

**includem** 

**ADAPT for Cashback**

**(West Dunbartonshire)**

**Annual Report**

**2021/2022**



**FINAL VERSION**



*The ADAPT for Cashback project team photo in November 2021.*



# hello

Includem have successfully delivered year 2 of Phase 5 of the Cashback for Communities partnership in its commitment to supporting Scotland's Young People. **ADAPT has supported 93 young people and families since initiation until 31st March 2022, 93% of which engaged in whole family support.**

The impact of Covid-19 upon the project and referral routes meant that we had to revise our original target of provision of support to 250 young people and their families in West Dunbartonshire across three years (2020 to 2023). Through perseverance and our skilled and dedicated staff team we have worked to minimise disruption to the project and have revised our target to 196 young people and families across the 3 years.

Includem's ADAPT for Cashback, provides support to young people and their families who are:

- aged 10 to 15; and
- on the periphery of offending and at risk of being involved in anti-social behaviour; and
- living in West Dunbartonshire, an area adversely affected by high rates of poverty, unemployment, addiction, domestic abuse and crime

Our mission is to provide the support young people need to make positive changes in their lives, and inspire a more hopeful future for young people, their families and communities.

Our vision is of a world where every young person is respected, valued, and has the opportunity to actively participate in all aspects of life and society.

“ ”

“You can't change what happened in the past but you can become a better person. I've definitely hurt people”

**ADAPT Young Person**

# Who we have helped:



Age of Young People

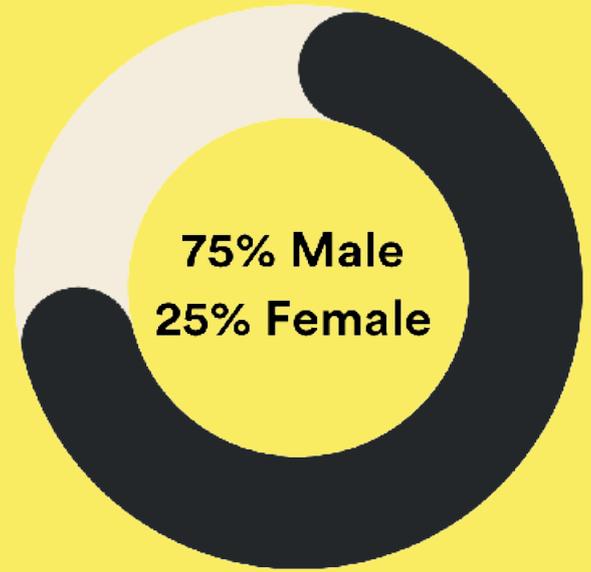
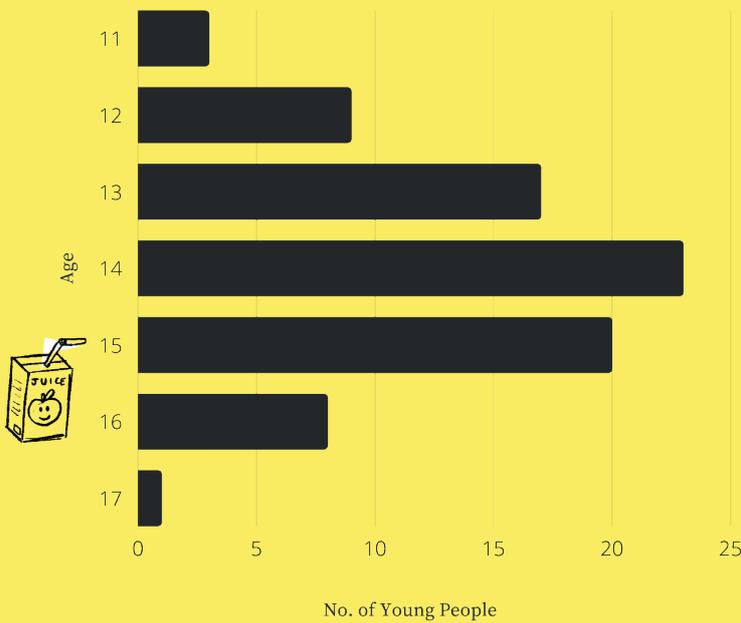


Figure 1: Age of project participants



Figure 2: Gender of project participants



% of Young People within each SIMD Decile area

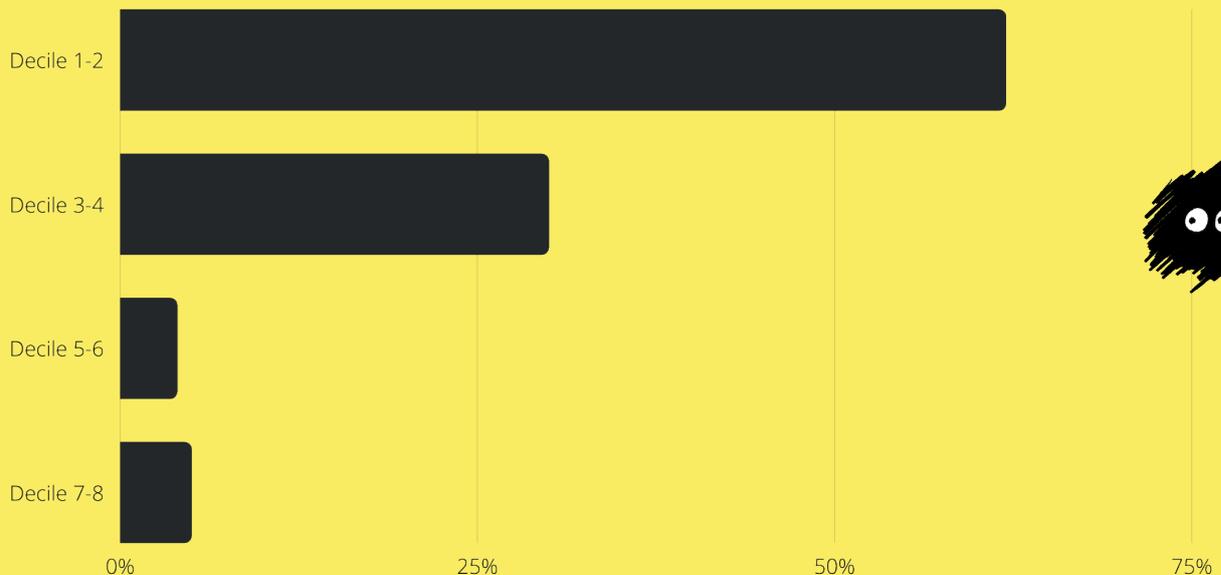


Figure 3: Deprived Areas Reached - 62% of young people supported lived within the 20% most deprived areas of Scotland.





**81**  engaged with the project in year 2

**51**  successfully achieving personal outcomes and moving on from support



**23**  young people have successfully achieved their Dynamic Youth Award to date



**30**  young people continuing to be supported to achieve their personal outcomes in year 3



**30**  weeks Average duration of support



**49**  weeks Sunday Longest period of support



# What we aim to do



ADAPT takes an early intervention approach to supporting young people most at risk of offending or of entering the justice system. We work with schools, criminal justice services and social services to identify young people who could benefit from our support. We then engage with the young person and their family or carer to develop a package of support, tailored to their specific needs. We work with them using an approach which is relationship-based and trauma-informed using restorative practice and support which is rights respecting to reduce risk taking behaviour and offending and achieve positive destinations.

## ADAPT assists young people to:

- recognise their triggers for offending behaviour
- develop positive links and relationships with their family and in their community
- build their self-esteem and confidence which are known to reduce the risk of continuing offending behaviour
- feel empowered to express themselves and have a voice in decision-making about their care

To ensure young people have the best opportunity to consolidate change ADAPT also provides support to the families of each young person through our whole family holistic support.

## ADAPT supports families through:

- emotional, practical and social support
- support with parenting, providing advice, guidance and building parental capacity through strengths-based practice
- ensuring their voice is heard and listened to with other agencies in their lives (e.g. education, housing, financial wellbeing)

## The programme's aims are to:

- The project will promote sustained self-esteem and confidence for young people and their families, mitigating the potential impact of trauma experienced up to that point.
- Young people will be supported in the development of consequential thinking which enables them to make positive decisions and become a valued part of the community.
- Young people will be supported to recognise their triggers for offending behaviour and through building their self-esteem, empathy and confidence reduce the risk of continuing offending behaviour.
- Parents and carers will be supported in developing their relationship with the young person, therefore further reducing the risk of continuing offending.
- Includem ADAPT for CashBack will work closely with Police Scotland, Social Work statutory services and community-based partners.



*Cashback Dunbarton Beach clean November 2021*

Through our engagement with young people we support their development of consequential thinking which enables them to make positive decisions and become a valued part of their community. Supporting families/carers to develop their confidence in supporting the young person to grow and develop helps sustain the changes they are making. Strengthening intergenerational family and caring relationships are known to reduce offending and have a positive impact on the wider community.

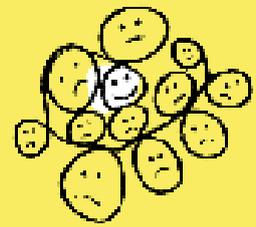
The project is voluntary. An initial barrier for young people is in being supported to identify why our support is being offered and the benefit it can provide to them. Our skilled staff are quickly able to build engagement through creativity, persistence and developing trusting relationships.

The majority of ADAPT referrals come from education. These regularly have an emphasis on concern of risk-taking behaviours in the community which may lead to offending or other problematic destinations. Examples include anti-social behaviour including carrying of knives and lighters with intention to set fires, YP & parental poor mental health, domestic abuse, absconding, risky sexual behaviour, drug and alcohol misuse. Through our relationship with schools, we are able to gain detail of police concern reports which the police lodge directly and exclusively with the school.

“I’m happy with my life right now. I’m in a in good place with mum and going to school more. Have option to go to college rather than come back to school after summer”

Claire, Young Person, age 15

# Our Values & Principles



## Our promise to children and young people



We Will Always Listen To You



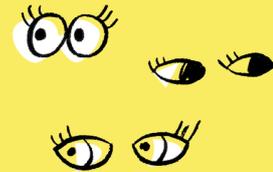
We Do What We Say



We Fight For Your Future



We Are With You Every Step Of The Way



## Our principles

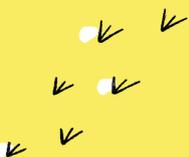
We Recognise Each Individual

We Trust People to Get The Job Done



We Value Every Step

We're on Your Side



# includem's model



Support is arranged for when it is needed most. For example, if a young person is engaging in antisocial behaviour on a Friday night, we will plan support at that time to divert them away to a sustainable positive activity.

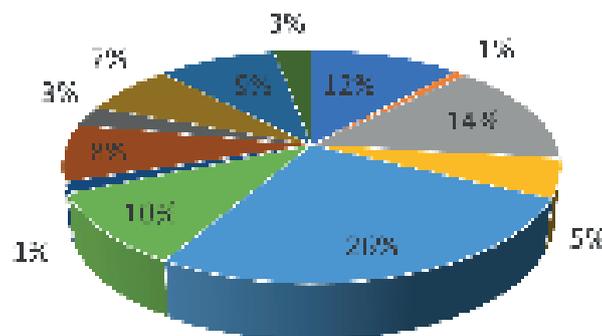
Support is based around coaching conversations and our innovative A Better Life toolkit which provides the firm foundation from which our staff work to support children, young people and families. A Better Life is modular allowing support to be flexible to specific needs and learning styles. This allows staff to weave between modules as they grow to understand each child's strengths, challenges, resources and areas for development.



Click on the images.

## A Better Life modules used with young people in year 2

A Better Life Modules Engagement



- ABL1 This is my life
- ABL2 Offending & Risk taking
- ABL3 Understanding Others
- ABL4 Managing Emotions
- ABL5 Health & Wellbeing
- ABL6 Drugs & Alcohol
- ABL7 People in my Life
- ABL8 Beating Boredom
- ABL9 Family Work
- ABL10 Independent Living

# How we do it



## Intensive 1:1 support with young people and their families:



Young people are assigned an includem worker who develops trusting relationships with them and their family built on hope and trust and works with them to achieve their goals.

## Whole Family Support:



We provide the practical, emotional and social support the whole family needs to improve family relationships, increase wellbeing and living standards and increase parent/carer skills in providing for the development of their children.

## Right support tim



Young people an access to support 2 to-face support and support them to eng and community se addition

## Physical & personal skills



Includem staff demonstrate prosocial role modelling in 1:1 and groupwork to increase ability to work as part of a team, support the development of leadership skills and manage conflict. Young people are connected to activity in their community around their interests.

## Improved health & wellbeing



Young people are supported to reduce risk taking behaviour, understand impact on future life chances and connect with positive activity. Parents/carers are supported to identify and meet their own needs to increase positive impact on their and their children wellbeing.

## Improved learning & employm



We act as a bridge be families, schools an community, so that th improve attainment school, access specia to long term servi



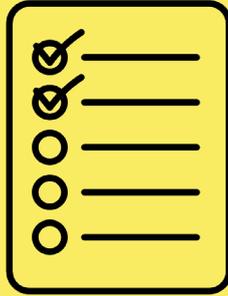


## Support at the right time:



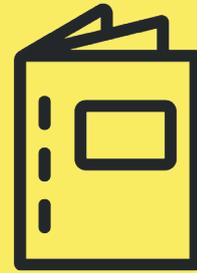
Young people and families have 24/7 support through face-to-face and our Helpline. We engage with specialist services to receive additional help.

## Stickability



We stick with young people and families, develop personal plans to support their existing and emerging needs and work towards achieving their outcomes overcoming barriers they may face and constantly reviewing plans together to provide the support they need.

## Confidence & resilience



Through structured modules from includem's A Better Life toolkit and coaching conversations young people learn how to manage their emotions, understand how others feel, and build belief in their ability to change.

## Employability and support options



Connections between young people, families and agencies in their communities help the young person can access support and engagement at various levels and link to services and supports.

## Contribute to communities



Young people and their families are supported to connect to their communities, improve social interactions and access community activity and services.

## Reduced involvement with the criminal justice system



Young people and their families are supported to examine belief systems and behaviours that support anti-social and/or offending behaviour and make positive changes.



# Young people build their confidence and resilience, benefit from support networks and reduce risk taking behaviour

**83% of young people exiting felt increased confidence, resilience and more able to do new things**

"I know I am capable of doing good things and make my own decisions. I like problem solving, I think it's my thing. I've stopped fights between people inside and outside of school. I am good at talking to people and my pastoral care is really nice and we communicate well"

**Lucas, Young Person age 14**

Multiple influences of peers, chaotic home life, low self-esteem, additional support needs placed young people in positions of low aspirations, unable to identify positive future goals. Our staff provided focussed support around goal identification, confidence building, aspirations raising, supporting young people to see realistic pathways to reach goals whilst increasing self-awareness, reducing barriers and risk-taking behaviours.

Each young person is supported to develop their own individually tailored plan to meet their particular needs, including additional support needs. Young people engage in one-to-one support with their includem worker in spaces that are safe and familiar to them such as at home, in places within their community or during positive activities and opportunities.

We use our model of support alongside a Whole Systems approach. This allows for a contextualised view of the young person and families life, with ADAPT acting as a bridge between young people, families, schools and agencies in their community. This enables a joined-up holistic approach where underlying reasons for behaviours and barriers are understood and supported collaboratively so that the young person can improve attainment and engagement at school and access and successfully engage with specialist support when required, such as addiction or domestic abuse, and link to universal services and supports in their community.

"Thank you so much for the amazing support you have offered over the last 6 months+. We would have been lost without you!"

**Depute Head**

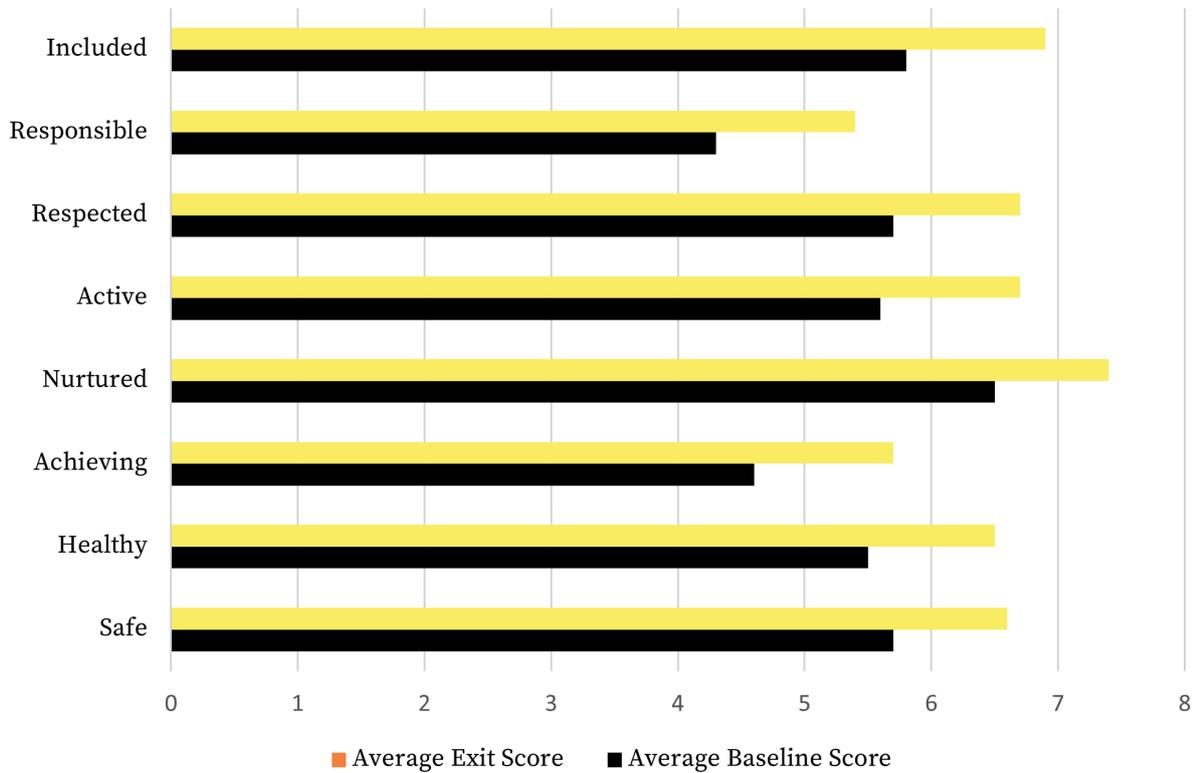
We work with young people as frequently as their needs require, seeing them on average twice per week for six months. ADAPT was designed to take referrals predominately from Police Scotland Youth Engagement Officers and Social Work Early & Effective Intervention (EEI) co-ordinators. These roles exist within the Whole Systems Approach to identify and signpost, to the most appropriate service, those young people beginning to engage in anti-social and offending behaviour or who have received their first charges. Additional referrals would be accepted from local third sector organisations such as Y Sort-it and Tulloch Trust.

Where patterns of behaviour and risk were identified, such as firestarting, knife carrying, drug/alcohol misues, and water safety the ADAPT team carried out groupwork to raise awareness and address in partnership with community partners such as Police Scotland, Scottish Fire and Rescue, and Park Rangers.

Our whole family support has identified and supported parental needs including parents who previously received includem support when young but experience barriers in later life with little support available. Family relationships frequently break down leading to lack of support networks

for young people or being ejected from the family home. Young people successfully moving on from the project have been supported to change these circumstances. They have been supported to recognise behaviours, adjust by reducing or desisting and family/peer relationships have improved creating more supportive networks. An example of this can be read about in John’s Story on page 26.

### Average WBW Scores



*Young people self-rated improvements across duration of support*

## Young people develop their personal and physical skills

### 86% of young people demonstrated increased skills

“I have started going to Energie fitness. I like the treadmill or doing squats with the balls” “I am eating healthier foods and drinking water, like I should of before” “Getting 5 a day is hard, but I am trying”

Sarah, Young Person, age 16

Research widely evidences the connection between boredom and risk-taking behaviours. Many young people engaging with ADAPT struggled with physical and mental health exacerbated by boredom and related risk-taking behaviours. They struggle with the related impacts of poverty such as bereavement, drugs/alcohol, crime. COVID-19 left many without personal skills in connecting with others. The opportunity through ADAPT to have fun positive experiences increased motivation and aspiration to reach their potential. Young people moving on from includem support confirmed the benefit of connecting to sustainable positive activity.

A key part of our service is to link young people and families into activities, groups and organisations in their community that can support them during and beyond their support from ADAPT. Children,

young people and families supported by ADAPT participated in [includem's Voices research](#). They identified an absence of activities in the local area which has been used by the policy and participation team to influence decision makers at local and national levels.

We are careful to engage young people and families with affordable sustainable local activity affordable for them to maintain. Many young people miss out on the positive hobbies that others have access to as families must make hard decisions between paying for food or fuel and cannot afford hobbies. Lack of opportunities to take a step outside of their environment creates social inequality and lack of aspiration. Where young people experience difficulty connecting with positive activity we supported them to overcome barriers to engagement such as purchasing equipment, clothing, transport required to access. Staff physically accompanying them to activity continues to build consistency and trust they need to access other community leisure, services and organisations and to sustain engagement.

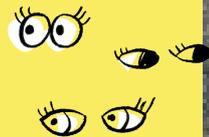
During Covid boredom beating required inventive approaches as what local activities there were closed. Staff ensured young people had access to digital equipment and carried out activity online including family learning in cooking and baking.

Young people were empowered to explore things of interest to them in their communities and given access to a vast array of pro-social opportunities including gym memberships, hobbies, clubs to develop skills. To encourage positive peer relationships where friends were involved in pro-social activity we supported ADAPT young people to also engage minimising barriers to access. Young people work towards Dynamic Youth Awards which gives them a focus to achieve.

Many of the young people referred to ADAPT have neurodevelopmental needs, including Autism. The project's commitment to co-production of support plans with young people ensures that their care plan and delivery is adapted to meet individual needs, including those that result from disability. ADAPT staff have supported young people to access appropriate support and activity in their community in line with their needs and wants.

## Mark's Story

Mark, aged 11, struggles with antisocial behaviour in the community and school. Support from staff helped him to understand consequences and risks and positively move to high school with no displays of previous behaviours. Support sessions often took place whilst connecting him to positive sustainable hobbies. He has been introduced to and found a love for golf and fishing, now a young member of an angling club and continuing golfing, both allow him to escape.



# Safe



"I feel my behaviours have got better, I can walk away from people and I'm fighting less than before... I can keep myself safe now and when I'm out"

**Young Person**

"I've not been setting fires. My friends wanted to, I was tempted but I said no."

**Young Person**

"I'm really happy with my muscles, you can see them even when I'm just sitting."

**Young Person**

"I am proud of me; I think I'm doing good."

**Young Person**

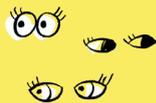
# Healthy



"You came in as a stranger and built such a good relationship with [Young Person], and even got them a qualification."

**Parent**

# Achieving



"I've done a lot more than I thought I could, like finishing school and getting my Dynamic Youth Award."

**Young Person**

# Nurtured

"My favourite part about includem is meeting people that care and want to see a smile."

**Young Person**

# Active

"I've now tried bowling, mini golf and the driving range with includem."

**Young Person**

# Respected



"You are the first people that have actually listened."

**Grandparent**

"With your help, I am finally being heard... To know that I am being listened to is great."

**Parent**

# Responsible

"I'm not causing trouble in the community and I'm having a fresh start at my new high school I wasn't even going to a school before."

**Young Person**

# Included

"I honestly don't know where we would be as a family if it wasn't for you stepping in - you've been a saviour."

**Parent**



# Young people's health and wellbeing improves

## 77% of young people reported improvements in wellbeing against SHANARRI indicators

Young people moving on from ADAPT support rated improvements in SHANARRI indicators. Their self-ratings at times fluctuate throughout their support as they become more self-aware and resilient, developing realistic perceptions of situations and steps to take towards positive futures. For example, feelings of inclusion may initially be rated highly however this may result from feelings of being included in a gang. Upon receiving support they can identify that this is not a positive situation and make adjustments to feel more positively included.

“If you hang about with certain people, you are more likely to do risky things”

Lucas, Young Person age 14

Families supported by ADAPT struggle to make ends meet. Dealing with impact of Covid-19, rising fuel costs, Christmas alongside their existing needs has seen peaks in anxiety for many with fractured relationships fraying further to breaking point. Our support not only benefited families emotionally but practically, preventing family breakdowns and supporting to improve health and wellbeing. We ensured families had access to **food, clothing and safe homes** they need to thrive. We worked closely in partnership with other agencies to access grants and funds to support families including housing support, reduction in rent arrears and other debts

Young people have faced risks to their health and wellbeing which our staff have addressed including self-harming, social media bullying, sexting, unsafe water activity, unidentified ASN. Actions taken by ADAPT staff to support young people include:

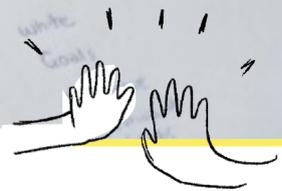
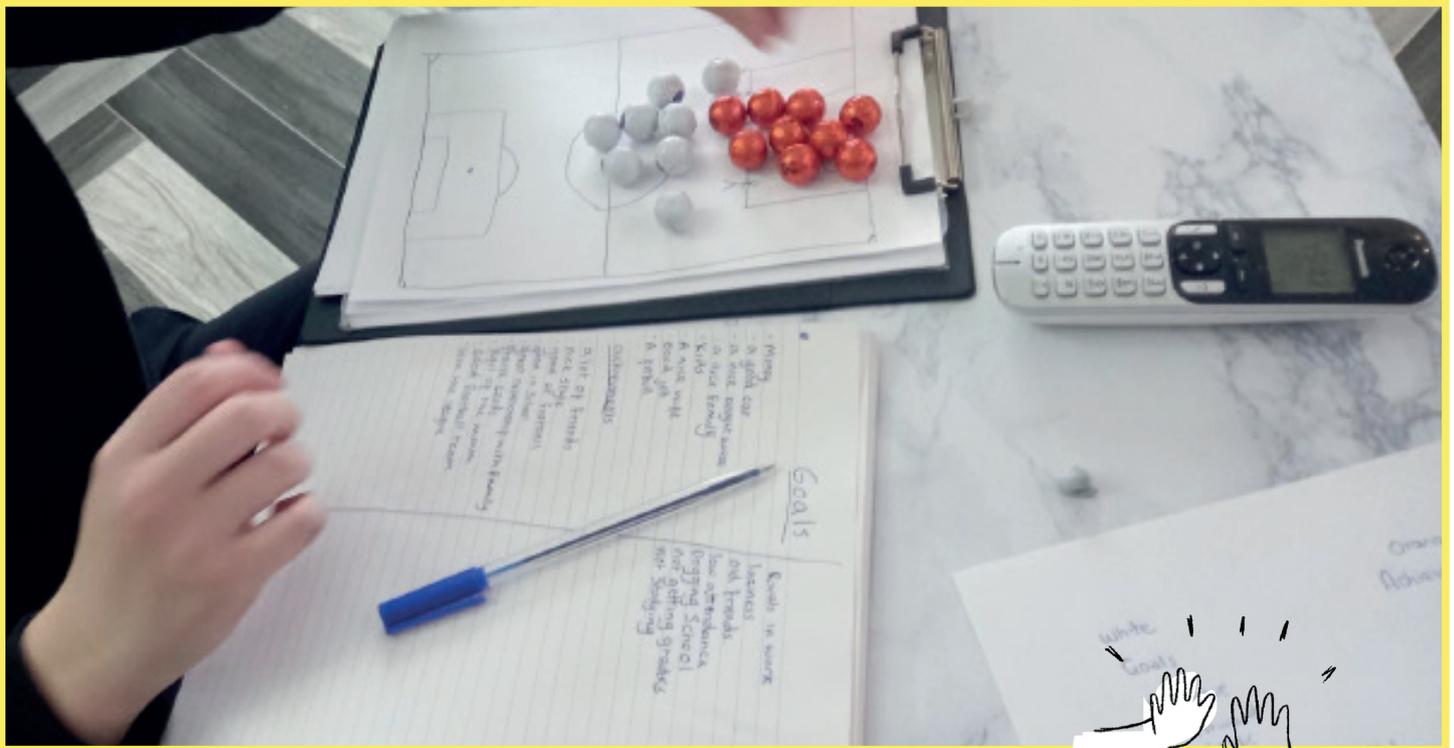
- 
- conversations on keeping themselves safe, understanding definitions of bullying, and boundaries from perpetrator and victim point of view
  - identifying where young people require specialist support to address unrecognised difficulties (autism, ADHD) and pushing for diagnosis with e.g. CAMHS whilst providing tier 2 mental health support to reduce harm.
  - development of water safety work to address cultural risk taking behaviours in West Dunbartonshire within Loch Lomond, River Leven and canals.
  - Successfully urging schools to refer young people to educational psychologist.

The ADAPT team utilise their local knowledge, networks and collaborate with local partners providing specialist and universal supports. They physically assist young people to access and engage with opportunity and additional supports of health and wellbeing. Examples include:

- **Intensive Youth Support Worker** – 3 young people, aged between 11 and 13 were referred due to their problematic use of cannabis, cocaine and alcohol. Staff worked collaboratively alongside a 6-week drugs awareness programme to support goal setting, thoughts, feelings, behaviours and attitudes and impacts to drug/alcohol use on young people and their families.
- **CAMHS** – Many young people's behaviours are caused/compounded by undiagnosed mental health/neurodevelopmental needs and unresolved anger management issues ASD. Our staff have recognised where these issues may exist and advocate for families in speaking to education and their GP and supporting parents to apply for assessment.



- **Leisure** – Staff take a nurture approach to introducing young people to new positive experiences within their communities and activity which is sustainable and affordable. Parents have said they feel that their child is safe with staff and trust their relationship. Knowing their child is supported to connect to positive opportunity allows them respite time to concentrate on their own or family members needs, take a break or even just time to do shopping.



## Helen's Story

Helen's story provides an overview of the scope of support the ADAPT team provide. Helen was referred to ADAPT where staff attend school Team around the Child meetings. It was identified that Helen's whole family were in critical need of support. Helen is dealing with the death of her father, the family spent time in a homeless unit, and she now lives between her mum and gran whose relationships have broken down. Her involvement in underage drinking and risky behaviour as means of coping had become problematic. Her school attendance was poor at 40%. She had previous suicidal ideations and a plan. Helen received support from CAMHS which included supported, and her work with includem empowered her, becoming more positive and reflective. She was supported to access SDS and has secured a place at college. Her brother and sister are now also accessing ADAPT for support with their workers having a contextualised view of the family needs.



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

**75% of young people successfully moving on from the project have been supported to maintain or improve attendance as self-reported and by parents and/or school.**

ADAPT gains most project referrals directly from schools. Staff have supported young people to overcome experiences of anxiety and settling back into routine after Covid-19. For many young people the blended online approach did not work and without the structure around them many have not engaged in schoolwork for the duration. Our intervention supports learning as well as desistance from offending behaviour.

“ ”  
“I am proud of my Dynamic Youth Award, that's really good" "I've got 13 merits in school"  
"I got an amazing French report, that was good cause it's not even my favourite subject"  
**Moving on reflection of young person referred to ADAPT upon picking up charges and getting into trouble within school and community**

Intended project referral routes were Youth Engagement Officers however this resource was removed from schools during Covid-19 and has yet to be fully reinstated. As such it was necessary to adapt referral routes to reduce impact on the project and ensure maximum support. The ADAPT team has worked extensively to build partnerships, project profile and referral routes and is now firmly embedded within West Dunbartonshire and recognised for its impact. ADAPT is connected to 5 Secondary Schools, 32 primary schools, local colleges, training and employment partners such as Skills Development Scotland.

All participants were identified as having difficulty engaging with school. Given the age of the young people involved in the project the primary focus of our support is to improve their school attendance, given the recognised link between poor school attendance and offending behaviour. With permission from the young person and their family, the staff worked closely with the pastoral care staff and Youth Engagement Officers in the school to promote good school attendance, engagement and behaviour

“ ”  
“Includem (ADAPT for CashBack) really does make a difference to the lives of our young people and this is abundantly clear in the young people themselves.”  
**Depute Head Clydebank High**

Our regular attendance within Team Around the Child meetings ensures we are best placed to work with young people and families who need our support most, reducing the risk of them entering the criminal justice or social services systems. For many young people referred to ADAPT, accessing education is challenging. ADAPT staff have advocated on their behalf to achieve appropriate educational input. This has included support to identify neurodiversity and additional support needs and achieve appropriate assessment and support and access alternative forms of education that meets their needs better.

Staff advocate in education for young people to reduce exclusion through negotiating manageable and supportive timetables. For example, Beth, who was in school based on two 45-minute classes per

week was actively asking for more classes as she felt more able and wished to be more included. We were able to advocate for school to increase this and support Beth with the transition towards a more inclusive increased timetable.

Staff have also mitigated other barriers to accessing education such as those created by the cost of the school day, provide support in the mornings to ensure attendance at school and provide in-school support to break up the young person's day or to encourage them to stay in school. We work with parents to support routines in the home providing young people with what they need to be emotionally ready for learning.

“ ” | “I get myself up and ready for school in the morning, my mum only really needs to shout on me once”

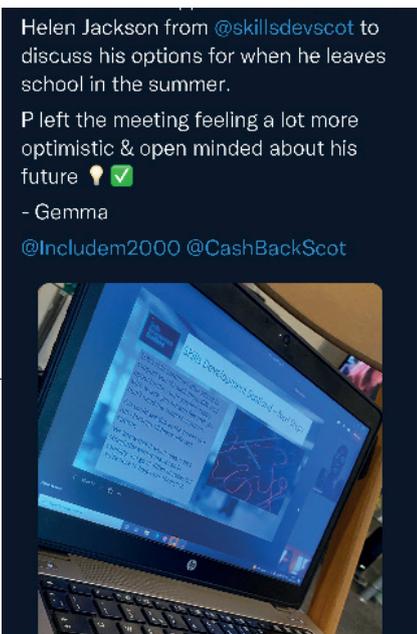
**23 young people have been supported to work towards their Dynamic Youth Awards across the whole project. Year 2 saw 15 achieve their award with others currently being supported to work towards theirs.**

For young people who rarely experience formal awards the Dynamic Youth Awards have formalised the progress they have made in achieving their goals through ADAPT, supporting their wider attainment. Support plans developed with young people ensure that they are linked into new opportunities to develop their talents and abilities again supporting their wider attainment.

Where young people are focussed on leaving school staff ensure they are equipped and prepared for future employment and training opportunities. We have built early engagement prior to leaving school with community training and employability partners such as Skills Development Scotland, and Street League taking a proactive future focussed approach arming young people with knowledge and community connections. Increased confidence and resilience was displayed in a young man's story picked up by the [Daily Record](#) in his goal to achieve an apprenticeship.

West Dunbartonshire young people contributed their voice and experience of school over Covid-19 to includem research [The School Experience](#) which called for schools to be underpinned by a children's rights perspective to ensure that children and young people can have their voices hear. We are currently working alongside Education Scotland to put our recommendations in place.

Staff support has prevented further suspension and reduced risk of expulsion for young people accessing ADAPT as attested by Depute Head Teachers and Pastoral Care teachers of the array of schools the project is engaged with. Although reduced risk of expulsion and improved attainment is difficult to measure we know from increased attendance at school and observations and feedback from teachers that ADAPT is supporting young people to achieve this outcome.



## Young people contribute positively to their communities

Within year 2 it continued to be challenging for young people to feel that they positively contributed to their community due to lockdown measures. However, those moving on from the project ultimately felt they had progressed in personal outcomes within their community. Support provided by staff and work carried out throughout includedem's A Better Life Toolkit saw all increasing feelings of being safe, respected, responsible and included upon exit.

After working with staff and building a relationship young people are challenged to view the context of their lives in the community. They become more aware of the impacts and risk upon their safety. Throughout the intervention staff work with young people to ensure that upon moving on they are in a position of safety, have reduced risk-taking behaviours, have the resources in place to minimise risk and supported to identify and embed coping strategies within their lives.

Young people engaging with ADAPT do so voluntarily. Their agreement to participate in the project shows an acknowledgement that their risk-taking and behaviours are having an impact upon their lives which they want to change. In choosing to spend time in their communities taking influence from pro-social role models and seeking out and exploring new areas of positive use of time and positive engagement with others they reduce their negative behaviour in the community and thereby contribute positively. Where necessary staff matched contacts with out of hours work to cover times which may be problematic for young people in their communities.

In connecting young people to their communities ADAPT has focussed upon three strands; safety; positive social activity and environment.

**Safety** - Where risk-taking behaviours have impacted upon community we have carried out targeted approaches to support young people to identify the impact of their behaviours and make positive change. This included focussed work with Scottish Fire and Rescue to address a disproportionate 13% of young people who were involved in fire starting, and water safety workshops and activity to address the tragically high rate of local water related deaths.

**Social** - Staff provided young people with many opportunities to engage in events, clubs, and facilities in their community which also led to many introducing peers to positive activity also such as skateparks, dance and driving ranges. We have also engaged whole families in positive activities together in the community providing time for fun and respite such as provision of leisure passes.

**Environment** - to encourage environmental awareness and contribution to community we organised a series of fun beach cleans where young people received positive community feedback from passers-by. Positive comments from their community had not been experienced before and led to a feeling of pride in their actions. We are exploring further environmental work including planting a tree for every young person accessing support in collaboration with partners such as the Woodlands Trust

Provision of a supportive adult in their lives who is not their parents has given many the freedom and confidence to explore opportunities which were perceived as unavailable to them. Building positive relationships with school and increasing family mediation and positive relationships has given young people the resilience and foundation to engage positively with their communities and feel more connected. It is difficult for them however to self-identify and verbalise progress in this outcome such as their contribution to community, increased motivation to positively influence what happens in their communities. We are working to make it easier for young people to contribute to this outcome in full understanding. Through our participation work with The Promise Team we seek to ensure that young people's voices are meaningfully captured in their support.

“”

"I'm honestly shocked at how open he has been with you, he doesn't communicate like that with anyone but I'm glad he can tell you things as I worry about him bottling things up. You've done wonders for him".

Gran

## Young people are diverted from criminal behaviour or involvement with the criminal justice system



**96% of young people for whom criminal behaviour had been a problem had reduced antisocial and/or criminal behaviour and felt less inclined to participate on moving on from the project.**

“”

"I've hurt a lot of people by what I've done. It doesn't end well (crime being a useful way to get what you want). Crime can be exciting but it's not good and not worth doing. I'm getting a bit better at not giving in to temptation. People can change and not be criminals anymore. Just because someone f\*\*\*s up doesn't mean they are a f\*\*k up."

Amy (anonymised), age 14

We have found schools are often aware of charges picked up by young people before Whole Systems approach are. Staff regularly consult with pastoral care teachers to ensure a contextualised response is taken to the young person. Our closely developed relationship with schools mean we are made aware of police notes of concern prior to referrals being flagged up from Early Intervention. This means **ADAPT has now secured a position in West Dunbartonshire of being one of the first ports of call to provide support to young people whose behaviour is of concern to Police and schools.**

ADAPT staff are trained in restorative practice and are creative in responding to arising need and issues which may put young people at risk of offending. Staff provide positive role modelling to young people on the project and work to reduce risk-taking and anti-social behaviour. For many, their relationship with staff provides a missing supportive consistent positive relationship.

Through including 'A Better Life' modules, coaching conversations and tools such as Crimepics we challenge moral judgements and build young people's skills and awareness in elements such as impact on victims, understanding their responsibility, consequence to self and others, empathy, who they are a role model to i.e. younger siblings. Crimepics is a tool carried out alongside YP at the beginning and end of support for those involved in anti-social behaviour.

We worked with young people in year 2 to take stock of what is happening in their lives leading to them becoming involved in antisocial behaviours. We explore and address the underlying causes and consequences of anti-social behaviour such as poverty and trauma with young people and families.

Where specific patterns emerge such as gang culture within Balloch staff direct support to target these areas. Taking this as an example staff carried out focussed work to reduce risk through breaking the pattern via support visits booked for hot-spot times, A Better Life modules, use of Crimepics to reflect on gang activity, future plan, recognition of impacts on self and others and supporting to access positive activity such as boxing. A young person described this as a game changer for him. Supporting him to practically access classes as his mother could not was a positive use of his time and he voiced that it helped him to manage his anger. To address gang fighting and drug and alcohol use we are working collaborative with Police and the local Intensive Youth Support Worker to carry out a focus group and awareness sessions.



ADAPT aims to ensure young people referred to the service prevent being allocated a social worker and steer away from entering the children’s hearing system. Social work in West Dunbartonshire acknowledge includem’s strong and extensive history in youth justice and at times contact the service to intervene with a young person before they get caught in the system.

Staff are creative in responding to arising need and issues which may put young people at risk of offending. Through our relationship-based approach we have supported young people to engage with specialist workers e.g. drug/alcohol support, CAMHS. For some young people their behavioural issues may have been the result of suspected undiagnosed neurodiversity needs such as ASD or ADHD. Our staff have liaised with those around the young person to access assessment and understand the context of the young person’s life, taking a Whole Systems approach.

Peer influence plays a large factor in anti-social behaviour and encourage positive peer development through local prosocial activity. Mia\*, age 12, and her family had to move home due to involvement in criminal proceedings. She has witnessed domestic abuse and struggles to make positive choices, truanting, absconding, self-harming, getting into fights, riding the trains. School referred her to ADAPT concerned that she would eventually be charged by police or trapped in a dangerous situation. Our focussed support has led to Mia engaging with school, no longer truanting with a knock on effect of her friend no longer truanting as a result.

We continue to strengthen our collaborative working alongside community partners such as police and social work to reduce risk of involvement with the criminal justice system. Our relationship with the local Police Constable has developed regular contact with the project and provision of advice to young people and staff alongside development of new police referral routes.

“ ”

“People can change, but they need to want to and get up and make a difference... people need support to change. I didn’t think there were victims of my crimes but now you’ve got me thinking... there have been victims. I can say no to my friends and other people. I am going to stay out of trouble with the police.”

**Reflections of Lucas**



# ADAPT Whole Family Support

Includem is committed to keeping families together. Our partnerships and connections with education, social work and youth justice in the area confirm that ADAPT fits a gap in West Dunbartonshire in joint support for young people and families. Our approach has been welcomed and identified as an effective bridge between children, young people and their families, school, and community. Our provision of a framework of early intervention support is effective in reducing further involvement with social and justice systems.

**ADAPT supported 93 young people and families since initiation until 31st March 2022, 93% of which accepted family support. As a minimum we estimate the project has directly benefited 186 individuals** assuming at least 1 parent/carer/family member supported, although total beneficiaries are great when whole family is considered. Alongside each young person being allocated an average of 2 contacts per week, 2 contacts are also provided with family/carers (physically or digitally) with flexibility in frequency should a young person be going through particular crisis. In line with The Promise principles, we define and provide support to family being anyone who the young person identifies as such within their lives (e.g. parents/carers, brothers/sisters, grandparents, aunt/uncle, peers).

Principles of includem family support			
✓	Community Based	✓	Holistic and Relational
✓	Responsive and Timely	✓	Therapeutic
✓	Work with Family Assets	✓	Non-Stigmatising
✓	Empowerment and Agency	✓	Patient and Persistent
✓	Flexible	✓	Underpinned by Children's Rights

Our staff are trained in a number of family support approaches, utilising our **'Working With Families' module** from our bespoke organisational toolkit **'A Better Life', Solihull Approach and Restorative Practice. 72% of work involving A Better Life included our 'Working With Families' module** which develops skills in families to identify and respond to needs. We worked with families to achieve better outcomes for their children which led to improvements in parent/care and wider family welfare, through lowered stress, better health and more confident parenting.

We have demonstrated that for families who face challenging and complex need who are the furthest from the services and support they need it is flexible services like includem's that can help them to overcome their challenges and make lasting changes. ADAPT engages with young people and families who other services have difficulty engaging with, supporting to overcome barriers to support including stigma of poverty and of children and young people misusing alcohol and drugs and in conflict with the law.

Our support is provided on a **relationship based, rights respecting and trauma informed** approach around families strengths and needs. By working closely with the family to better understand their needs we plan support in a way that works for them (they are part of planning their own support and we can work to address any barriers e.g. geography, work commitments). We determine with families what this looks like for them. Support visits are planned for times and locations suitable to family needs. Where children, young people or family members may not initially accept support as

it may not be the right time for them our 'stickability' means we persevere in offering support to those in the family who engage until those who are reluctant have confidence in our service.

West Dunbartonshire families participated in our '[Voices' research of families' experiences of services and poverty](#) telling us that the circumstances faced by families are often complex. Too many working families face a daily struggle living in poverty, with the additional burden of stigmatisation and feelings of shame. For families who have experiences of substance abuse, past trauma, the challenges of neurodiversity, domestic abuse and/or online exploitation, finding the right support in this complexity can be challenging. **ADAPT builds on family strengths through trusting relationships which help to navigate the complexity.**

We supported families who recently found themselves in poverty through Covid-19 who had not previously had to access support systems. We found stigma and lack of knowledge of how to traverse a complex care system problematic for families. Our staff assisted to declutter this landscape and connect people with the right support for them when needed most in areas such as finance, education, housing, mental health. We supported families to access foodbanks and crisis grants and were successful in several funds such as Barclays 100x100 fund, and Scottish Government Whole Family Wellbeing Fund to support families practically to purchase essentials and address fuel debt and rising living cost impact.

We linked parents in with community partners for sustainable supports such as:

**Women's Aid** – a mum who hadn't previously disclosed domestic abuse was supported through the trusted relationship developed with staff to engage with support workers providing the support she needs.

**Working 4 U** – a mum whose partner recently died found herself and son without income as previously relied on partners carers allowance. Our holistic support helped her and her son to gain benefits they were entitled to but had no knowledge of and gain support grants whilst coping with the impact upon their mental health.

**NHS** – encouraging families to go to the GP and supporting access for issues with themselves and their children, struggling with mental health, sexual assault and unaware of where to turn to and that help could be sought through GP

**Additional Support Needs:** supporting families to gain knowledge of support entitlements, understand processes and pursue diagnosis for children with ASN

Many young people accessing ADAPT do not live with their biological father and are from single parent families. Through our family work and mediation staff worked with separated parents to ensure continuity of relationships and consistency of care and guidance. ADAPT provided supported to young people living with their gran or aunt as parents were unable to provide support due to poor mental health, addictions, prison, bereavement. Covid-19 has increased the necessity for wider family work therefore, it is essential that our project maintains focus on family and intergenerational support as much as that with young people.

“ ”

“I don't have to be superwomen all the time - I always feel I have to be a strong person so people don't think I'm weak. But now being able to get things off my chest - I'm not so angry - I'm not so nippy and a lot of the anxiety has went away too - opening up about everything.”



## John's Story\*

*\*Names anonymised to protect identity*

John was 14 years old when he was referred to includem's ADAPT for CashBack project by his school. This was after John was caught by the police in possession of cannabis in public and he was also not attending school on a regular basis.

When includem's ADAPT for CashBack team started working with John, they realised there was hardship within his family. His father died when he was young, overdosing in front of John in the same room. His younger brother also suffers from severe autism, resulting in anger management issues and sometimes violence. The family home also wasn't suitable for all, especially his younger brother. Overcrowding meant members of the family were sleeping on the floor or on old mattresses.

This situation took a toll on everyone in the house but especially John's mother who suffered from poor mental health and found it difficult to support the family alone. This was on top of the caring responsibilities she had for John's younger brother, which were made more strenuous due to the lack of support from external organisations during the COVID-19 pandemic.

The includem worker began to work with John, his mother, and to support the whole family. John displayed signs of low motivation. There was a lack of desire and ambition. John had a bleak outlook on life. He also struggled with communication, both to his mum and his family. He was very angry and often ended up locking himself in his room.

John also had grown up around drugs in his life. It was seen as socially acceptable and he was exhibiting risk-taking behaviours involving edibles and unsafe practices on purchasing drugs. For John, this was part of his lifestyle.

After building trust with their includem worker, John worked through several different learning modules of includem's A Better Life toolkit such as 'Managing my Emotions', 'Drugs and Alcohol', and 'Offending & Risk taking'. They also worked with John to build up his self-esteem and confidence.

Towards the end of the support with includem, the worker outlined the benefit of extending this support beyond six months. While John had initially rejected the idea, he started working on his Dynamic Youth Award (DYA). This allowed John the time to complete this with support from includem. The worker also identified alongside John his interest in becoming a chef, so they focussed the DYA around this where possible and John's school attendance also improved as a result of support.

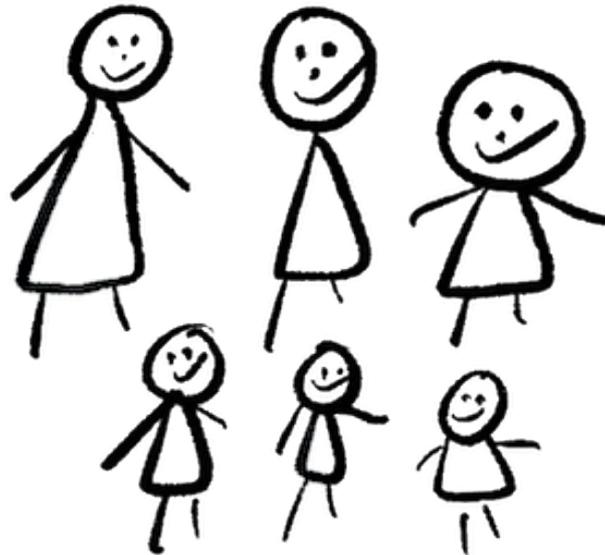
The includem worker supported John's mother with emotional support and regarding the family's financial security i.e. how to budget. This included linking her up with a local organisation, Working4U, which helped with budgeting plans and benefit support. Thanks to support, John's mother was also able to get suitable part-time employment as a cook within a local school. This meant shift patterns were better aligned for both mum and her family.





Includem also supported the family financially through the Young Person's Fund. This meant that rent arrears could be paid and that new beds and bedding could be purchased for the family. This left the family almost debt free after the support ended and in a much better standard of living.

The support provided by includem created long term change for John and his family. He has taken the tools and guidance from his worker and is excelling within the community. Due to his active participation with a local sports club, John is exhibiting positive physical health. He was also praised by a local business online after offering to help with work at the last minute. His attitude and work ethic were so highly praised that the business offered further support to help secure John an apprenticeship. John has now been taken on as a 'Joinery and Fabrication' apprentice.



# Partners

We provide a bridge between young people, family, school, community ensuring all have awareness of the contexts of young people's lives, understand reasons for behaviours and opening the doors to effective holistic support. We know signposting doesn't work for many young people and families and ensure that we support transitions and access into community and specialist support and opportunities, maintaining engagement and settling within and reflecting any barriers to access and engagement back to providers to ensure community capacity building in existing supports.

Feedback from stakeholders within schools, and community including emergency and specialist services (drug/alcohol, mental health support) tells us that wider networks have also benefitted from the work of ADAPT. Although not a measurable output this additionally increases the number of indirect beneficiaries of the project.

“I genuinely feel that the combination of support that you are able to offer to both the young person and their family is filling a void in the system at present that either seems to be for the young person or for the parent but rarely for both. “

**Depute Head Teacher, Vale of Leven Academy**

We have focussed upon strengthening and developing relationships with referral partners, community organisations and services for the holistic support of both young people and families. This is to ensure that young people in need receive our support, specialist support when required and that them and their families have established sustainable connections within their communities. These include:



Children, young people and families accessing ADAPT have also benefited from the generosity of community partners Terasaki who donated Christmas presents for the second year running alongside funds from Arnold Clark and Tartan Army Children's Charity. We were also able to support families with basics such as food, utilities, clothing, from additional funding secured to do so.

# Evaluation



Includem has partnered with Matter of Focus to act as an evaluation partner and critical friend throughout the delivery of the ADAPT for CashBack programme.

In this role, Matter of Focus is supporting the team to develop a robust theory of change for the programme which creates an evaluation framework for tracking progress, learning and improving.

Over the projects 3 years, Matter of Focus will work with includem to systematically review project data against three pathways for change:

- Supporting young people at risk of offending and their extended families
- Connecting and including young people and their families in their community
- Embedding this approach in West Dunbartonshire



Matter of Focus will act as a critical friend to support includem to learn from their evidence on the programme and improve. Matter of Focus will also produce reports summarising progress towards outcomes as well as learning and development brought out by the programme.



# Participation



Includem prioritise inclusion of the voices and experiences of children, young people and families in developing and improving services. We are committed to keeping The Promise and have worked alongside the Promise Team to embed participation within the organisations culture and practice. In West Dunbartonshire, young people have contributed their voice to our research including helping us to understand what will make school better for them as part of diverting them from antisocial or offending behaviour. We are working with Education Scotland to realise the recommendations of our [Voices report](#) drawn from their experience.

We have developed a strategic objective to ensure that mechanisms are in place to support participation. Strategic objective: *Ensure children's rights are protected through direct participation and engagement and by amplifying their voices to influence national, local and organisational decision making.*

**Young people and families engaging with ADAPT support also influenced:**

- Includem's [response to Ofcom's call for inputs](#): Review of measures to protect people in debt or at risk of disconnection. The case study used was from West Dunbartonshire CashBack team.
- Our '[NEEDS NOW](#)' [Manifesto](#) amplifying the voices and insights of children, young people and families about what they think their local area needs now, including exploring the concept of 20-minute neighbourhoods. They call local councils to action to become catalysts and leaders for change.
- Our [National Planning Framework consultation response](#) which called for children and young people to be included in planning and recognised as experts by experience.

# Outcomes

The table below provides data reported on for individual participants. Our model aims for an average period of support of 6 months. Evaluation is taken upon an entry baseline, review and moving on evaluation to capture any progression in the young persons personal development and reduction of situations of risk. Covid-19 initially extended this period however we are now back on track with young people receiving an average of 6 months support duration. Some young people have also been able to achieve progression in a shorter time frame.

In year 2 81 young people and families engaged with the project. 51 of these moved on with 30 continuing to receive support in year 3. Of the 51 moving on 44 successfully reported on the outcomes they achieved through the project. We have been unable to report upon outcomes met by 7 moving on this year who chose to disengage early with the project.

The following outcomes were achieved by the 44 young people moving on from the project in year 2. We set a target of 75% reporting improvements in these areas. As reflected previously, due to Covid-19 and the marginalised nature of young people accessing ADAPT Outcome 5 continued to prove difficult for young people to identify and self-rate their progression. Covid-19 saw communities shut down removing opportunity to link people into their communities. Additionally, although young people were supported to reengage with school, connect into community opportunity and activity, and increase their safety within their neighbourhoods the concept of rating contribution to community and perception of neighbourhood for example is difficult for young people to understand and place a value upon.

Outcome	No. of Young People (YP) in Year 2	% Reporting Positively in Year 2	No. of Young People (YP) Year 1&2	% Reporting Positively in Year 1&2
<b>Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour</b>				
Young people report increased confidence	36	82%	42	86%
Young people report they are able to do new things	42	95%	48	98%
Young people feel more resilient	36	82%	44	90%
Other stakeholders report increase of confidence and resilience		90%		95%
Young people report positive supportive networks	33	75%	39	80%
Young people report positive changes in their behaviour	32	73%	39	80%
Other stakeholders report perceived positive changes in the behaviour of young participants		80%		90%
<b>Outcome 2: Young people develop their physical and/or personal skills</b>				
Young people report an increase in their skills	7	86%	43	88%
Other stakeholders report skills increasing in young people		80%		78%



<b>Outcome 3: Young people develop their physical and/or personal skills</b>				
Young people improve wellbeing against SHANARRI indicators	34	77%	38	78%
Other stakeholders report perceived increases in SHANARRI indicators		90%		95%
<b>Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)</b>				
Young people will improve school attendance	33	75%	39	80%
<b>Outcome 5: Young people contribute positively to their communities</b>				
Young people feel their contribution, links with communities and social interaction are improving	27	61%	31	63%
Other stakeholders perceive that young people's contribution, links and social interaction are improving		50%		75%
Participants perception of their neighbourhood improves	23	52%	27	55%
Participants have a heightened sense of belonging to a community	26	59%	30	61%
Participants have increased motivation to positively influence what happens in their community	21	48%	24	49%
<b>Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system</b>				
Reported anti-social behaviour and/or criminal behaviour may reduce in area concerned	28	100%	32	94%
Young people report that their own participation in anti-social and/or criminal behaviour has reduced	27	96%	32	94%
Young people feel less inclined to participate in anti-social and/or criminal behaviour	26	93%	32	94%



# Communities Supported

Community	No. of Young People
Airdrie	1
Alexandra	14
Balloch	1
Bonhill	3
Callander	1
Castlehill	2
Clarkston	1
Clydebank	31
Dalmuir	2
Dumbarton	21
Faifley	1
Gartoharn	1
Gorbals	1
Hardgate	1
Milton	1
Old Kilpatrick	1
Parkhall	1
Renton	4
Rosshead	1
Tullichewan	1
Whitecrook	2
Yoker	1





### Debbie's Story\*

*\*names have been anonymised to protect identity*

Debbie is 15 years old. She was referred to includem's ADAPT for Cashback project by her Pastoral Care teacher over concerns about her anti-social behaviour in the community which included under-age drinking and assault of a police officer. Debbie's school attendance was also suffering as a result, and she was slowly becoming a school refuser. On her referral to includem, Debbie was upfront about her poor mental health and wellbeing and also disclosed to her support worker that she had had suicidal thoughts.

Debbie's home life was turbulent. Within a 7-month period, Debbie had experienced the loss of her nephew, her mum's partner and her dad (non-biological). She had also spent some time in homeless accommodation, she now stayed with her step-gran which cause conflict with mum over lack of boundaries. Her relationship with her family were strained due to both sides of the family (her mum and stepdads) not getting on with conflicting views on how Debbie should be raised (her mother's side of the family being from the travelling community and her dad's side not). Debbie also had a strained relationship with her biological father who was in and out of rehab.

All of this played a part in Debbie's poor mental health and wellbeing. The deaths of three loved ones in such a short time had left her with a feeling of 'which loved one would die next'. This in turn impacted her ability to focus on school due to over thinking and her lack of self-confidence and motivation - instead using avoidance and other measures such as alcohol as coping measures.

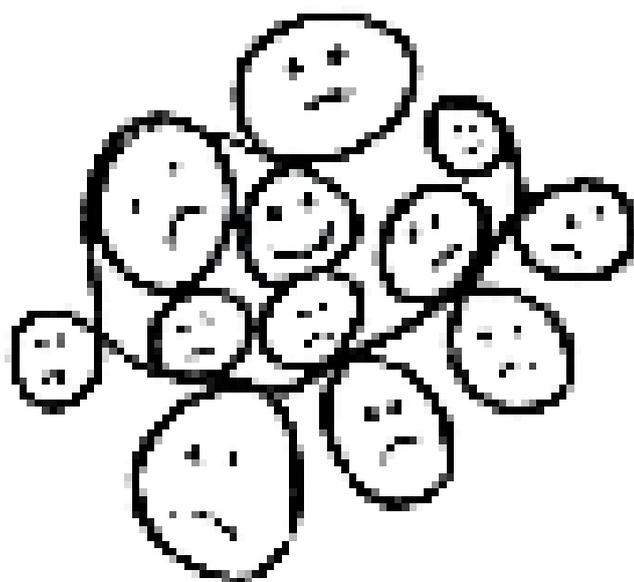
The ADAPT for Cashback team met with Debbie twice a week. During these support sessions, Debbie completed the A Better Life module 'People in my Life' to work on her communication skills. The team also used the 'Education, Training and Employment' module to support her future goals/career interests, linking in Debbie with the Skills Development Scotland (SDS) Careers Advisor. With guidance from includem's National Childhood Bereavement Coordinator, the team were also able to link Debbie in with specialist bereavement support. The team would also accompany Debbie and her siblings to school to encourage her attendance and out in the community to engage positively with her local resources. Through the Dynamic Youth

Award scheme, Debbie successfully attained an SCQF Level 3.

The team also supported the family, ensuring everyone was on the same page to encourage Debbie to attend school and to help with her mental health and general wellbeing. Debbie's support team were also delighted to be able to secure tickets to a home Celtic FC match for the family – something their dad had promised to take them too but sadly never got the chance too. These tickets were able to bring the family together and to remember their dad is a special way.

Over the course of Debbie's support with includem's ADAPT for Cashback, her attendance at school slowly increased with her support officer working with the school to change her timetable and to remove subjects she didn't like. Debbie has also received no further charges and has stopped her anti-social behaviour in the community. The team also liaised with the school and Social Work to make referrals for Debbie's siblings given the progress made with Debbie. In all, Debbie's mental health and wellbeing has also increased.

With includem and SDS support, Debbie completed a personal statement and college application. Includem supported Debbie to purchase new clothing for her college interview and she was delighted to have been accepted to study Hair & Beauty starting in January 2022.





"I would just like to say thank you for the support includem has provided for some of our most vulnerable young people this term. Your referral system was so simple and easy to complete and your response and allocation of worker so prompt that there was no down time in getting support to those who need it most. I have found it hugely supportive to be able to contact the individual worker of each young person to discuss strategies, additional support, link with parents/guardians and so on. The pupils and parents that I have spoken to have also been hugely appreciative of the support that they have been offered.

"I genuinely feel that the combination of support that you are able to offer to both the young person and their family is filling a void in the system at present that either seems to be for the young person or for the parent but rarely for both. Your combined service has ensured that the school, young person and parent are all working towards a common goal and understand the priorities and strategies to use, this makes for a much more joined up way of working.

"The feedback that I have had from both parents and young people has been so positive, including improving the parent and child's relationship which in turn has re-energised the parent's willingness to work with the school to support their child."

**Depute Head Teacher, Vale of Leven Academy**



"Working with includem (ADAPT for CashBack) has proven to be highly effective to-date, with a strong partnership evolving between the Includem team and Clydebank High School. The service offered by includem is high quality and outcome focussed for the young people as individuals. In the main, I link with the ADAPT for Cashback Community Engagement Manager and communication is always timely, professional and productive. The service on offer by includem is invaluable in supporting both young people and their parents/carers, with a range of opportunities and supports on offer. Young people at Clydebank High School who work with includem have nothing but positive praise for the service and support they receive.

"Our young people have commented on the fantastic rapport they have established with their includem Support Workers and they really look forward to spending time with them. Includem (ADAPT for CashBack) really does make a difference to the lives of our young people and this is abundantly clear in the young people themselves. We are very thankful for the opportunity to work with includem."



**Acting Depute Head Teacher - Clydebank High School**

“I have found communication with includem workers effective. They have always been prompt when responding, always responding to emails and phone calls. I believe their service is incredibly beneficial as it is evident that all students who have an includem worker speak very highly of them and extremely positive relations. All workers have always supported the school however they can by working together. For example helping with literacy and numeracy at home to help bridge the attainment gap that these students face.

“I worked with Rachel from includem and found her to be really keen and supportive of the young person. She has offered to support him with this learning and worked really well alongside the school.

“Includem have been invaluable in supporting some of the most vulnerable young people on my caseload. One of my caseload was engaging in risk taking behaviours in the community and Georgina was able to take on a supporter role with them. Over the weeks they built a rapport and my young person began to open up about their feelings and why they think they were behaving in the way they were. I have no doubt that includem have played a significant part in helping my young person reflect upon and recognise their behaviours, and to think about positive steps forward. I would recommend includem as a valuable support service.”

## Pastoral Care Teachers - Clydebank High School

“Well all I keep being told, like before lockdown, was how much his behaviour was getting worse in school. He tries to stay off quite a lot and I never know whether to believe he's sick or not.”

### Parent reflection



“He doesn't really get angry as such, and if things happen at school that he's not too happy about, he always phones me for support or just to tell me.”

### Parent reflection (on exit from the project)





April 2021 - March 2021		Actual	Budget	Variance
<b>Project Activity</b>				
Salaries	£	174,320	183,766	-9,466
Staff Travel/Mileage	£	12,833	18,147	-5,314
Participant Expenses	£	20,938	17,640	3,298
Staff Induction and Initial Training	£	3,000	3,000	
Staffing Costs Other	£	992	990	2
Recruitment	£	2,650	2,450	200
Staff Continuous Development and Training	£	1,661	4,503	-2,842
Postage and Stationery	£	852	850	2
Sundries	£	1,693	6250	-4,611
IT and Mobile Telephone Equipment	£	<b>1,845</b>	<b>1,000</b>	<b>845</b>
<b>Total Project Activity</b>	<b>£</b>	<b>220,730</b>	<b>238,596</b>	<b>-17,866</b>
<b>Other Project Costs</b>				
Management and Marketing	£	26,500	26,500	
External Evaluation	£	7,920	8,334	-414
<b>Total Other Project Costs</b>	<b>£</b>	<b>34,420</b>	<b>34,834</b>	<b>-414</b>
<b>Total Expenditure</b>	<b>£</b>	<b>255,150</b>	<b>273,430</b>	<b>-18,280</b>

Overclaim from 2020/21  
Totals adjusted for year 1 overclaim

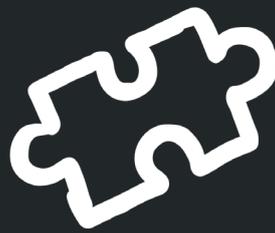
-7,785  
247,365

-7,785  
265,645





*The ADAPT for Cashback project Arts & Crafts workshop in 2022*



**includem,  
Unit 6000,  
Academy Office Park,  
Gower Street,  
Glasgow,  
G51 1PR**