | | |
| Participants have increased motivation to positively influence what happens in their community | 60% | 38 | 86% | 40 | 79% | 28 | 68 | - |
| Young people feel their contribution, links with communities and social interaction are improving | 70% | 45 | 90% | 41 | 100% | 36 | 77 | - |

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

| | | | | | | | | |
|--|-----|----|------|----|------|----|----|---|
| Young people report that their own participation in antisocial and/or criminal behaviour has reduced | 50% | 32 | 97%* | 20 | 91%* | 15 | 35 | - |
| Young people feel less inclined to participate in anti-social and/or criminal behaviour | 60% | 38 | 97%* | 20 | 91%* | 15 | 35 | 3 |

*Excluding those for whom this was not an issue before

† No data for Year 1, figures based on total number of active participants in Year 2 (12 participants active since Year 1 + 36 new participants in Year 2 = 48).

Outcomes for Wider Group

| | Target (Phase 5 Overall) | Year 1 | Year 2 |
|---|-------------------------------------|---------------|---------------|
| Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour | | | |
| Young people report their confidence increasing | 70% | No data | 88% |
| Outcome 2: Young people develop their personal and physical skills | | | |
| Young people report their skills are increasing (basketball skills) | 90% | No data | 89% |
| Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers etc.) report skills are increasing | 80% | No data | 93% |
| Outcome 3: Young people's health and wellbeing improves | | | |
| Young people report increases in feelings against SHANARRI indicators | 70% | No data | 96% |

3. Programme Impact

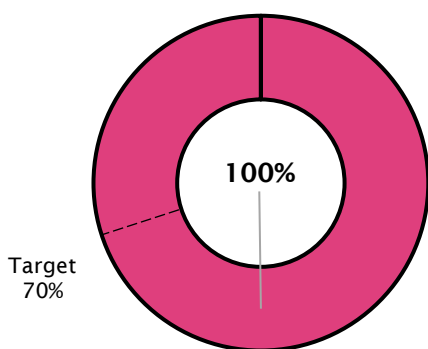
This section describes the impact of the CashBack Social Impact Programme (SIP), delivered by basketballscotland. Data from this section is taken from an online survey and interviews conducted with the young people who participated, and the school staff and coaches who delivered the programme.

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour

Young people increased their confidence across a range of factors through their participation in the Social Impact Programme. Their responses indicate that participants met and exceeded the targets set by CashBack for this outcome.

Figure 3.1.1 indicates that all young people reported that their confidence had increased as a result of participating in the SIP.

Figure 3.1.1: Young people report their confidence increasing



Every participant reported feeling more confident in playing sport, and for most (85%) this was reflected in greater confidence in class as well (see Figure 3.1.2)

Figure 3.1.2: Indicators of increased confidence, young people

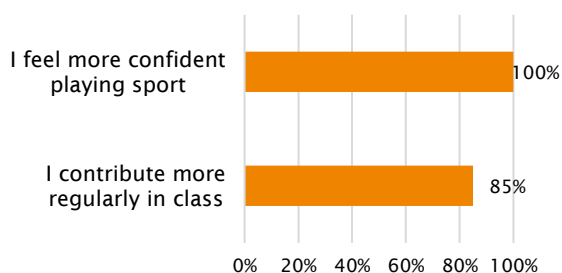
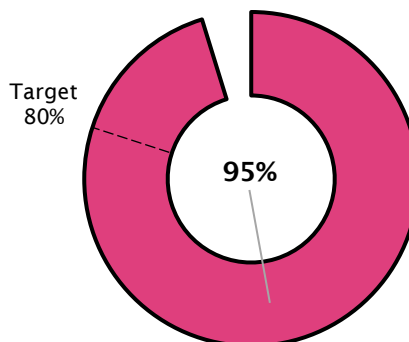


Figure 3.1.3 indicates that almost all (95%) participants were more confident doing new things.

Figure 3.1.3: Young people feel able to do new things



Many of the young people interviewed reflected that basketball sessions had been a new experience for them. Participants who were confident sportspeople reflected that these sessions introduced them to a new sport that they would not have had the opportunity to try otherwise. One pupil found that she was able to use her netball skills to help her develop in basketball, which had made the process of learning a game from scratch more enjoyable.

Other participants revealed that they had not previously been interested in sport, but found that they enjoyed basketball more than they expected to. For some people, this led to trying other new sports as well, encouraged by their experience of the SIP programme.

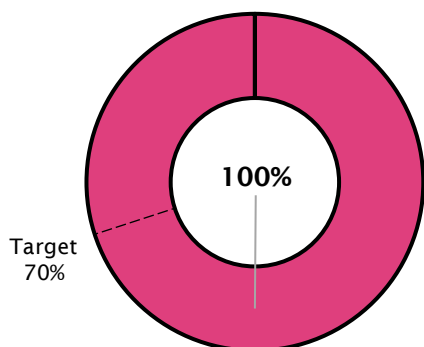
"[The BSIO] recommended that I try football as well, and I actually really liked it - I didn't expect to!"

"I've pure enjoyed this year, it's been good doing new things."

Young people also mentioned in interviews that they had gained new experiences through the workshops and activities that took place alongside the basketball sessions, such as First Aid and CPR training, and Mental Health workshops.

Figure 3.1.4 shows that all young people on the programme felt more resilient.

Figure 3.1.4: Young people feel more resilient



Having greater self-belief and ability to make positive choices were the most frequently cited reasons that young people gave for feeling more resilient, as displayed in Figure 3.1.5. The vast majority (95%) of young people also reported being better at controlling their emotions, managing and solving their problems, and taking initiative.

Figure 3.1.6: Young people report positive, supportive networks

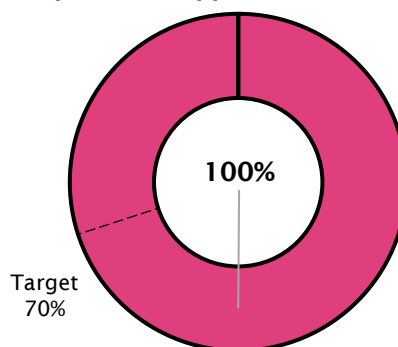
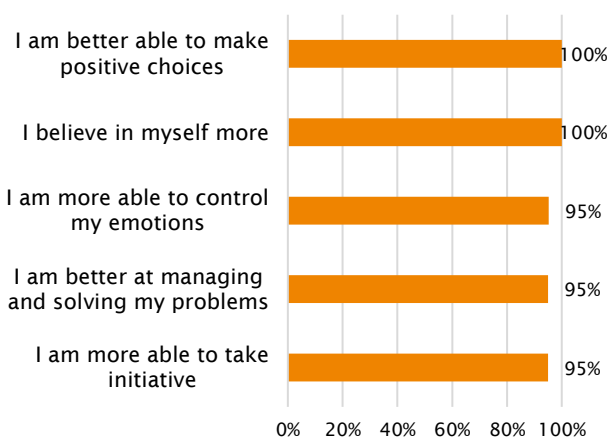


Figure 3.1.7 shows that these supportive networks were comprised of young people's peers and the adults involved in delivering the SIP. Almost all (95%) the participants also saw improvements in their relationships with their friends and family, too.

Figure 3.1.5: Indicators of increased resilience, young people

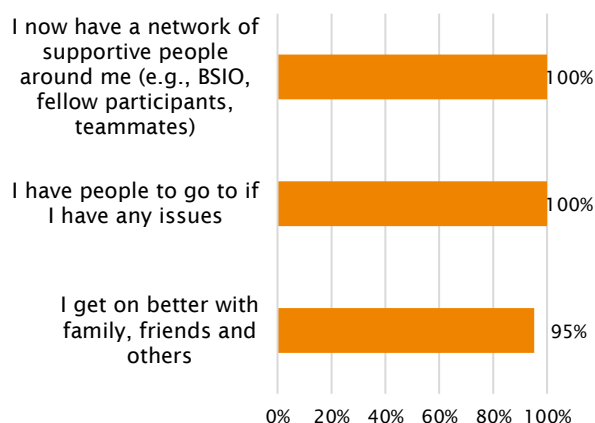


"If you need help, just ask for it and they'll [coaches] help you."

When discussing resilience, participants most frequently mentioned that the basketball sessions had taught them to keep going and try again when learning something new, even if they had made mistakes or were struggling. Most reflected that the encouragement and direction they received from the coaches helped them to develop their resilience in this way. Some mentioned that this helped them with challenges outside of the programme, for instance in classes or at home, too.

All young people reported that they gained positive, supportive networks through the programme, as Figure 3.1.6 indicates.

Figure 3.1.7: Indicators of increased support network, young people



Across all three schools, discussions with young people revealed the significance of the basketball coaches as a source of support within the school. Young people described the delivery staff as relatable, supportive and approachable. Some pupils reflected that being able to call coaches by their first name helped to establish a relationship, and that coaches demonstrated interest and got to know young people on an individual level, which led to them feeling more supported. Many participants described feeling more comfortable talking to SIP delivery staff than other teachers about issues related or unrelated to the programme and their school life.

"I don't really class them as teachers, I class them as somewhere in between [friends and teachers]."

"If you can call a teacher by their first name, you can get to know them better. With other teachers, it's like, 'you don't know anything about me, I don't know anything about you.'"

But they [coaches] actually want to get to know you."

"I know I've got someone to talk to if I need to."

"I can tell them [coaches] stuff I wouldn't tell anyone else."

"They [coaches] are always willing to help, make us laugh, raise our confidence."

Young people also spoke about how the SIP had increased their social circle. Some participants stated that they were shy in social situations, but through the SIP they had built up their confidence talking to new people. Others mentioned that it introduced them to people they wouldn't have met otherwise, who had become their friends.

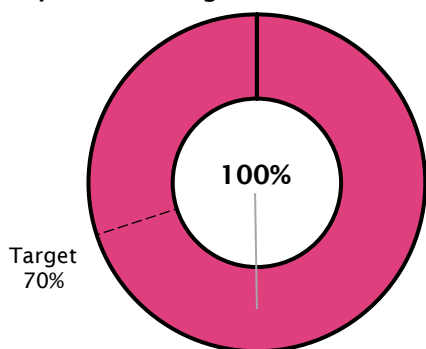
The structure of the course, which involved meeting regularly as a group, was seen as a key factor in establishing new friendships, as pupils spent more time with other SIP participants than they would with regular classmates.

"It has really helped my confidence - I didn't really like being around other people, but this has got me used to it."

"We know a lot more people because of it."

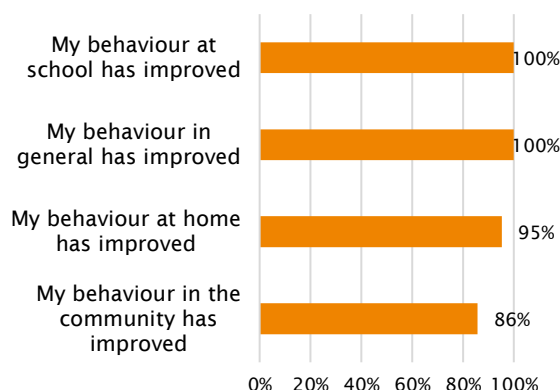
Figure 3.1.8 shows that all young people saw a positive change in their behaviour as a result the programme.

Figure 3.1.8: Young people report positive changes in their behaviour



As displayed in Figure 3.1.9, this was most apparent in their behaviour at school. A significant majority of the participants reported that their behaviour at home (95%) and in the community (86%) had also improved.

Figure 3.1.9: Indicators of improved behaviour, young people



In two out of the three schools, participants devised a code of conduct at the beginning of the SIP. Rules and consequences of transgressions were established collaboratively, and young people all signed the code of conduct once it was agreed. Though the codes differed between schools, common themes include respecting other participants, not using offensive language, keeping the classroom tidy, and putting phones away during the sessions.

In face-to-face discussions, young people described how having a say in the rules that they had to follow encouraged them to stick to them, as they were seen as more lenient and justified than rules that applied school-wide.

"My behaviour has been way better. I used to get a 'satisfactory' on my behaviour card, but now I'm getting 'excellent'."

A significant theme that arose from focus-group discussions in all three schools was the role of the BSIOS in helping participants work on improving negative behaviours. Young people described BSIOS' calm attitudes and the one-on-one discussions they had about how to manage anger and frustration, which previously had led to negative behaviour. Some participants felt they were better equipped to control their behaviour, and others described how they felt more respected by the adults around them, which incentivised them to behave well rather than being disruptive.

"I'm not just shouting at people, or swearing as much, because in basketball we try not to shout and swear at people."

"If I lose, I don't go off my head anymore."

"It's been helping me control my anger, because we talk things out instead."

"They're much calmer, obviously they care [about discipline] but they're not as strict."

Young people also mentioned that bad behaviour could lead to getting suspended or excluded from the programme. Since it was something that they generally enjoyed, pupils were motivated to behave well so as not to be excluded from it. A few participants reflected that being part of the SIP felt like a privilege, especially as they were taken out of other lessons for it, and they tried to demonstrate their appreciation of it through their behaviour.

"You're being taken away to do something that a lot of people don't have the chance to do, so just do your best."

Other Stakeholders

All stakeholders reported a noticeable increase in the confidence and resilience of SIP participants, as Figure 3.1.10 demonstrates.

Figure 3.1.10: Other stakeholders report perceived increases of confidence and resilience

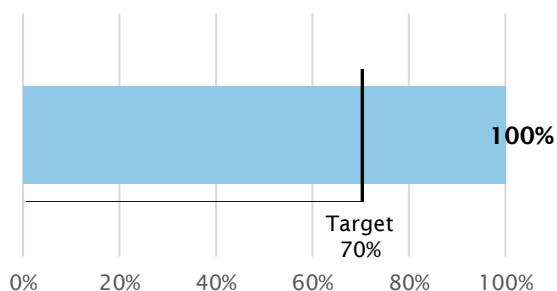
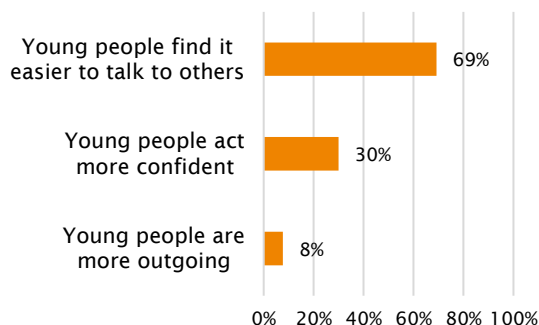


Figure 3.1.11 indicates the areas in which parents, carers and schools staff noticed young people's confidence improving.

Figure 3.1.11: Indicators of increased confidence, other stakeholders



Most significantly, stakeholders reported that young people found it easier to talk to others (69%). Roughly a third (30%) of stakeholders reflected that young people acted more confidently, and a small group (8%) saw an increase in how outgoing participants were.

"Over the sessions and building relationships the young people have become more confident and engaging with sessions and adults."

"Increased comfort in speaking with known adults."

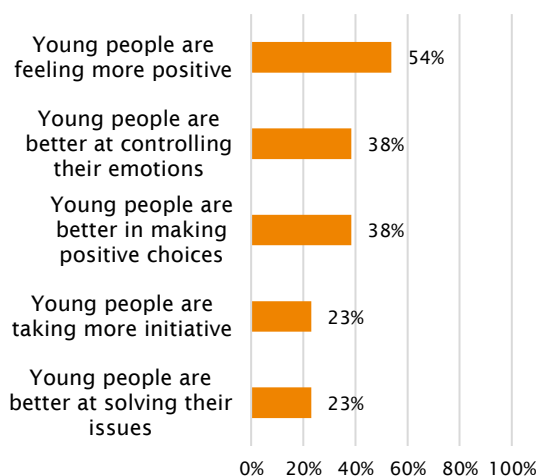
"The programme has been amazing at building the young people's confidence. It has also impacted positively on their resilience."

Many of the delivery staff we spoke to expressed that one-on-one support from the BSIOs was crucial to developing young people's confidence. They reflected that some pupils benefited simply from the practice and experience of engaging with an adult, while others established strong relationships with BSIOs which contributed to their overall self-confidence. Specifically, adults that we spoke to attributed increased self-confidence to young people feeling more valued as a result of having a dedicated adult in the school who has time to listen to them and show them respect.

School stakeholders also reflected that the SIP had had an impact on young people's social confidence in general. Working as part of a team with new people was seen as an effective way of helping young people 'come out of their shell', and one BSIO mentioned that participants were more confident interacting with each other both on and off the basketball court.

Figure 3.1.12 shows the way in which young people's resilience noticeably increased, as reported by teachers, parents and carers.

Figure 3.1.12: Indicators of increased resilience, other stakeholders

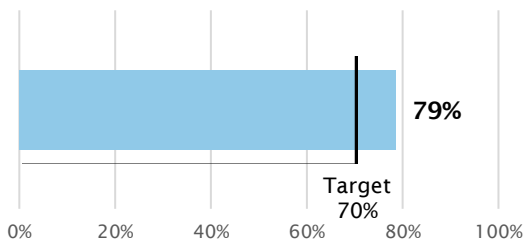


Over half (54%) of those who responded to the survey reported a perceptible increase in young people's positivity. Over a third (38%) reported that young

people were better at making positive choices and controlling their emotions, which are areas in which young people themselves also reported a significant increase (see Figure 3.1.5).

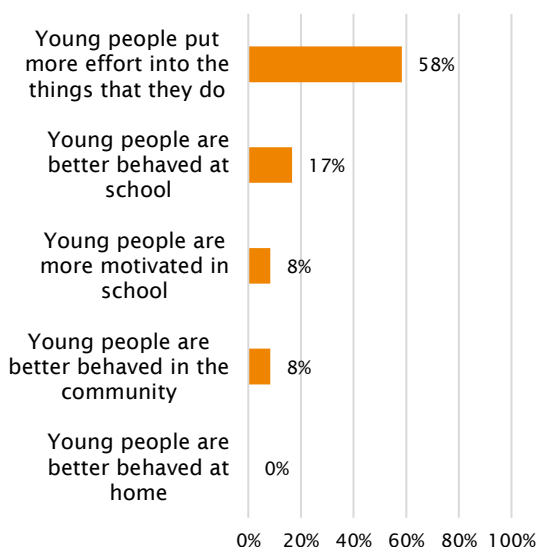
Figure 3.1.13 indicates that over three-quarters (79%) of teachers, parents and carers saw positive changes in young people's behaviour as a result of the SIP.

Figure 3.1.13: Other stakeholders report perceived positive changes in the behaviour of participants



Indicators of how young people's behaviour improved are displayed in Figure 3.1.14.

Figure 3.1.14: Indicators of improved behaviour, other stakeholders



The majority (58%) of respondents reported that young people were putting more effort in, and some saw improved behaviour (17%) and motivation (8%) at school in general. A small proportion (8%) of respondents also reported that participants' behaviour in the community had improved.

Comments from the survey indicate that some respondents felt they were not able to state an improvement in pupils' behaviour outside of school, as they weren't there to witness it.

"I have witnessed some improvement in behaviour from one or two pupils in the programme."

In interviews, school stakeholders attributed significant changes in pupils' behaviour to their involvement in the SIP. One teacher spoke about a pupil who had struggled with anger-related incidents and disruptive behaviour in class. She noted that these incidents had reduced to almost zero since the pupil started the SIP, and that the relationship he had built with the BSIO was a source of trust and safety for him.

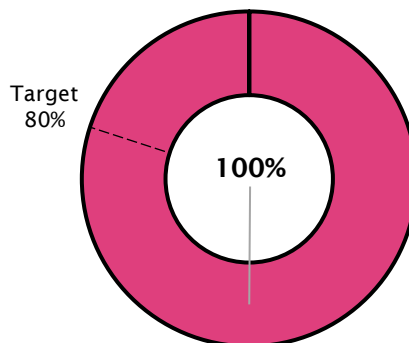
One member of staff reflected that SIP participants were given opportunities to discuss their behaviour as a group and individually, which encouraged them to take responsibility and demonstrate maturity in their actions.

Outcome 2: Young people develop their physical and personal skills

The SIP has been a successful means of increasing the personal and physical skills of the participants, as indicated by responses from all stakeholders.

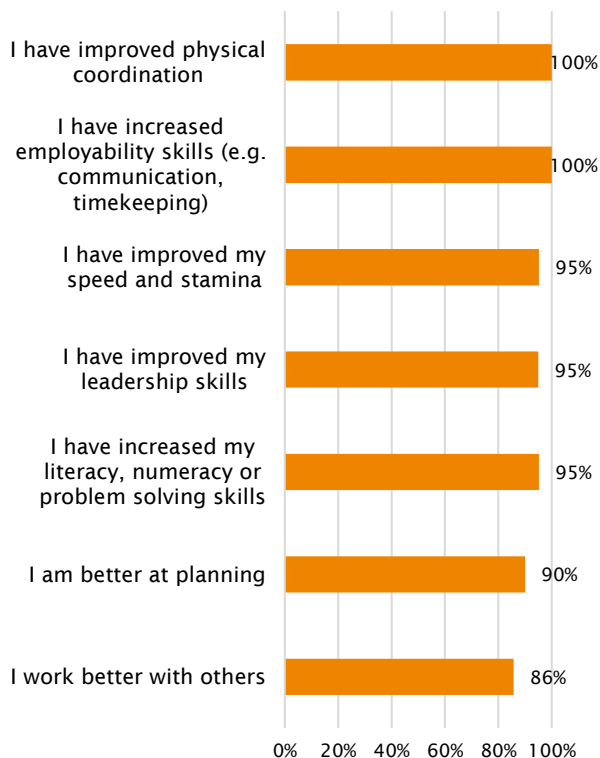
Figure 3.2.1 shows that all young people reported that their skills increased as a result of the programme.

Figure 3.2.1: Young people report their skills are increasing



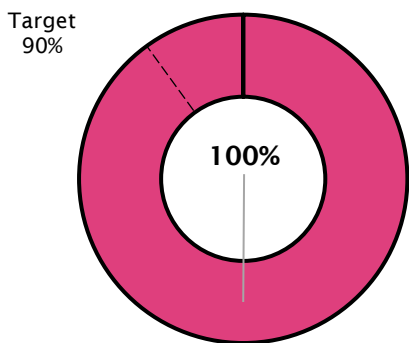
The different areas in which participants increased their skills are displayed in Figure 3.2.2.

Figure 3.2.2: Indicators of improved skills, young people



The vast majority of respondents reported an increase in their physical skills, specifically their coordination (100%) and speed and stamina (95%). Most respondents saw an increase in the personal skills listed, including employability skills (100%), leadership (95%), planning (90%) and working with others (86%). A significant majority of respondents also reported an increase in their numeracy, literacy and problem solving skills (95%).

Figure 3.2.3: Young people report their basketball skills are increasing



All participants reported that their basketball skills had improved since the beginning of the programme.

“My basketball skills have improved!”

“Before I joined, I knew the basic skills of basketball, but I didn’t know anything about how to play the game.”

In interviews, participants mentioned that they had improved their passing, shooting, dribbling and finding space on the court. One participant reflected on the differences between rugby and basketball, and the new skills that basketball demanded.

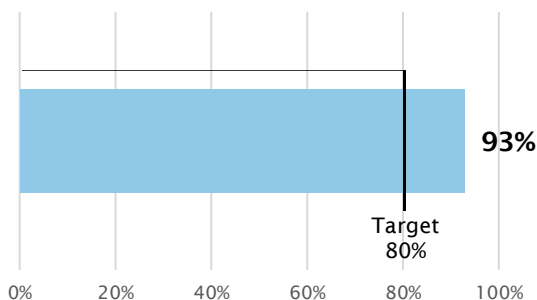
In particular, young people mentioned that compared to other team sports they had played, basketball was fast-paced and had fewer players on the court, which required players to make use of space, and support their teammates effectively.

Young people also spoke about the transferable skills that they had gained through basketball sessions. One person stated that his communication had improved in general thanks to having to communicate with his teammates. Another described how she had played basketball before, so these sessions gave her an opportunity to demonstrate technique to others, and build on her coaching and communication skills.

Other Stakeholders

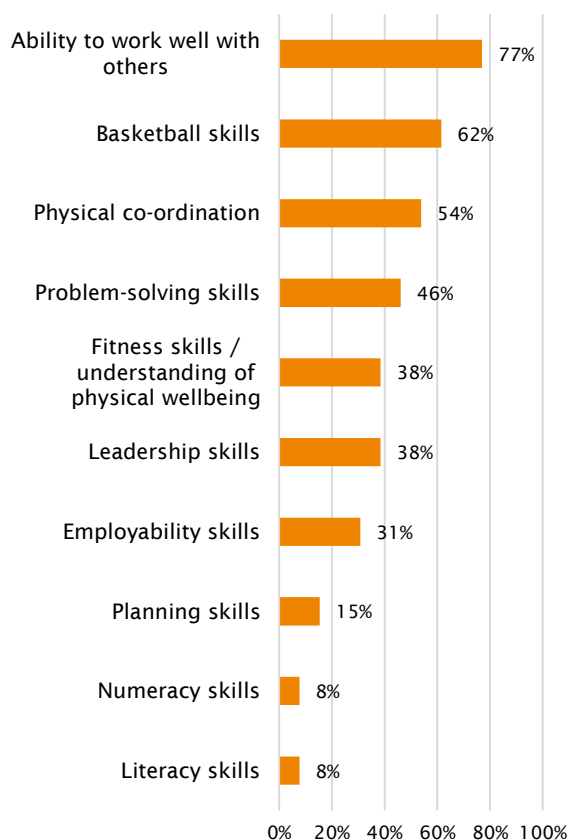
Figure 3.2.4 shows that almost all (93%) delivery staff, parents and carers reported that young people had noticeably improved their skills through the SIP.

Figure 3.2.4: Other stakeholders report skills are increasing



Areas in which young people’s skills improved are shown in Figure 3.2.5.

Figure 3.2.5: Indicators of increased skills, stakeholders



Most stakeholders (77%) reported an increase in young people’s ability to work with others, which closely reflects the 86% of young people who reported an increase in this area. Stakeholders also reported significant increases in young people’s problem-solving (46%), leadership (38%) and employability skills (31%). A small group reported that young people had improved their planning (15%) and numeracy and literacy skills (8%).

Perceived improvements in young people’s physical skills were significant, with 62% of respondents stating that their basketball skills had increased, 54% stating their physical coordination had increased, and 38% stating that young people had better fitness and increased understanding of their physical wellbeing.

When discussing skills in interviews, many of the delivery and school staff emphasised the importance of developing personal skills alongside the basketball training that participants received. Young people were selected for the programme on the basis that they would benefit from building a stronger foundation of personal and interpersonal skills, which could be applied to their schoolwork and in their careers in the future as well.

School staff reflected that the SIP was still new to the schools, and the numerous positive changes that were already perceptible could be interpreted as the beginning of a knock-on effect that would result in

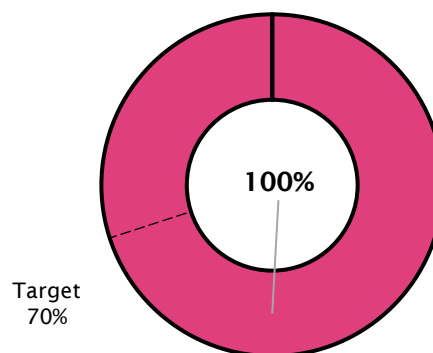
demonstrable improvements in participants’ academic skills as well as personal skills.

Outcome 3: Young people’s health and well-being improves

Participants and other stakeholders report that the SIP had a significant impact on the mental and physical health of participants. Figures in this section demonstrate that the CashBack targets have been met and exceeded for this outcome.

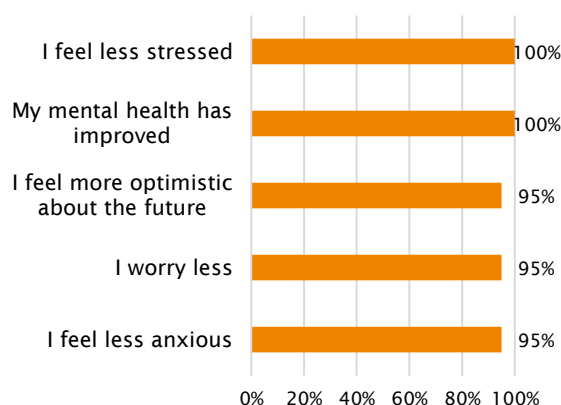
Figure 3.3.1 shows that all young people reported increases in their mental health and wellbeing, according to SHANARRI indicators.

Figure 3.3.1: Young people report increases in feelings against SHANARRI indicators



The areas in which participants saw an increase in their mental health are shown in Figure 3.3.2.

Figure 3.3.2: Indicators of improved mental health, young people



All participants reported a general increase in their mental health, most notably reflected in feeling less stressed (100%). The vast majority also reported feeling less worried (95%) or anxious (95%), and feeling more optimistic about their future (95%).

Interviews with young people revealed that the workshops delivered by SAMH had increased their understanding of mental health issues, and helped

them to understand their own mental health better. Some reflected that they didn't currently struggle with any mental health issues, but that they felt better equipped to deal with them if they did, in part because they felt more able to recognise the signs of poor mental health.

"A lot of us thought that if you're sad, you're depressed, and that's it – end of. But we got to realise that's not actually it."

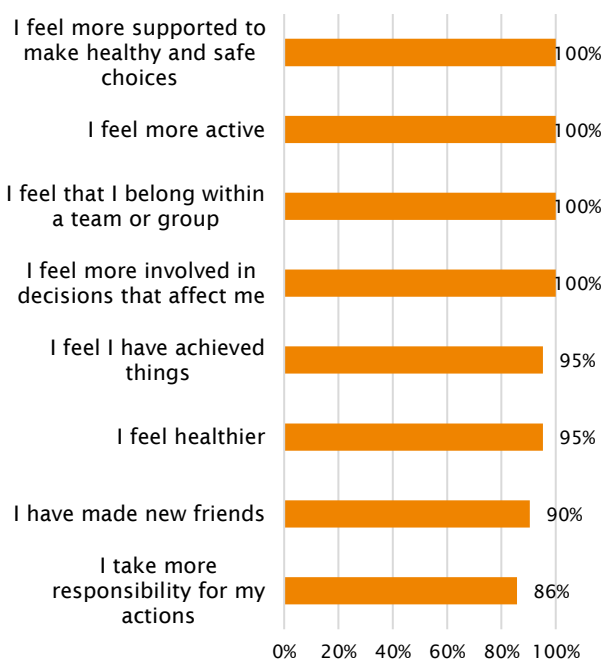
Young people also described the positive impact that SIP sessions had on their overall mood and wellbeing. Some found the basketball sessions fun, which lifted their mood, while others enjoyed the routine of meeting as a group and having a chance to discuss their day, their experiences, and their ambitions on a regular basis.

"In the morning, you're just buzzing to come in here and play basketball, or just talk about how the day's going to be spent. It makes you feel really happy when you know what's going to happen, what you're going to be doing."

"Sometimes going to basketball, I don't feel my best, but afterwards I feel happy."

Figure 3.3.3 shows the ways that young people's general wellbeing improved against SHANARRI indicators.

Figure 3.3.3: Increases against SHANARRI indicators, young people



Respondents were unanimously positive about feeling more supported to make better choices, being more active, having a greater sense of belonging and being

more involved in the decisions that affect their life (100%).

The majority of participants also reported having a sense of achievement (95%), feeling healthier (95%), making new friends (90%) and taking more responsibility (86%).

When discussing the impact the SIP had on their wellbeing, young people stated that basketball gave them something to look forward to at school. Many of the young people we spoke to described feeling better after basketball, stating that the sessions made them feel calmer and energised them in a positive way. Some reflected that the encouragement of the BSIOs and the sense of achievement they derived from the sessions contributed to feeling uplifted afterwards.

Young people mentioned that participating regularly in the basketball sessions had a lasting impact on their fitness levels, and some thought differently about their diet – swapping unhealthy drinks for water, for instance. Some participants said that they already played a lot of sport, but for a significant group, basketball was their main physical activity.

"Afterwards I feel good, just from scoring one goal."

Other Stakeholders

All parents, carers and school staff saw an increase in young people's wellbeing, according to SHANARRI indicators, as shown in Figure 3.3.4.

Figure 3.3.4: Other stakeholders report perceived increases in SHANARRI indicators among young people

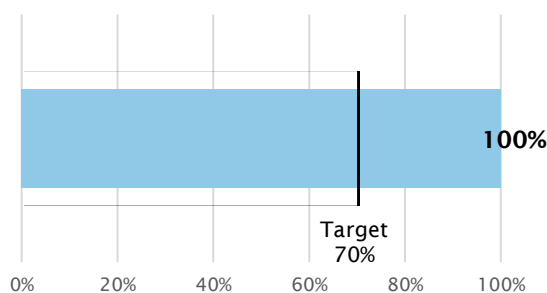
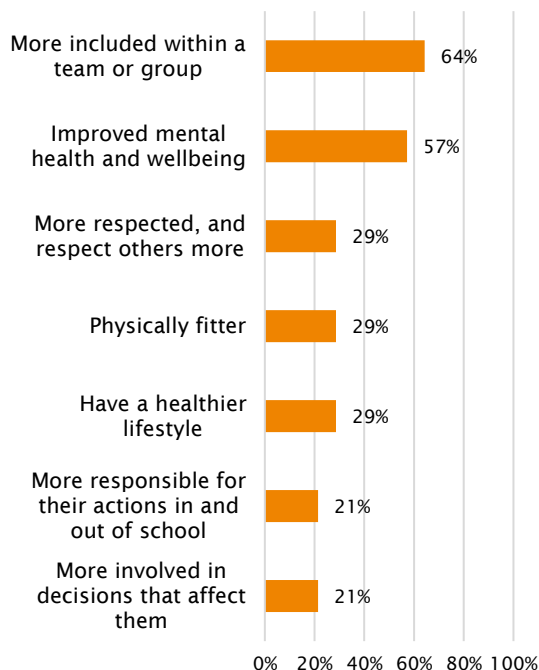


Figure 3.3.5 shows the indicators of improved wellbeing.

Figure 3.3.5: Increases against SHANARRI indicators, stakeholders



Roughly three-fifths (57%) of respondents reported a general improvement in young people’s mental health and wellbeing, and a greater proportion reported that young people were more included in a team or group (64%). A significant proportion of respondents saw an increase in young people’s responsibility and decision making (21%), and roughly a third (29%) reported improvements in young people’s physical health.

All delivery partners and school staff that were interviewed reflected that supporting young people with their mental health was a central tenet of the programme. Some mentioned that by having the consistent support of the BSIOs, young people were able to build trust and confidence with an adult that they could rely on. Others described the variety of tools and approaches that young people were introduced to through workshops, which helped them to understand and manage their own emotions and be more empathetic towards other people and what they might be going through.

Stakeholders reflected on the various behavioural changes they saw across the groups which indicated positive shifts in mental health and wellbeing. In some cases, young people were more able to open up to adults and discuss things that were on their mind more confidently. Other young people had reduced anger and incidents of disruptive behaviour, thanks to being able to cope with their emotions better. One delivery partner mentioned that young people on the programme were showing greater engagement with school and with teachers. This was evident in the fact that they were able to chat and converse with adults in

the school, which they had not been inclined to do before joining the SIP.

“Young people are given a space to explore mental well-being and the value and belief we have in them.”

“Young people are becoming more aware of their mental health and wellbeing and ways to manage it.”

“Young people are becoming more aware of their mental health and the importance of talking and having conversations.”

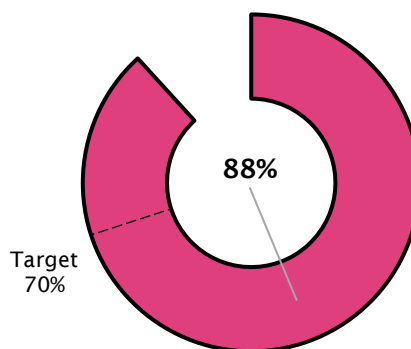
School stakeholders reported that a further benefit of the SIP was that it impacted the culture of mental health support throughout the school. One member of staff we spoke to reflected that teachers from various departments saw the positive changes that arose from pupils’ engagement in the programme, which led to them listening and engaging more with young people, and discussing young people’s development with their BSIOs and pastoral care teachers.

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

The SIP was a successful means of increasing pupils’ engagement at school, and improving their pathways to further education or employment.

A small proportion (15%) of participants reported that attendance at school was not an issue for them prior to joining the SIP. Of the remaining group, 88% reported that their attendance had improved, as shown in Figure 3.4.1.

Figure 3.4.1: Young people improve their attendance¹



Similarly, a quarter of participants reported that attainment was not an issue for them. Figure 3.4.2 shows that 93% of those who had struggled with

¹ Excluding those for whom this was not an issue before

attainment before reported an improvement since joining the SIP.

Figure 3.4.2: Young people improve their attainment²

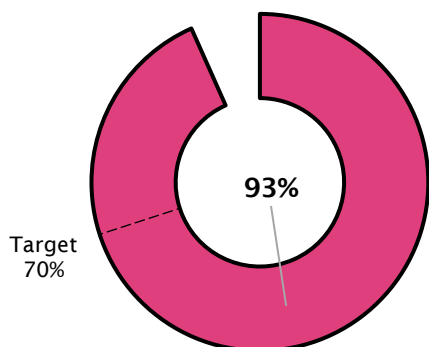
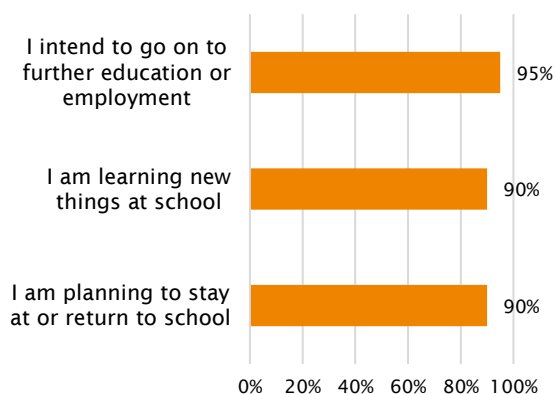


Figure 3.4.3 shows how the SIP has impacted young people’s learning and education options.

Figure 3.4.3: Indicators of increased attendance and attainment, young people



Most participants (95%) reported that they intended to pursue further education or employment.

When interviewed, young people gave a variety of reasons for their improved engagement with school. Most notably, they described how having something fun to look forward to helped them feel excited about coming to school. Some SIP sessions took place on a Monday, which participants described as a good incentive to come to school after the weekend.

For some young people, having a few periods a week when they were taken out of lessons gave them a sense of respite that made the whole week more enjoyable, and other classes more manageable. Most participants reflected that it was easy to catch up with work from the lessons they missed, though a few said that they struggled with this.

² Excluding those for whom this was not an issue before

Young people also found that they were more able to focus after a basketball session, and this had a positive impact on their attitude and attainment in classes.

“I’ve been working a lot harder in classes”

“I don’t carry on in class anymore because I gets my energy out in basketball.”

The young people we spoke to expressed a variety of ambitions for the future, and all felt that their experiences in SIP had contributed to them pursuing their goals. One pupil mentioned that the sports-related skills she had picked up would help her to become a more well-rounded PE teacher in the future. Another stated that previously, she had wanted to focus on one sport in her future career, but since playing basketball, she was thinking about broadening her options. Another pupil that spoke about the life skills he had developed through basketball, such as communication, perseverance and patience. He saw these as valuable for any place of work.

“Say you want to be a PE teacher, you have to know a lot of different sports. And basketball could be one of them.”

Other Stakeholders

Parents, carers and delivery staff were not surveyed on the impact on young people’s attendance and attainment in school. Nonetheless, it was a significant topic in interviews with school staff.

One member of staff spoke about the benefits of young people having a role model who can encourage them to consider educational and employment options that they otherwise may not have thought accessible. The SIP was seen to open doors for participants not only teaching them valuable employable skills, but also increasing their awareness and knowledge of career pathways.

School staff also reported that being on the SIP had led to significant changes in pupils’ engagement at school. In all three schools, numerous factors were considered in the selection process; for example, some pupils who were known to enjoy sport but struggled with attendance were selected for the SIP on the basis that the basketball component would be a positive incentive for them to come to school. Other pupils who struggled to focus in class were selected for the programme to provide some variety in their school day. Staff reflected that there were a number of barriers to getting pupils to engage more, but that most on the SIP had demonstrated better focus in

class, and were more likely to spend a full day in school than before they started the programme.

“Some pupils have become better prepared for lessons and have been more positive in class.”

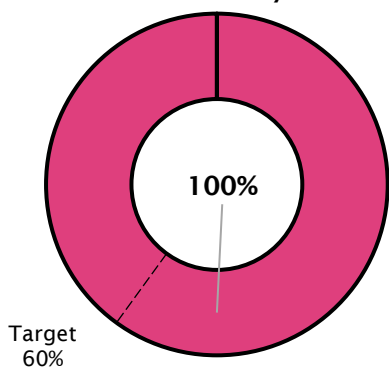
“Over the course of the sessions young people have been more committed to engaging in the sessions and remain in the session for the whole time.”

Outcome 5: Young people contribute positively to their communities

Young people contributed positively to their communities through the SIP.

Figure 3.5.1 shows that young people all reported a heightened sense of belonging to a community thanks to the SIP.

Figure 3.5.1: Participants have a heightened sense of belonging to a community



When asked about their sense of community, participants mostly reported that they felt more included in their school community, because they met new people through the SIP, and formed relationships with more teachers.

Some pupils also described feeling part of something special, and that this made them proud of their involvement. Pupils said that being selected for the SIP made them feel more visible in their community, as their teachers recognised that it was something they would enjoy, and some spoke about how leaving other classes to go to SIP sessions gave them a sense of distinction and pride.

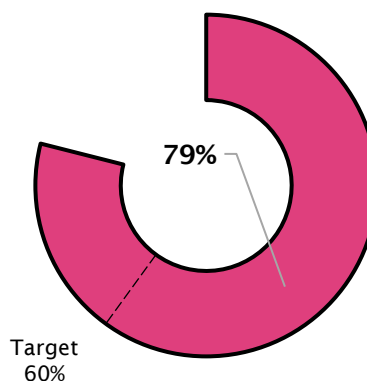
“It feels like the school wants us to express ourselves and be more active rather than sitting in class all day.”

“You feel proud of it, and you’re meeting new people.”

“It tells me that I’m part of something.”

Figure 3.5.2 demonstrates that almost four-fifths of participants are more motivated to be involved in what happens in their community.

Figure 3.5.2: Participants have increased motivation to positively influence what happens in their community



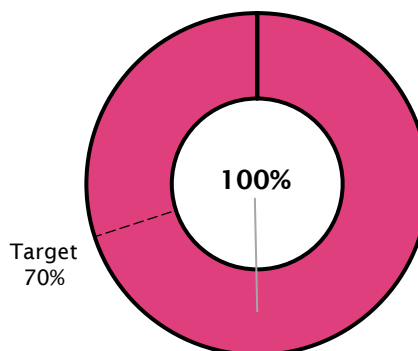
SIP participants took part in workshops that increased their involvement in their local community. In particular, young people recalled helping to design and paint a mural in their neighbourhood. They described their enjoyment of the process, and how seeing the finished piece filled them with excitement when they passed it.

“You think, I did that!”

Many of those who had taken part acknowledged that they were keen to be involved in other similar events. Their motivation stemmed from both the enjoyment of the event itself and the sense of pride and involvement that they felt afterwards.

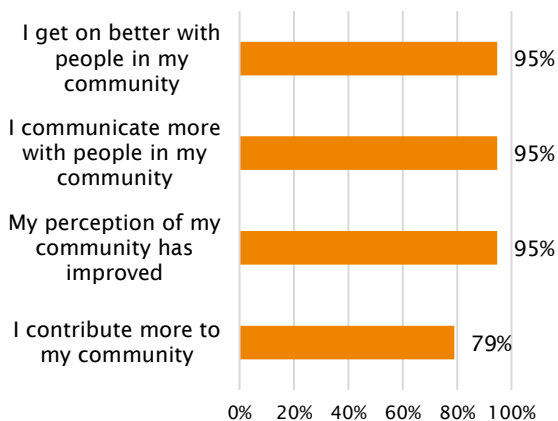
Figure 3.5.3 indicates that all young people felt their contribution, links and social interactions were better as a result of the SIP.

Figure 3.5.3: Young people feel their contribution, links with communities and social interaction are improving



The ways in which young people have increased their interactions with their communities are displayed in Figure 3.5.4.

Figure 3.5.4: Indicators of increased contribution to community, young people

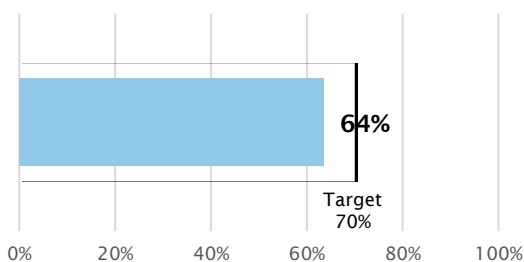


The majority (95%) of respondents reported that they get on better and communicate better with people in their community, and that their perception of their community has improved. A significant majority also reported that they contribute more to their community (79%).

Other Stakeholders

Figure 3.5.5 illustrates that almost two-thirds (64%) of stakeholders found that young people’s involvement and interactions in their community had improved.

Figure 3.5.5: Other stakeholders perceive improvement in YP contribution, links and social interaction



This is just lower than the CashBack target of 70%. Discussions with delivery staff revealed some plausible reasons for why the impact for this outcome might be limited.

Covid-19 restrictions that remained in place during the delivery of the programme limited the number of external visitors who could come to the school to

deliver workshops, and limited the young people’s opportunities to go out into their community.

Nonetheless, staff expressed that pupils had developed social and personal skills that enabled them to have more positive relationships with those around them, and that their sense of belonging within school had increased as a result.

One member of staff expressed the importance of the programme’s focus on sport, as it removes the stigma associated with other support groups in school. Pupils consequently feel that they are part of a team, and are proud of their involvement. This view is corroborated by feedback from participants themselves.

“Young people are forming better ways to connect and express themselves, forming better approaches to engage with others.”

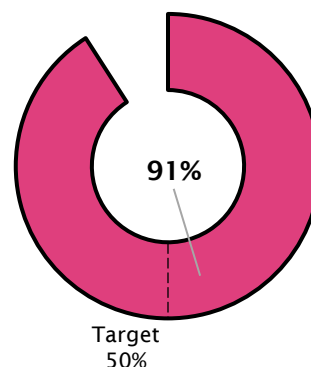
Some staff reflected that increasing young people’s sense of community within their team and their school was the first step towards greater engagement in the wider community. Given that the programme is still in its early stages of delivery, staff felt confident that the impact of this outcome would increase, through a combination of increased personal development in the young people, and increased opportunities to take part in workshops and events delivered by the programme.

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

The SIP has been a successful means of reducing young people’s inclination towards or involvement in antisocial and criminal behaviour.

For almost half SIP participants (45%), participation in antisocial or criminal behaviour was not an issue. Of the remaining group, 91% reported that the SIP helped to reduce their participation in this kind of behaviour, as seen in Figure 3.6.1.

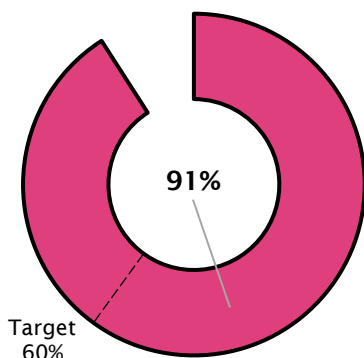
Fig 3.6.1: Young people report that their own participation in antisocial and/or criminal behaviour has reduced³



³ Excluding those for whom this was not an issue

Figure 3.6.2 shows that 91% of those who had felt inclined towards criminal or anti-social behaviour before the SIP now felt less inclined to be involved in these types of behaviour.

Figure 3.6.2: Young people feel less inclined to participate in anti-social and/or criminal behaviour.



“I’ve not been in trouble with the police in ages.”

For most young people interviewed, antisocial and criminal behaviour had not been an issue in the past. However, some mentioned that they had learnt things in the SIP that motivated them to avoid these types of behaviour, where previously they would not have. One participant mentioned that the relationship he had built with the BSIO meant that he didn’t want to let him down, and he was therefore more conscious of his behaviour in the community. Others described the sense of safety and respect that they felt as a participant of the SIP, and how this gave them the encouragement and self-belief they needed to stay out of trouble.

BasketballScotland Support in Schools

All the delivery staff interviewed spoke positively about the support they received from **basketballScotland**. No major issues were apparent, and school staff all expressed a keen interest in continuing to run the SIP in subsequent years.

Delivery of the programme

In general, school staff reported that the delivery of the programme ran smoothly. The links with **basketballScotland** were well-established, and relationships with staff at all levels were positive. In particular, one interviewee described how flexible the **basketballScotland** team were with arranging meetings, which made it easy to meet frequently in person, despite busy school timetables. Consequently, reporting and keeping to deadlines was made easier for the schools.

Both school staff were extremely positive about the support received from the BSIOs. The personal relationships they established with the young people

were seen as a fundamental aspect of successfully engaging young people in the programme, which in turn created a strong foundation for achieving other outcomes.

One interviewee described how the BSIOs’ unique position as an external member of staff who is nonetheless integrated into the school helped them to establish positive relationships with teachers and pupils alike. While they were regarded as a member of the staff body by other teachers, their relationship with pupils was more informal than other teachers, making them more approachable (as discussed in Section 3, Outcome 1).

From the perspective of the senior leadership team, their status helped to smoothly integrate the programme in the school. Other teachers knew and respected the delivery staff, and quickly saw the benefits of the programme for the young people; consequently, they were more understanding and supportive of the programme as a whole, despite pupils being taken out of classes, for instance. In this way, the SIP was different from other courses delivered by external organisations.

One of the difficulties raised by both school staff members was that the success of the programme was heavily reliant on the individual BSIOs. They described the combined pressure of the administrative and practical tasks involved in delivering sessions and the demands of providing personal support for a group of students, suggesting that workload be shared in future iterations of the programme. One school had tackled this issue by incorporating the support of an extra PE teacher to deliver the basketball session, while the BSIO was responsible for the workshops and classroom sessions.

The school staff also acknowledged that paradoxically, the consistent presence of the BSIOs was precisely what made the programme so successful from the young people’s perspective. The challenge of resolving this issue was seen as something that needed to be addressed for the longevity of the programme – ensuring it lasts beyond the current BSIOs leaving their posts (though this was not imminent, but seen as an inevitability in the future).

“Young people need that daily contact one-to-one to make sure that they’re doing ok.”

A further aspect of the programme that staff saw as presenting challenges was making sure that the right pupils were selected for the programme. In one school, staff initially referred ‘high-tariff’ pupils, but subsequently decided to select pupils who would work well as a group. This decision was based on the observation that a key feature of the SIP is the development of cohesive support networks, and pupils that required more intensive one-on-one support would not benefit as much from the group setting of the SIP.

In another school, a number of pupils on the SIP had low attendance. The member of staff we spoke to expressed the difficulty of providing support to pupils outside of school, and reflected that this was a barrier to pupils achieving outcomes. She reflected that engaging with families was often difficult but worthwhile, and this could be a means of increasing the engagement of pupils with low school attendance. Given that many families had seen and fed back on the positive impact of the SIP, she was hopeful that continuing the course might prove a useful way to initiate closer communication between families and the school, which would be a step towards getting pupils 'in the door', and would foster positive relationships between the school and families more generally.

Wider Impact

School staff described the impact that the SIP had beyond the individuals in the group. They acknowledged significant changes within the school, and stronger links with the wider community.

The central benefit of the SIP according to both staff members we interviewed was that it lifted workload and pressure from the school's pastoral care team. Staff described the high number of pupils referred to pastoral support teachers, who had limited time to get to know pupils. At the same time, pupils have numerous and diverse needs, which often present in the form of poor anger management and behavioural issues.

The SIP was seen to address this difficulty from two angles. On the one hand, pressure is removed from the pastoral care team, because individuals have someone else to go to when they feel stressed, overwhelmed, or have been excluded from class for behavioural reasons. On the other hand, the SIP participants learn coping mechanisms, increase their engagement and improve their behaviour in classes, so the negative emotions they experience are reduced, resulting in fewer incidents of negative behaviour in school.

"What we've seen over the last year is that there hasn't been any more instances [of negative behaviour in class]. He's learnt to manage his emotions, been able to develop those skills through the programme, and actually having that on-on-one contact with an adult who has got to know him has paid dividends."

Staff mentioned that the programme impacted how other teachers interacted with pupils around issues with mental health and behaviour. Teachers whose approach had previously relied heavily on discipline saw the benefits of listening to pupils and taking the time to understand them, rather than excluding them from class. Staff mentioned that as well as improving pupils' attainment by reducing the amount of class time they miss, this approach helped pupils to feel respected, and therefore less inclined to be disruptive in general.

Furthermore, the insights that BSIOs were able to gain from the consistent and regular interactions they had with the young people resulted in better support for the young person across the whole school. Staff reflected that young people were able to open up to BSIOs about things they otherwise might not have opened up about with another teacher. The strong communication between BSIOs and the senior leadership team meant that this information could be acted on and incorporated into the 'wrap-around' support plan for individual pupils.

"Through their day-to-day interactions, we find out some things that we would otherwise miss with just teachers."

When discussing the impact that the programme had in the wider community, staff acknowledged that there had been limited opportunities to engage with the community beyond the school, in part because of Covid-19 restrictions lasting into this academic year, and in part because the programme was in its initial phases, and developing connections in the wider community was understood as something which took time, and depended on other aspects of the programme being solidly established first.

"It's going to take longer for us to see the benefits to the wider community."

Nonetheless, the programme was seen as a positive way to form links between the school and external organisations such as SAMH and FARE, who helped to deliver aspects of the programme (workshops, inclusion groups).

Staff and BSIOs spoke about their ambitions for the future of the programme in this regard, which included:

-
- Arranging basketball matches with other schools

 - Volunteering opportunities

 - Greater involvement in local basketball clubs

 - Coaching opportunities for young people

4. Wider Group Impact

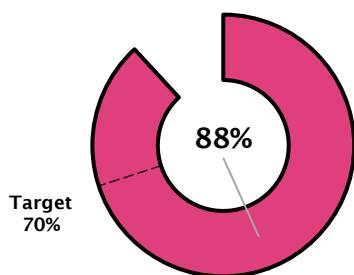
This section describes the outcomes for the Wider Group participants. Data in this section comes from a survey completed by participants of the Wider Group basketball sessions.

The Wider Group Basketball Sessions

BasketballScotland delivered weekly basketball sessions to 471 young people. The course lasted 8 weeks. Young people were surveyed on their experience of the sessions.

Figure 4.1 indicates that over four-fifths (88%) of young people saw an increase in their confidence as a result of the basketball programme.

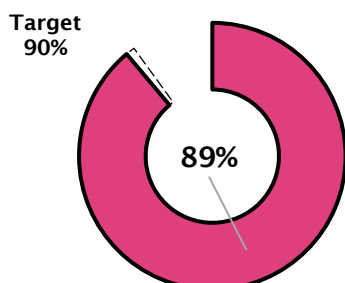
Figure 4.1: Young people report their confidence increasing



This exceeds the CashBack target of 70% for this outcome.

A similarly high proportion (89%) reported that their skills had increased over the course of the programme.

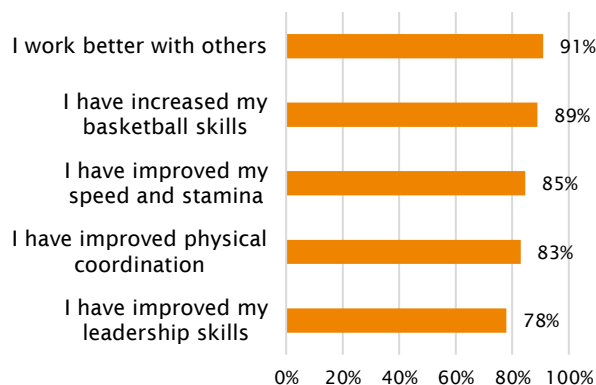
Figure 4.2: Young people report their basketball skills are increasing



This almost reaches the CashBack target of 90% for this outcome. Participants on this course were not interviewed, so it is not possible to draw further insights about the feedback for this outcome.

Figure 4.3 shows the areas in which participants reported increased skills.

Figure 4.3: Indicators of increased skills, wider group



Most significantly, participants reported working better with others (91%). The vast majority also increased their basketball skills (89%), speed and stamina (85%), and physical coordination (83%). The sessions provided opportunities for over three-quarters (78%) of participants to improve their leadership skills.

Figure 4.4 shows that almost all young people reported increased wellbeing, according to SHANARRI indicators.

Figure 4.4: Young people report increases in feelings against SHANARRI indicators

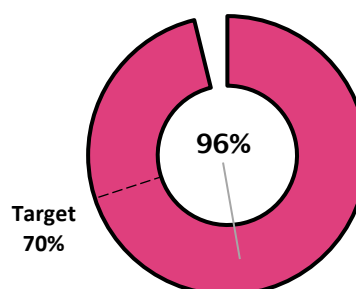
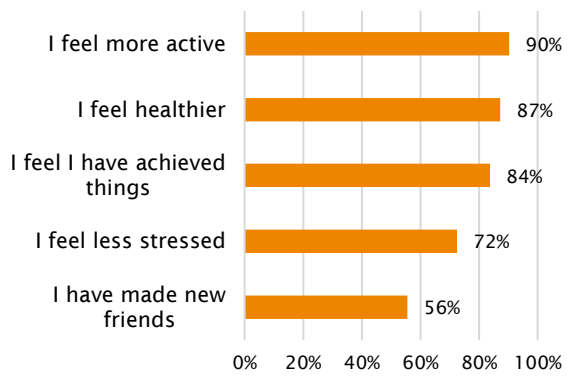


Figure 4.5 displays participants responses to statements indicating wellbeing.

Figure 4.5: Increased wellbeing against SHANARRI indicators, wider group



Most significantly, participants felt more active (90%) and healthy (87%) as a result of the basketball sessions. The majority also reported that they felt they had achieved things (84%), were less stressed (72%), and had made new friends (56%).

5. Case Study

This section describes the experience of a young person who took part in the Social Impact Programme, and the difference it has made to him. His name has been changed.

Andrew's Story

Andrew has been part of the SIP for almost one year. His pastoral teacher recommended that he join, as she knew he enjoyed sport and would find the basketball sessions fun.

Community

When we spoke to Andrew about his experiences of the SIP, he expressed that his perception of his place within the school had changed for the better. He reflected that from the outset and throughout, the SIP was a place where he felt respected and understood.

The fact that the central component of the SIP was basketball was an important incentive for Andrew to join the course. He spoke about how his pastoral teacher had recognised that a sport-orientated programme would be appealing to him. As a result, Andrew felt a double benefit when starting the SIP, of the enjoyment of the basketball, and the knowledge that the teachers who supported him had understood and responded to what was important to him.

"It feels like school wants us to express ourselves and be more active, rather than just sitting in a classroom all day."

This had changed his perspective on all the teachers around him, as it was clear to him that staff at every level were communicating and thinking carefully about the delivery of the SIP, who would benefit from it, and how to make sure they were included.

While on the programme, Andrew found that the approach and attitude of the BSIOs created an inclusive and encouraging environment. He said that he felt respected by the adults who delivered the basketball sessions and the workshops, in part because they treated everyone the same. Consequently, everyone on the SIP felt that their participation was valued, regardless of skill or knowledge.

"We all get treated the same, at every level, so that makes us feel good about ourselves."

Support Networks

The regularity of the sessions meant that Andrew quickly built strong relationships with the BSIOs and coaches. He regarded them as people he could trust

and talk to, on the basis that they had time to listen to him, and showed a genuine interest in his perspective and experiences.

"The people are all just really good to us, they're people I can talk to."

Andrew expressed that he felt more supported in school on the whole, as the BSIO was available at any time, not just during SIP sessions. Moreover, he felt that having established a trusting relationship with the BSIO, it was easier to communicate with other teachers, too. He had learnt communication skills from his experiences in the SIP sessions, and he felt that where he failed to communicate effectively with other adults, the BSIO would be able to step in and help.

"I know I've got someone to talk to if I need to."

Andrew reflected that the SIP had also led to him making new friendships, which had contributed to his sense of belonging both within the SIP programme and the school.

"I don't usually talk to anyone apart from my pals, but through the programme I've met new people."

Positive Destinations

Andrew described a number of ways that his personal development through the course had impacted his school work and life skills.

Most noticeably, Andrew found that he was able to concentrate better in lessons after a basketball session, because he had expended his energy in a positive way. He described how a full day of school was less daunting now that he knew some of it would be dedicated to the SIP.

In other classes, Andrew has been working harder in an effort not to fall behind in the subjects he misses. He described how he felt motivated to stay on top of his work because he didn't want to be excluded from the programme. He felt that by maintaining or improving his attainment, he could demonstrate to teachers that his participation in the programme was a positive thing.

"I've been working a lot harder in classes, to catch up."

He also reflected that he found it easier to dedicate himself to his schoolwork because he feels more respected by the school in general, and therefore shows more respect to all his teachers.

This extends to the way he interacts with his peers, too. Andrew reflected that basketball sessions have helped him to control his language and improve his communication, both on and off the court. In particular, he feels more confident encouraging people and helping others, rather than just shouting at people on the basketball court.

"You can't just say what you want to people, you have to respect them."

6. Wellbeing Ambassador Programme

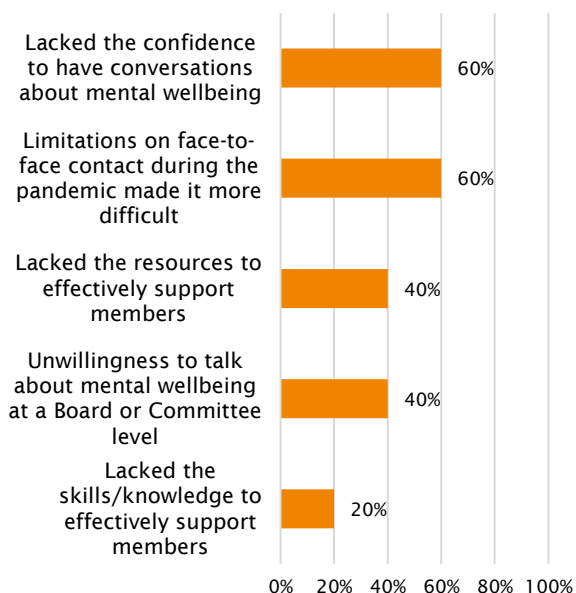
This section describes the impact of the Wellbeing Ambassador Programme. Data in this section is gathered from a survey of Wellbeing Leads, and a focus group with 3 individuals.

The Wellbeing Ambassador Programme

The Wellbeing Ambassador Programme recruited and trained 32 volunteers and coaches from 25 basketball clubs to become Wellbeing Leads to help improve the mental wellbeing support provided by clubs to their members. The programme aims to address the culture around mental health in clubs by increasing the number of adults and young people confident in speaking about mental health, providing initial supports and signposting people who were struggling.

Wellbeing Leads were asked about the culture of mental health in their club and the barriers clubs faced in regard to providing mental wellbeing support prior to the training. Figure 6.1 displays their responses.

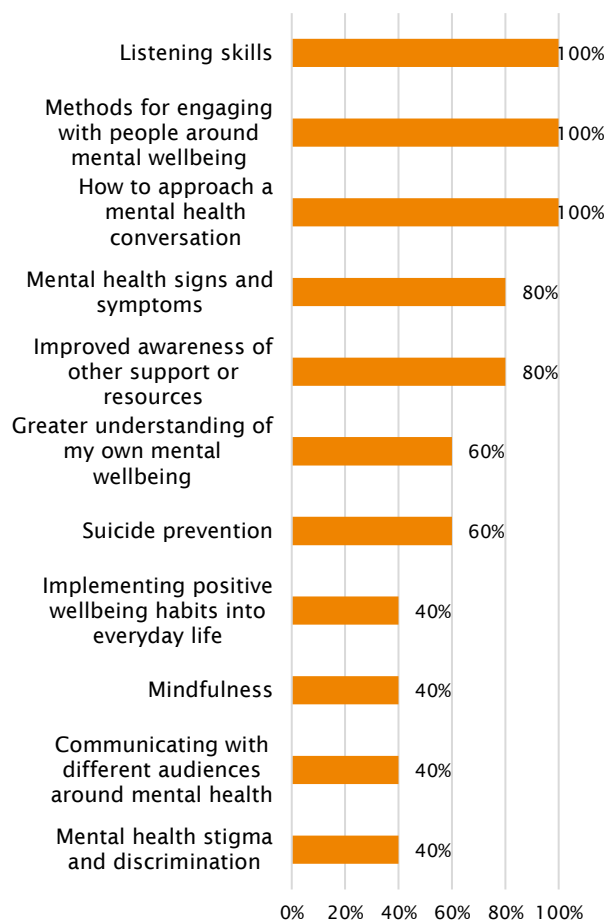
Figure 6.1: Barriers to providing mental wellbeing support before training



Most respondents (60%) reported that clubs had struggled to provide support during the Covid-19 pandemic, and lacked the confidence to talk about mental wellbeing in general. Clubs were also seen to lack the resources, skills and knowledge they needed to address mental wellbeing, and some respondents (40%) indicated that there was an unwillingness to discuss mental wellbeing at Committee level.

Figure 6.2 displays the skills that Wellbeing Ambassadors gained from the training.

Figure 6.2: Skills and knowledge gained



All respondents reported that their listening skills had increased, and that they were more aware of the approaches and methods of talking to people who were struggling with their mental health. Participants also learnt about the signs and symptoms of poor mental health, and the resources and other sources of support available to those who were struggling (80%). Significantly, over half (60%) of the participants who responded reported that they had a better understanding of their own mental health.

“You need to treat adults differently to kids. Because this was based on supporting the

kids in the club, that was something that I learnt. The approach is different."

This was reflected in focus group discussions, in which Wellbeing Leads described that they had incorporated what they had learnt into their own lives.

"I think I've changed, I've learnt so much and it does change you. I'm much more careful of my own mental health now."

"They've given us really good tools to implement in the club, and even outwith the club, I have personally learnt a lot."

One participant reflected that her understanding of mental health tools had changed, and she was able to engage with a wider variety of supports herself. Another spoke about the importance of not feeling singularly responsible for solving a person's mental health challenges; being reminded of this in workshops helped to take the pressure off in the context of the club and outside it.

"I used to scoff at mindfulness a bit before the training, but now I can see how it can be used, for instance to help someone focus. I don't scoff at it so much anymore. It's not completely my thing, but I can see how there's a place for it."

"It's important to remember, as they told us, that we're not there as a psychiatrist, we're just there to lend a listening ear and have some tools to help them, and I thought it was really good to make that separation – they're not expecting us to be superheroes."

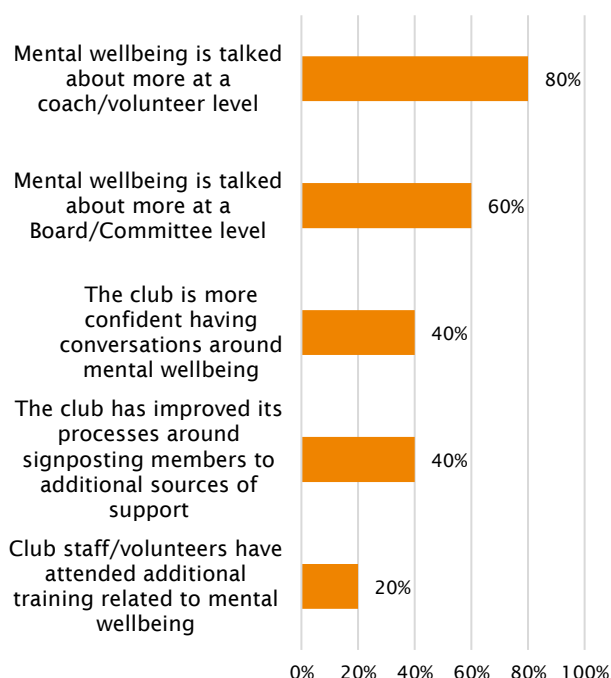
In the focus group, participants also mentioned specific skills they had gained, most notably around starting a conversation about mental health.

"If you give someone an opportunity to speak about their problems, they may take it, but if you never give them that opportunity of course they're never going to speak about it."

One person described a basketball session where she was able to recognise that a young person was struggling, talk him through his thoughts and emotions using the steps she had learnt in the training, and help him re-join the session feeling happier.

Figure 6.3 displays the impact of the training on clubs.

Figure 6.3: Impact on Club



A significant majority (80%) of respondents reported that coaches and volunteers were talking about mental health more as a result of the training, and most (60%) reported that board and committee members were also talking about mental health more. Respondents reported that club confidence around mental health support processes had increased, and that in some cases, clubs had implemented improved signposting processes (40%).

Discussions with Leads revealed that they had gained confidence in talking about and starting conversations about mental health, and this had had knock-on effects within the club at every level. As well as feeling more able to approach people and talk to them, Leads noticed other club members continuing the conversations amongst themselves and supporting each other. Similarly, Leads reflected that Committee members now address mental wellbeing in meetings as a matter of course.

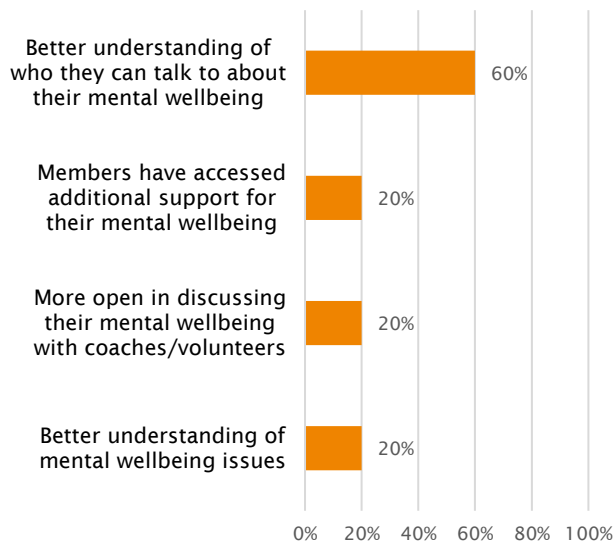
"Signposting who the ambassadors are makes a big difference. I've seen one or two kids and overheard them having conversations they wouldn't normally have conversations with."

"People are feeling a bit more comfortable being able to ask questions, and I think that's been really beneficial for our club."

"Talking about mental health in the committee meetings has made it a more open subject. We now mention it in every committee meeting: 'Is there anything that we need to talk about? Have we got further forward with our framework?'"

Figure 6.4 displays the perceived impact that the Wellbeing Ambassador Programme has had on club members.

Figure 6.4: Impact on Club Members



Most significantly, respondents indicated that club members have a better understanding of who to talk to about their mental health (60%). In some cases, this has translated into accessing other supports (20%) and discussing their mental health more openly with adults at the club (20%).

One of the key themes that arose from focus group discussions was the importance of young people being able to speak to an adult who wasn't their parent or teacher. Leads referred to their own experiences and those of their children, indicating that having someone who is personally removed can make opening up about mental health easier. In particular, Leads mentioned that the club had the potential to provide a safe space for young people to talk about issues going on at home, or discuss their personal struggles without feeling that they were burdening a friend or a loved one.

"Some people find it easier to talk to people that aren't personally attached to them. I think having someone who is there but isn't personally attached will make it easier for people at the club to open up about things."

"I've got two teenagers myself, 18 and 15, and I see their struggles as well day to day. I think it's so important that they have someone that they can talk to, whether it's at work, or at the club or wherever."

Leads further expressed that the training acted as a catalyst for both trainees and club members to get to know each other better and strengthen supportive networks within the club. One Lead described how

people shared their personal experiences during the training, and this led to having conversations and getting to know people outside the context of basketball, which wouldn't have happened otherwise. Likewise, similar conversations between members were seen to strengthen friendships and help people 'come out of their shell' more in sessions.

"People shared what they'd gone through themselves, they've shared their experience."

"More conversations I've been able to have with my teammates [from being more aware of mental health in general]"

Leads reflected that the training was particularly useful given the rise in mental health challenges that young people faced following the Covid-19 pandemic.

"To not be able to take part in a team sport [during lockdowns] was particularly tough, you did see a change in the kids and even the adults and the coaches when we finally got back to playing games."

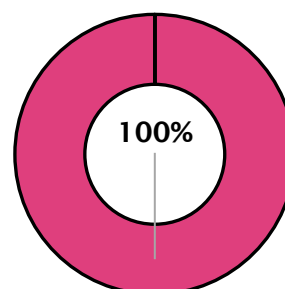
They saw the clubs and basketball sessions as a good way to boost mood and improve general wellbeing, and expressed that offering more targeted support through a sports club was a useful way of bypassing stigmas that exist around discussing mental health.

"It meant there was less stigma, and coaches were able to say 'How's everyone doing, is everyone doing ok?' at the start of a session. It's easier because it is attached to an activity, rather than just being confrontational."

"Having that connection to a sports club is massively beneficial – it allows people to see the purpose of where they're taking the training, and it spreads the conversation beyond your immediate circle."

Figure 6.5 shows that all respondents saw an improvement in club's wellbeing culture.

Figure 6.5: Training has helped embed a positive wellbeing culture



Some clubs had begun the process of developing frameworks of support within the club, and would be implementing them in the near future. Leads reflected that in the meantime, the most apparent change in culture was in the increased day-to-day conversations and 'check-ins' that coaches had with young people, which created an open and inclusive environment.

Some mentioned that they saw a positive change in the coaches' attitude towards their own mental health, even if they had not been on the training.

"You're dealing with so many kids, and so many personalities, so it's beneficial for coaches to step back and think, how am I coaching these kids?"

When considering the training as a whole, all the Leads we spoke to were largely positive about the experience, the content, and the delivery of the training. They mentioned that they were able to access the training easily as it was delivered online, and this also gave them the opportunity to meet people from clubs all around the country, whom they would not have met otherwise. This gave them a sense of having a common goal, and motivated them to take forward what they had learnt and ensure frameworks were implemented.

A number of trainees had gone on to use what they had learnt in other areas of their lives. One Lead we spoke to had taken further training through work, and another reflected that what she had learnt on the programme impacted her approach to conversations around mental health in her professional and personal life.

"I didn't have much of a background in mental health, but I've since done a mental health in the workplace [workshop] and I've signed up for more training at work, because I really do appreciate the training we've had and want to take it to work as well as in the club."

"Taking our time to go through the steps of how to have those conversations – and I use it all the time at work, and people are opening up more."

Despite the training being in its initial phase, there were very few barriers or improvements that the Leads raised. One such barrier was around highlighting to the young people who the Wellbeing Ambassadors were in each club, and encouraging them to come forward if they were struggling with their mental wellbeing. One Lead explained that while they were more confident recognising signs of poor mental health and starting conversations with young people, it can be difficult to initiate discussions in an open and unintrusive way if the young person is not aware of their role within the club. They suggested

incorporating a way for young people to approach adults into the final framework for each club.

7. Conclusions

This section summarises the key findings from the evaluation and highlights the key lessons learned.

Conclusions

Year 2 Overall:

1. The Social Impact Programme has met or exceeded every CashBack target for this year.
2. The impact for the Wider Group met and exceeded two out of the three targets, and almost reached the third target set by CashBack for this year.
3. The Wellbeing Ambassador programme has had a positive impact on the culture around mental health in basketball clubs around Scotland.

Social Impact Programme

4. The SIP had a positive impact on the confidence of all participants. Young people reported feeling more confident on and off the court, with most reporting that they were contributing more in class, and felt more able to try new things. Stakeholders also reported a significant perceptible increase in young people's confidence across a range of factors.
5. Young people's emotional resilience improved through the SIP. They learnt ways to cope with their emotions, and gained self-belief, all of which helped them to cope with challenges they faced in basketball and in their daily lives.
6. Participants benefit from greater support networks as a result of the SIP. Young people feel supported by their peers and the BSIOs, and had made new friendships through the programme. Almost all participants saw an improvement in their relationships outside of the SIP group, too.
7. The SIP has a positive impact on the behaviour of the young people involved, particularly in school. There are various reasons for this, including learning techniques to control emotions, and having a positive incentive to behave in class. Stakeholders reported positive changes in the behaviour of young people at school, but could not comment on their behaviour outside of school, as they were unable to observe this.

8. All young people who participated in the SIP increased their skills in a wide range of areas. As well as improving their basketball, young people developed a range of personal and transferable skills such as leadership, communication, and teamwork. Stakeholders also recognised that the majority of young people were more able to work together, and had gained employable skills such as problem-solving and leadership.
9. The SIP is beneficial to young people's health and wellbeing. Young people saw significant improvements in their mental health, and self-reporting showed that the programme had a positive impact across a range of SHANARRI indicators. Young people reported that they had learnt about mental health through workshops, and that the sessions – both in the classroom and on the basketball court – made them feel happy and were a good outlet for stress.
10. The improved wellbeing of participants was also reflected in stakeholder responses and interviews. The mental health of participants was of utmost importance to delivery staff, and was seen to be a key factor in improving young people's engagement with school in general.
11. Attendance and attainment improved for almost all young people involved in the programme who had had issues with these in the past. Young people felt more motivated to come to school now that they had something to enjoy, and for some, it had broadened their perspective of their future career and education options.
12. Young people all felt more connected to their community as a result of the SIP. This was felt most significantly in relation to their school community, where they felt more respected, included, and understood. The opportunities that they had to engage with their wider community had a positive impact on their perspective of their neighbourhood and their motivation to get more involved in the future.
13. Community interaction was an area that most school stakeholders were hoping to develop further in the future. The combined factors of Covid-19 restrictions and the difficulties of

- getting a programme set up in its first phase meant that the focus remained on the sessions that took place within the school. However, staff plan to incorporate more community-focused events and opportunities in the next year of the programme.
14. For young people who have been or are at risk of being involved in anti-social or criminal behaviour, the SIP was an effective diversion from these kinds of behaviour. Young people reported that the sense of safety and increased self-belief they derived from the SIP helped to motivate them to stay out of trouble. Not wanting to damage the positive relationship they had with the BSIOs was also a key motivating factor.
 15. The SIP had a positive impact within the school beyond the group of students involved in the programme. In particular, schools developed positive approaches when addressing pupils' mental health and behaviour, and had stronger communication channels between staff regarding pupils' wellbeing.
 16. The presence of the BSIOs in schools meant that pupils were getting better, more intensive support when they needed it. This helped to lift pressure from the pastoral care team by reducing the number of people referred to them, and reducing the number of incidents of disruptive behaviour, as SIP participants developed coping mechanisms and resilience.
 21. The Wellbeing Ambassador training led to increased discussions about mental wellbeing at player, coach, and committee level within clubs.
 22. Wellbeing Leads gained skills in a range of areas, including initiating discussions about mental health, recognising the signs and symptoms of mental health, and increased knowledge about the resources available and how to signpost someone who needs more support.
 23. Leads also increased their understanding of their own mental health.
 24. Some clubs are in the process of establishing a fixed framework for addressing mental health issues within the club. All clubs, meanwhile, are incorporating habits of discussing mental health more openly. This has already been seen to have a positive effect on how young people in the clubs interact with each other and with adults, and how comfortable they feel opening up about their own experiences.

Wider Group

17. Young people who participated in the Wider Group basketball sessions increased their confidence as a result of the programme.
18. Young people increased their skills across a range of areas through the programme. Though this group narrowly missed the CashBack target for increased basketball skills (target: 90%, outcome: 89%), almost all participants reported working better with others, and developing other personal skills through the programme, such as coordination and leadership.
19. The sessions had a positive impact on the wellbeing of the participants. Almost all young people involved responded positively to SHANARRI indicators of wellbeing.

Wellbeing Ambassador Programme

20. The Wellbeing Ambassador Programme was a successful means of improving the mental health support basketball clubs provide to their members.

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