



includem 

ADAPT for Cashback

(West Dunbartonshire)

Annual Report

2022/23



hello

Includem have successfully delivered year 3 of Phase 5 of the Cashback for Communities partnership in its commitment to supporting Scotland's Young People. **This is the final project report.**

ADAPT supported 69 children, young people and families since the 1st April 2022 to the project's conclusion on 31st March 2023, of which 51 moved on successfully during this period and 18 were continuing to receive support until such time that it was safe for them to move on.

With the impact of COVID-19 on the establishment of the project and its referral routes, it was agreed that the original targets of provision for 250 young people and their families in West Dunbartonshire across three years needed to be revised to an amended target of 190. Over the course of the three-year project, a total of 162 young people and families (85%) were supported.

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

- 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 children and young people need to make positive changes in their lives, and inspire a more hopeful future for children, young people, their families and communities.

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

“ ”

“Before includem came along, I was screaming out for help and no one listened. I feel heard now, includem has been worth its weight in gold.”

Parent

Memories from 2022/23



Green Project Launch 2022



Planting Trees in early 2023



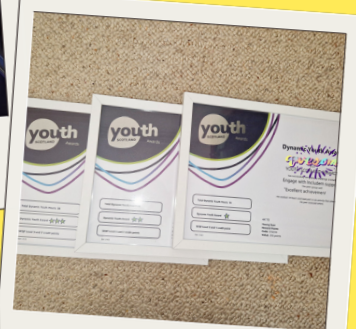
Visit to Parkhead



Christmas presents from Terasaki



Bowling



Just some of the Dynamic Youth Awards from 2022/23



Groupwork session with Police Scotland on substance abuse

Who we have helped:

The following data refers to the 3 year culmative information.

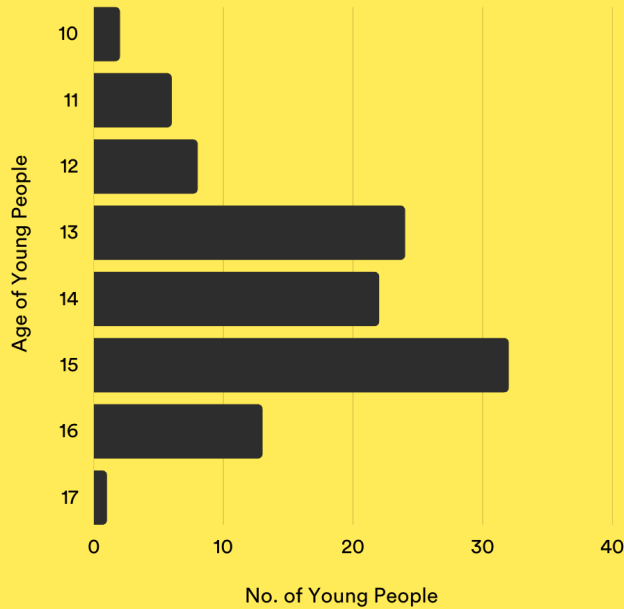


Figure 1: Age of project participants

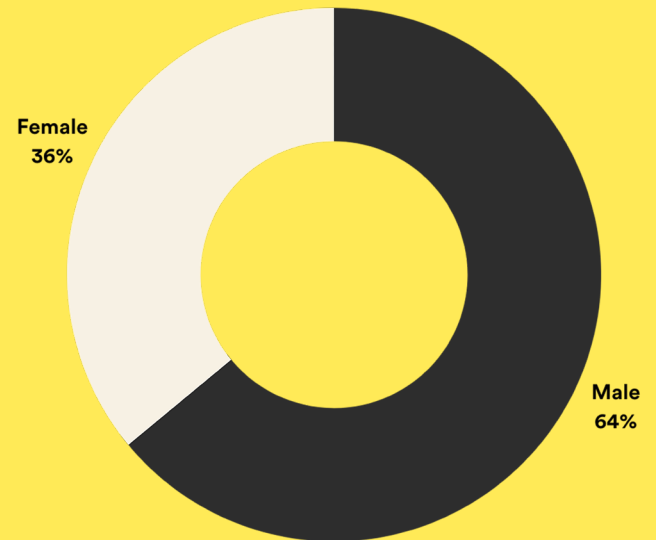


Figure 2: Gender of project participants

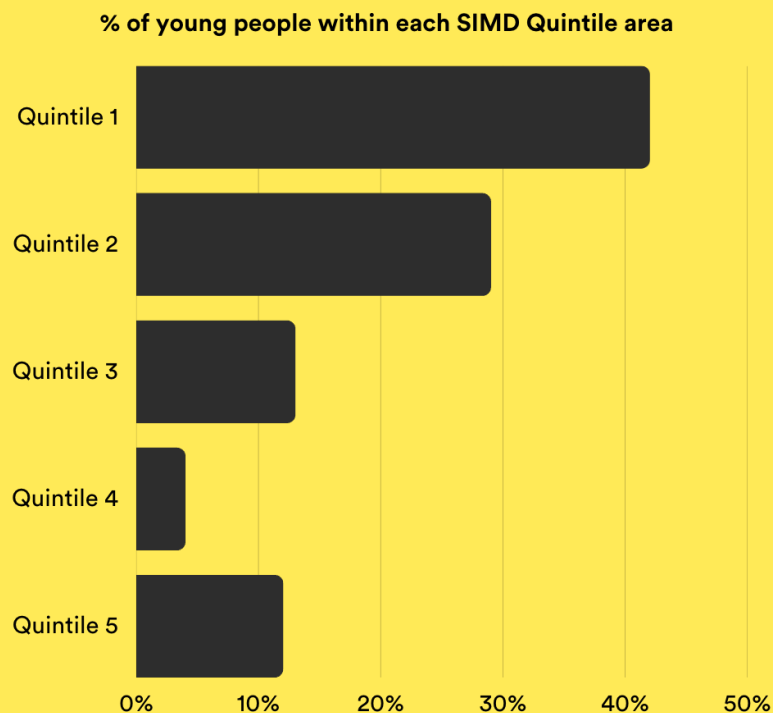


Figure 3: Deprived Areas Reached - 42% of young people supported lived within the 20% most deprived areas of Scotland.

162

engaged with the
project in year three



On average
84%



successfully achieving
personal outcomes and
moving on from support



55

young people have
achieved their
Dynamic Youth Aware



25

average duration
of support

weeks



46

longest period
of support

weeks



What we aim to do



ADAPT took an early intervention approach to supporting children and young people who were most at risk of offending or of entering the justice system. We worked with schools, criminal justice services and social services to identify children and young people who would benefit from our support. We then engaged with the child or young person and their family or carer to develop a tailored package of support, specific to their needs. Using a relationship-based and trauma informed approach we used rights-respecting, restorative practice and support to achieve positive results.

ADAPT assisted children and 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 children and young people had the best opportunity to consolidate change ADAPT also provided support to the families of each child and young person through our whole family holistic support.

ADAPT supported 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 were:

- The project would 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 would 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 would 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 would be supported in developing their relationship with the young person, therefore further reducing the risk of continuing offending.
- Includem ADAPT for CashBack would work closely with Police Scotland, Social Work statutory services and community-based partners.



The CashBack team during their Seeds of Hope tree planting session in Ben Lomond, Summer 2022

Through our engagement with children and young people we supported their development of consequential thinking which enabled them to make positive decisions and become a valued part of their community. Supporting families/carers to develop their confidence in supporting the child or young person to grow and develop, helped to sustain the changes they were making. Strengthening intergenerational family and caring relationships are known to reduce offending and have a positive impact on the wider community. The project was voluntary.

An initial barrier for children and young people was supporting them to understand why our support was offered and the benefit it could provide to them. Our skilled staff were quickly able to build engagement through creativity, persistence and developing trusting relationships.

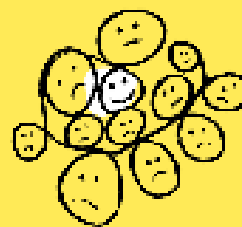
The majority of ADAPT referrals came from education. These regularly had an emphasis around concern of risky behaviour in the community which may have lead to offending or other problematic destinations. Examples included anti-social behaviour including carrying of knives and lighters with intention to set fires, young person & parental poor mental health, domestic abuse, absconding, risky sexual behaviour, drug and alcohol misuse. Through our relationship with schools, we were able to gain details of police concern reports which the police lodge directly and exclusively with the school.

“ ”

“I enjoyed it like, I didn’t think it would but it’s been good and you’ve been sound. Thank to you, I’ll finish school and college now. I’ll think of you when I’m making big P’s (money) in my future job.”

Young Person supported by ADAPT

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

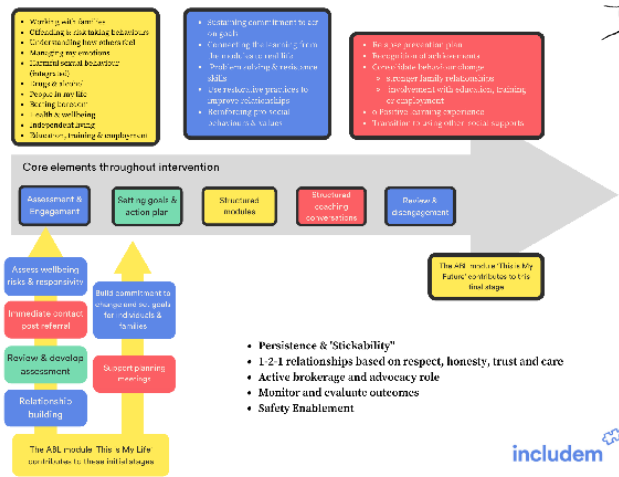
We're on Your Side



includem's model

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

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

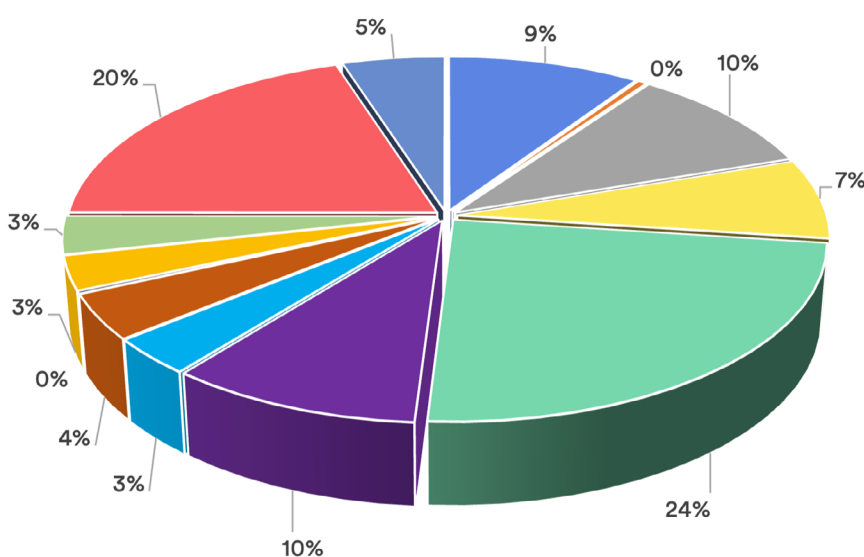


Click on the images.



A Better Life modules used with children and young people in year 3

A Better Life Modules Engagement

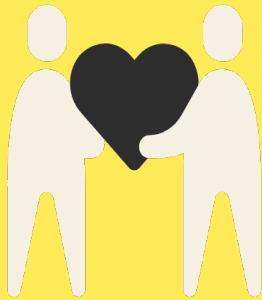


- ABL1 This is my Life
- ABL10 Independent Living
- ABL11 Education, Training, Employment
- ABL12 This is my Future
- ABL13 Family Work
- ABL2 Offending & Risk taking
- ABL3 Understanding Others
- ABL4 Managing Emotions
- ABL5 Sexually Harmful Behaviour
- ABL6 Drugs & Alcohol
- ABL7 People in my Life
- ABL8 Beating Boredom
- ABL9 Health & Wellbeing

How we do it



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



Children, 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 time



Children, young people have access to support face-to-face support. We support them specialist and community receive additional

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. Children and young people are connected to activity in their community around their interests.

Improved health & wellbeing



Children and 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 & employment



We act as a bridge between people, families, schools and their community, so that they can improve attainment at school, access specialist long term services



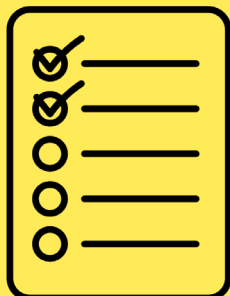


Support at the right time



Children and families receive support 24/7 through our Helpline. We work with children and young people to engage with community services to provide additional help.

Stickability



We stick with children, 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 children and young people learn how to manage their emotions, understand how others feel, and build belief in their ability to change.

Building employability and support options



We work between children, young people, schools and agencies in the community to ensure that the young person has the support and engagement at all times and link to services and supports.

Contribute to communities



Children, 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



Children, 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 built their confidence and resilience, benefit from support networks and reduced risky behaviour

97% of young people exiting felt increased confidence, resilience and more able to do new things

“ ”

"You nurture me, I was being a wee bam honestly before I met you, and you have helped. I'm doing class now."

Young Person

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

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

We used our model of support alongside a whole systems approach. This allowed for a contextualised view of the child, young person and families life, with ADAPT acting as the bridge between the child or young people, families, schools and agencies in their community. This enabled a joined-up holistic approach where underlying reasons for behaviours and barriers were understood and supported collaboratively allowing the child or young person to improve attainment and engagement at school and access and successfully engage with specialist support when required.

“ ”

"Thank you so much for all the incredible work you have done with [them]. I can notice a huge difference in [them] and [they] seem to have a much more postiive outlook with regards to school and behaviour."

Education Staff



Young people develop their personal and physical skills

Many children and young people engaged with ADAPT struggled with physical and mental health exacerbated by boredom and related risky behaviours. They struggled with the related impacts of poverty such as bereavement, drugs/alcohol, crime. Research widely evidences the connection between boredom and risky behaviours. The opportunity through ADAPT to have fun positive experiences increased motivation and aspiration to reach their potential. Children and young people moving on from includem support confirmed the benefit of connecting to sustainable positive activity.

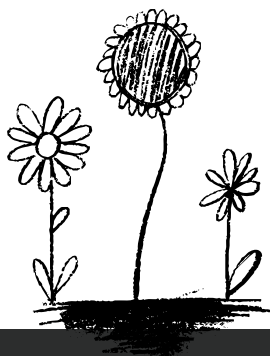
Types of activity carried out over the three years of the project included:

- Tree planting (Ben Lomond/Lochgoilhead)
- Treezone
- Golf range
- Golf lessons
- Mini golf
- Pool/snooker
- Bowling
- Arcade
- Cinema
- Gravity Trampoline park
- Bird of Prey Centre
- Unit 23 Skate Park
- Monty's Farm (Cardross)
- Drug/alcohol workshops

We were careful to engage children, young people and families with affordable, sustainable, local activities which were possible for them to maintain. Many children and 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. This was evidenced in our [‘It is Not A Choice!’](#) report. Lack of opportunities to take a step outside of their environment creates social inequality and lack of aspiration. Where children and young people experience difficulty connecting with positive activity we supported them to overcome barriers to engagement such as purchasing equipment, clothing and transport required to access. ADAPT colleagues physically accompanied them to maintain consistency and trust they needed to access other community leisure, services and organisations and sustain engagement.

Children and Young people were empowered to explore their interests within their communities and given access to a vast array of pro-social opportunities including gym memberships, hobbies and clubs to develop their skills. To encourage positive peer relationships where friends were involved in prosocial activity, children and young people working with the project were supported to complete their Dynamic Youth Awards which gave them a focus to achieve.

Many of the young people referred to ADAPT were neurodiverse. The project's commitment to co-production of support plans with children and young people ensured that their care plan and delivery was adapted to meet their individual needs, including those to accommodate disability.



Spotlight: Bailey's* Story

Bailey was 14 years old when they were initially referred to includem's ADAPT for CashBack project in May 2021. Referred by social work due to their behaviour in school and within the community. ADAPT for CashBack worked with Bailey for 7 months. Bailey was providing further support four months later as part of a six-week intensive plan due to them becoming permanently excluded from school.

Bailey's first period of support

When Bailey was initially referred, their social worker noted there had been times at school where they reacted violently towards other pupils and Social Work and the school were finding it challenging to engage Bailey in support. Within the community, Bailey's use of alcohol and drugs was reducing their safety. Support was provided from the ADAPT for CashBack team as part of Early Intervention.

Working with Bailey, the includem team established that Bailey had experienced traumatic events in their childhood. This included witnessing their father being violent towards their mother and being physically attacked by a group of older men, whilst at a bus stop. Due to the events that Bailey experienced, they were diagnosed with Post Traumatic Stress Disorder (PTSD) and anxiety.

As a result of Bailey's experiences, they wouldn't react in a way that the school or the staff would expect and often reacted with a 'flight or fight' instinct. For example, they found the busy school corridors overwhelming and sometimes reacted in a violent way to others around them. Rather than working with Bailey to find a way to limit their time in busy social situations, the school placed Bailey on a reduced timetable. Bailey thinks that this was because the teachers and other education workers were not trauma informed.

As a result of the reduced timetable, Bailey's academic achievement fell, and the school further reduced their timetable. Bailey had also been subject to temporarily and informal exclusions. It was clear to includem and the ADAPT for CashBack team that Bailey's right to education, under Article 28 of the United Nations Convention of the Rights of the Child (UNCRC), was being denied by their local authority.

The ADAPT for CashBack team worked with Bailey to identify that they wanted help for their mental health and to improve the family relationship, both of which were having a negative impact on Bailey's education situation. Their ADAPT for CashBack workers saw Bailey twice a week and with the use of includem's A Better Life toolkit supported them to build resilience and improve both their mental health and relationships.

When Bailey's first support plan ended, the relationship with their family was strong and positive. The includem team built trust with Bailey and their mother and provided support at a pace that worked for all. Unfortunately, despite significant attempts to advocate on behalf Bailey and to use restorative practices to restore relationships between Bailey and their teachers, Bailey remained on a significantly reduced timetable.

Bailey's second period of support

Includem worked closely with Education Scotland to realise the recommendations of the Schools Experience Report (2021). As part of this includem's Head of Research, Policy and Participation spoke to young people with experience of exclusion in all its forms, including Bailey, who at that time had moved on from includem's support. When speaking to Bailey it became evident that they had now been permanently excluded from school, their mental health was very poor and family relationships were strained again. It was agreed with Bailey that the ADAPT for CashBack team would once again support Bailey to ensure their right to education and repair their relationships.

The local authority had offered interrupted learning for two 45-minute lessons a week in Maths and English, with no option to study additional subjects including music lessons which Bailey was passionate about. Article 29 of the UNCRC enshrines the right for education to develop every child's personality, talents and abilities to the full, which Bailey had not been provided.

With includem's support, Bailey was linked in with a consultant solicitor, who was a specialist in the field of education law. They worked with the school and education department to highlight where Bailey's rights were being violated and negotiated Bailey's return to full-time education, with a coordinated support plan in place to meet their needs in relation to their mental health and wellbeing.

Bailey also linked with their school councillor and GP. Going to the GP was a big step for Bailey and one they were unwilling to make initially but by ADAPT staff supporting them to go along it ensures they have other forms of emotional and mental health support beyond includem. This was a positive sign that Bailey was more willing to trust and work with other adults, besides the ADAPT for CashBack team.

The ADAPT for CashBack team also provided support for Bailey and their mother to stabilise their relationship again. Bailey's mother was planning to move the family to Falkirk to live with her partner. Bailey did not want to move, and this was causing further tension in their relationship. Working with Bailey, the team focussed on what the move to Falkirk could involve and the support that would be available. A list of mental health and wellbeing resources for the whole family was provided and meant that if they did move, they can utilise them without any delay. This overcame Bailey's anxiety about the move and relationships improved.

Thanks to includem's support, Bailey is feeling more positive about the future. They have different support options for their mental health and are aware of the resources available to them should they move to Falkirk. They also received news that they have been accepted back into full-time education and that a coordinated support plan will be put in place to support their additional needs. Bailey returned to full-time education in August 2022.

**Name has been anonymised to protect identity*





Safe

"[Young Person] is making positive choices, trying to stay out of drama and no longer underage drinking."

Parent

"Includem try and help, they give me choices of what to do but keep me safe."

Young Person

Healthy



"Eating fruit - strawberries, grapes, apples, not drinking, going walks to places like Dalmuir Park and the Titan Crane."

Young Person

"I can notice a big difference in [them] and [they] seem to have so much more positive outlook."

Parent

Achieving



"You helped me build myself up as a person and yeah I've got lots of issues and been through a lot but I'd never been able to talk about them or work through them but you've helped me feel comfortable and confident to speak up!"

Young Person

Nurtured



"You nurture me, I was being a wee bam honestly before I met you and you have helped, I'm doing class now"

Young Person



Active

"I'm really proud of myself for doing things like the Treezone, I didn't think I'd do it but I did"

Young Person

"I've noticed a real change in [them],[they are] so much more mature and making good choices."

Parent



Respected



"You helped me build myself up as a person...you've helped me feel comfortable and confident to speak up."

Young Person

Responsible

"I know I have hurt my family. I won't always get into trouble, I want to make things better and change the situation I am in."

Young Person

Included



"Friends in college include me... I help include people by working in a group."

Young Person

Young people's health and wellbeing improves

To ensure everyone had a common understanding of what wellbeing means, the Scottish Government describes wellbeing in terms of eight indicators, which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)

87% of young people reported improvements in wellbeing against SHANARRI indicators

Children and young people moving on from ADAPT support rated improvements in SHANARRI indicators. Their self-ratings at times fluctuated throughout their support as they become more self-aware and resilient, developed realistic perceptions of situations and took steps towards positive futures. For example, feelings of inclusion may have initially been rated highly however this may have resulted from feelings of being included in a gang. Upon receiving support they could identify that this was not a positive situation and could make adjustments to feel more positively included.

““”

“This is better than when I had a counsellor, I feel I can talk to you so much easier.”

Young Person

For families supported by ADAPT, the cost-of-living and the energy crisis impacted on their quality of life. In particular we saw peaks of anxiety which caused fractured relationships to reach 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 needed to thrive by working closely in partnership with other agencies to access grants and funds to support families, including housing support, reduction in rent arrears and other debts.

Children and young people faced risks to their health and wellbeing which our staff addressed including self-harming, social media bullying, sexting, unsafe water activity, unidentified Additional Support Needs. Actions taken by ADAPT staff to support children and young people included:

- conversations on keeping themselves safe, understanding definitions of bullying, and boundaries from perpetrator and victim point of view
- identifying where children and young people required specialist support to address unrecognised divergencies (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 risky behaviours in West Dunbartonshire within Loch Lomond, River Leven and canals.
- Successfully urging schools to refer young people to educational psychologist.

The ADAPT team utilised their local knowledge, networks and collaborated with local partners providing specialist and universal supports. They physically assisted children and young people to access and engage with opportunities and additional supports for health and wellbeing. An example of this included partnering with MacArthur Green to plant trees at Ben Lomond and Lochgoilhead as part of our Seeds of Hope project. This was a great demonstration of the benefits of taking part in healthy outdoor pursuits.

Young people participated in activities which improved their learning, employability and employment options (positive destinations)

95% of children and young people successfully moving on from the project were supported to maintain or improve attendance as self-reported and by parents and/or school.

ADAPT gained most project referrals directly from schools. ADAPT was connected to 5 secondary schools, 32 primary schools, local colleges, training and employment partners such as Skills Development Scotland. Our intervention supports learning as well as desistence from offending behaviour.

“ ” | “I’m really proud of myself for doin gthings like the Treezone, I didn’t think I’d do it but I did, I’ve had fun the last six months working with includem. ”

Moving on reflection of young person referred to ADAPT

All those supported by the project were identified as having difficulty engaging with school. Given the age of the children and young people involved in the project the primary focus of our support was to improve their school attendance especially due to the recognised link between poor school attendance and offending behaviour.

With permission from the child or young person and their family, our colleagues worked closely with the pastoral care staff and Youth Engagement Officers in schools to promote good school attendance, engagement and behaviour.

“ ” | “[Their] attendance has definitely got better over the last six months, he hasn’t been having as many panic attacks. I think [young person] has made a big difference.’

Education Staff

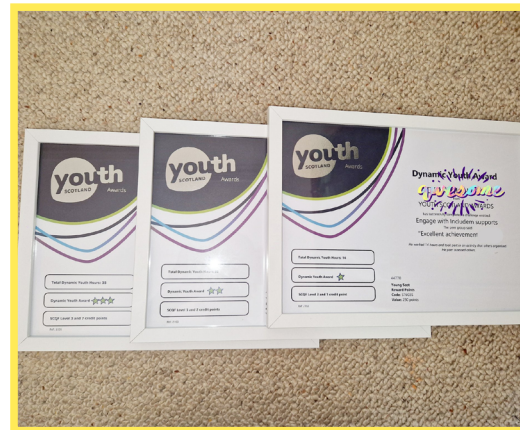
Our regular attendance within Team Around the Child meetings ensured we were best placed to work with children, young people and families who needed our support the most, reducing the risk of them entering the criminal justice or social services systems. For many children or young people referred to ADAPT, accessing education was challenging. The ADAPT team advocated on their behalf to achieve appropriate educational inputs. This included support to identify neurodiversity and additional support needs and achieve appropriate assessment and support and to access alternative forms of education that met their needs better.

ADAPT colleagues also mitigated other barriers to accessing education such as those created by the cost of the school day, provided support in the mornings to ensure attendance at school and provided in-school support to break up the young person’s day or encouraged them to stay in school. We worked with parents/carers to support routines in the home to provide young people with what they needed to be emotionally ready for learning.

“ ” | “Thank you so much for all the incredible work you have done with him. I can notice a difference in him and he seems to have a much more positive outlook with regards to school and behaviour.”

Education Staff

Throughout the lifetime of the project 55 children and young people were successfully supported to work towards their Dynamic Youth Awards with another 13 pending at the time of this report's submission. For children and young people who rarely experienced formal awards, the Dynamic Youth Awards formalised the progress they had made in achieving their goals through ADAPT with support plans developed with children and young people ensuring they were linked into new opportunities to develop their talents and abilities supporting their wider attainment.



Where children and young people were focussed on leaving school, ADAPT colleagues ensured they were equipped and prepared for future employment and training opportunities. Early engagement prior to leaving school with community training and employability partners such as Skills Development Scotland, and Street League was built into their support, taking a proactive future focussed approach arming young people with the knowledge and community connections.

ADAPTS support prevented further suspension and reduced the 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 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 supported young people to achieve this outcome.



Emery's* Story

*name changed to protect identity

When includem's ADAPT for CashBack team began working with Emery, their school had expressed concerns that due to their non-attendance they would leave school with no qualifications and with no positive pathway planned for them.

With Emery determined to leave school in the summer, the team worked with them to plan their pathway post school. After expressing an interest in interior design, their support worker linked Emery in with Skills Development Scotland, finding out what was in their local community that could help with this as well as any other alternative to education and what this could look like.

Emery continues to refuse to attend school, however, the team have worked with them to achieve and complete their Dynamic Youth Award and an SCQF Level 3.

Emery's support worker is also liaising with the school to prepare and support Emery in sitting an English and Maths exam which the school would like Emery to sit before they leave.



Young people contribute positively to their communities

Support provided by ADAPT and work carried out throughout includem's A Better Life Toolkit saw all increasing feelings of being safe, respected, responsible and included upon exit.

After working with ADAPT colleagues and building a relationship, children and young people were challenged to view the context of their lives in their community. They became more aware of the impacts and risks upon their safety.

Throughout the intervention colleagues worked with children and young people to ensure that upon moving on they were in a position of safety, having reduced risky behaviours, having the resources in place to minimise risk and supported to identify and embed coping strategies within their lives.

Children and young people engaged with ADAPT voluntarily. Their agreement to participate in the project showed an acknowledgement that their risky behaviours were having an impact upon their lives which they wanted to change. They contributed positively in their communities having been influenced from pro-social role models and seeking out and exploring new areas of positive use of time and positive engagement with others and reducing their negative behaviour in the community. 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 children and young people to their communities ADAPT focussed upon three strands; safety; positive social activity and environment.

Safety - Where risky behaviours impacted upon the community we carried out targeted approaches to support children and young people to identify the impact of their behaviours and make positive change.

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

Environment – Two tree planting sessions were organised on Ben Lomond and one at Lochgoilhead. The Ben Lomond sessions were in partnership with the Woodland Trust and the Loch Lomond and the Trossachs National Park who granted £3000 to aid the planting. Small groups of supervised young people planted more than 300 trees in total.

Provision of a supportive adult in their lives who is not their parents gave 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 gave young people the resilience and foundation to engage positively with their communities and to feel more connected. However, it was difficult for them to self-identify and verbalise progress in this outcome such as their contribution to their community and increased motivation to positively influence what happened in their communities. We are working to make it easier for young people to contribute to this outcome in full understanding. Through includem's participation work with The Promise Team we sought to ensure that young people's voices were meaningfully captured in their support.

“““

“You have been a godsend over the past few months, we can't thank you enough.”

Parent

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



97% 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 just wanted to say thank you for everything you’ve done for me. You reall helped me a lot the past year and just having someone there for me helped.

“You weren’t even like my worker, you were like my pal. You helped me build myself up as a person and yeah, I’ve got lots of issues and been through a lot, but, I’d never been able to talk about them or work through them, but you’ve helped me feel comfortable and confident to speak up.

“Speaking up about my situation at school and knowing my voice could be heard made me feel so much stronger. I hope you know how grateful I am. I’m really appreciative and will miss you.”

Young Person

We have found schools are often aware of charges picked up by young people before We found that schools were often aware of charges picked up by young people before the Whole Systems approach are. Colleagues regularly consulted with pastoral care teachers to ensure a contextualised response was taken to the child or young person. Our closely developed relationships with schools meant we were made aware of police notes of concern prior to referrals being flagged up from Early Intervention. ADAPT had secured a position in West Dunbartonshire of being one of the first ports of call to provide support to children and young people whose behaviour was of concern to both police and schools.

The ADAPT team were trained in restorative practice and were creative in responding to arising need and issues which may have put children or young people at risk of offending. Colleagues provided positive role modelling to children and young people on the project and worked to reduce risky and anti-social behaviour. For many of those supported by the project, their relationship with colleagues provided a missing supportive consistent positive relationship.

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

We worked with young people in year 3 to take stock of what is happening in their lives leading to them becoming involved in antisocial behaviours. We explored and addressed the underlying causes and consequences of anti-social behaviour such as poverty and trauma with children, young people and families.

Colleagues were creative in responding to arising need and issues which may put young people at risk of offending. Through our relationship-based approach we supported children and 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 team liaised with those around the child or young person to access assessment and understand the context of the child or young person's life, taking a Whole Systems approach.

ADAPT aimed to ensure children and young people referred to the service were prevented being allocated a social worker and were steered away from entering the children's hearing system. Social work in West Dunbartonshire acknowledged Includem's strong and extensive history in youth justice and at times contacted the service to intervene with a young person before they got caught in the system.

We continued 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 developed regular contact with the project and provision of advice to young people and colleagues alongside development of new police referral routes.

Spotlight: Barry's* Story

*name changed to protect identity

Working with the Community Police team within West Dunbartonshire, Includem provided a valuable advocacy and voice for the young person between the police, their carers and school.

The holistic, intergenerational support provided by the team has been instrumental in diverting young people from anti-social activities, therefore saving the Police and other services valuable resources.

Barry was referred by the police after stealing money from their carers and leaving home, a situation that had happened a number of times.

Barry was supported to understand their actions, the impacts on their carers/family and the impression their actions may be giving to their younger brother. Barry moved on reporting improved awareness as well as better family relations.



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 filled a gap in West Dunbartonshire in joint support with our approach being 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 was effective in reducing further involvement with social and justice systems.

Of the 69 young people and families supported in year three 51 young people moved on successfully, 90% of which accepted family support. As a minimum we estimated the project had directly benefited 97 individuals assuming at least 1 parent/carer/family member had been supported, although total beneficiaries are great when whole family is considered.

Alongside each child or young person being allocated an average of 2 contacts per week, 2 contacts were also provided with family/carers with flexibility in frequency should a child or young person having been going through particular crisis. In line with The Promise principles, we defined and provided support to family being anyone who the child or young person identified as such within their lives (e.g. parents/carers, brothers/sisters, grandparents, aunt/uncle, peers)

Principles of includem family support			
<input checked="" type="checkbox"/>	Community Based	<input checked="" type="checkbox"/>	Holistic and Relational
<input checked="" type="checkbox"/>	Responsive and Timely	<input checked="" type="checkbox"/>	Therapeutic
<input checked="" type="checkbox"/>	Work with Family Assets	<input checked="" type="checkbox"/>	Non-Stigmatising
<input checked="" type="checkbox"/>	Empowerment and Agency	<input checked="" type="checkbox"/>	Patient and Persistent
<input checked="" type="checkbox"/>	Flexible	<input checked="" type="checkbox"/>	Underpinned by Children's Rights

The ADAPT team were trained in a number of family support approaches, utilising our bespoke organisational toolkit 'A Better Life', Solihull Approach and Restorative Practice. 72% of work involved our 'A Better Life' toolkit including our 'Working with Families' resource which developed 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.

ADAPT demonstrated that for families who faced challenging and complex needs 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 engaged with children, young people and families who other services had difficulty engaging with, supporting to overcome barriers to support including stigma of poverty and of children and young people misusing alcohol and drugs and being in conflict with the law.

Our support was provided on a relationship based, rights respecting and trauma informed approach around families' strengths and needs, working closely with the family to better understand their needs to plan support in a way that worked for them (they are part of planning their own support and we worked to address any barriers e.g. geography, work commitments). We determined with

families what this looked like for them. Support visits were planned for times and locations suitable to family needs. Where children, young people or family members were not initially accepting support or it may not be the right time for them our ‘stickability’ meant we persevered in offering support to those in the family who engaged until those who were reluctant had confidence in our service.

ADAPT built on family strengths through trusting relationships which helped to navigate the complexity.

We supported families who found themselves in poverty through the cost-of-living crisis and with rising fuel bills who had not previously had access to support systems. We found stigma and a lack of understanding of how to traverse a complex care system problematic for families. Our team assisted to declutter this landscape and to connect people with the right support for them when needed most in areas such as finance, education, housing, mental health.

A number of children and young people who accessed ADAPT did not live with their biological father and were 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 support to children and young people living with their gran or aunt as parents were unable to provide support due to poor mental health, addictions, prison, bereavement.

“”

“Just having that number in my phone that I know I can go to has made the world of difference.”

Parent



ADAPT team receiving donation of Christmas gifts from Terasaki Europe for the children, young people and families we support.

Spotlight: Darryl's* Story



**Names anonymised to protect identity*

Darryl, age 15, was referred to includem by social work Early and Effective Intervention (EEI) after receiving police charges and being removed from their football team for assaulting another young person. Their school were surprised when they picked up charges as they overall viewed them as a 'lovely [young perso]' however noted that school were aware of Darryl's peer group in the community and their involvement in anti-social and gang behaviours and as such were concerned, they would be led astray.

School and social work also noted that Darryl's mum struggled with Darryl's younger brother who was classed as 'high tariff'. The impact on Darryl's mum's mental health was of concern. It was agreed that includem would also work with Darryl's brother within our whole family approach to improving the lives of children, young people and families.

Darryl's mum and dad split when they were younger, this was not amicable and they had witnessed a lot of aggression between the two. The siblings witnessed multiple stabbings in their area which had impacted their mental health, with diagnosis of PTSD, and feelings of safety in their area – often having nightmares which were impacting sleep and school performance. They were waiting to be called as witnesses for one which happened before COVID which they felt very anxious about.

Darryl had picked up a police charge for possession of cannabis in High school and was referred to EEI who described them as being upset and remorseful. They said they used cannabis to manage their feelings of anxiety. They were excluded for one week due to this.

Darryl had anger management issues and never received counselling for witnessing the stabbings. There were multiple holes in the walls of their house from them struggling to manage their emotions. They were 22nd on the school counsellor list. Darryl really struggled with managing their emotions and overthinking about how their actions would impact their future. ADAPT identified coping strategies Darryl could use to support emotional management including a personalised anger management programme to follow.

Overcrowding at home was also a big issue, with 5 people living within a 2 bedroom flat which was not fit for purpose with mould on walls, anti-social behaviour and drug use by neighbours, violence which the children had witnessed many times. The conditions the children were living in impacted upon their wellbeing and emotional readiness for learning. They had been living in this flat for 11 years.

The Council had barred Darryl's mum from applying for housing for 1 year due to not accepting her last offering. She was unaware she had turned down too many (all not been suitable due to multiple reasons). Their includem worker advocated for them with housing, writing a supporting letter for the council and supported Darryl's mum to engage with her local MP. Includem managed to get her 'unbarred' from the housing and they were supported to find appropriate accommodation. Darryl's' mum was also supported to access





the Whole Family Fund and MegaFund energy fund from Working4U to help her to manage household and living costs.

Darryl's support sessions revolved around being active in their area, including the local golf driving range. They lacked confidence and found it difficult to engage socially however their includem workers - skilled in building trust - supported them to increase their confidence and build a positive relationship. They recognised their poor behaviours in their life such as smoking, fighting, and underage drinking and were motivated to make positive change.

"I used to be bad at arguing and fighting...just random people in the street, like older or my age... I done it if I felt angry, I did it at football too, with my teammates and the other team."

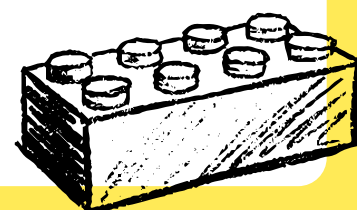


Early in our support Darryl and a friend got into a fight with boys at a local train station. Darryl's friend was charged by the Police the next day. Darryl was very anxious about this and took responsibility for their situation by going to the police station by themselves to be honest about their actions. Includem liaised with EEI through our close working to prevent Darryl's case escalating as they were being supported on our diversionary programme. The police recognised Darryl was remorseful and was working to make changes. They identified from this that they found it hard to say no to friends and found themselves caught up in behaviours which they overthought, afterwards becoming increasingly anxious. They showed good moral reasoning which increased throughout our support, increasing their resilience and ability to make positive choices.

We worked together on identifying points of importance on his LifeMap and their behaviours, thoughts and feelings alongside identifying what worked and what was not for them. Positive/negative relationships were identified alongside ways to manage. Education, training and employment played a focus in Darry's support as they wanted to identify future goals for this. They was very anxious about their future. They identified that they wanted to leave school at 16 but were uncertain what to do.

Throughout their support they completed a Dynamic Youth Award which the young person was very proud of. We supported them to access their local gym to improve their physical and mental wellbeing. They now go three times per week. They have changed their social circle and no longer engages in underage drinking any longer.

We also connected them with Skills Development Scotland and supported them to engage independently. Darryl has now started a college placement doing mechanics and is enjoying it.



Partners

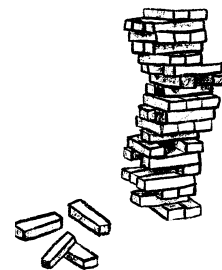
We provided a bridge between children, young people, family, school and community ensuring all were aware of the contexts of the child or young person's lives, understanding reasons for behaviours and opened the doors to effective holistic support. We know signposting doesn't work for many children, young people and families and ensured that we supported 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) told us that wider networks had also benefitted from ADAPT's work. Although not a measurable output this additionally increased the number of indirect beneficiaries of the project.

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:



Evaluation



Includem 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 supported the team to develop a robust theory of change for the programme which created an evaluation framework for tracking progress, learning and improving.

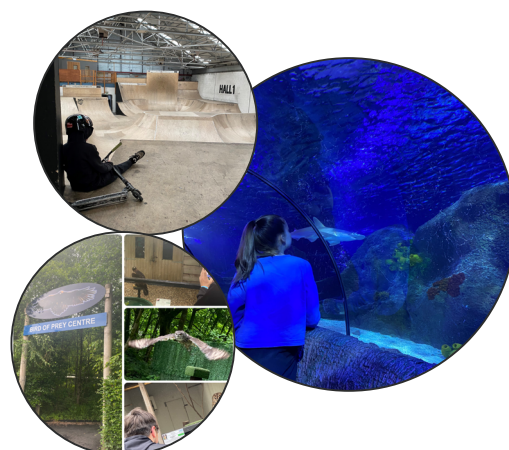
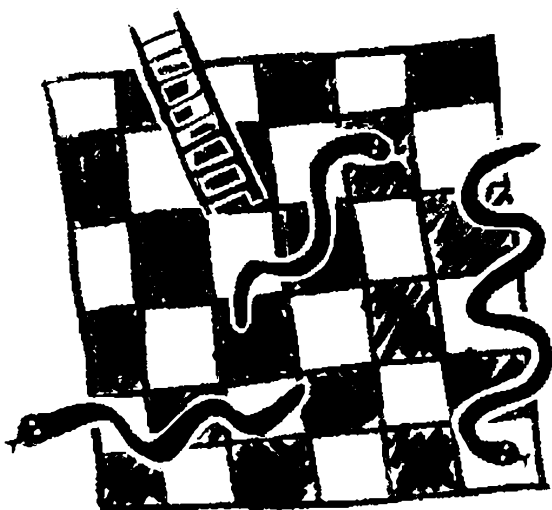
Over the projects life, Matter of Focus worked with includem to systematically review project data against three pathways for change:

- 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 acted as a critical friend, producing reports that summarised the progress towards outcomes as well as learning and development brought out by the programme.

Participation

Includem prioritised inclusion of the voices and experiences of children, young people and families in developing and improving services and are committed to keeping The Promise working alongside the Promise Team to embed participation within the organisations culture and practice. In West Dunbartonshire, young people contributed their voice to our research including our Needs Now Manifesto, ['It is Not A Choice!'](#) and through various consultation submissions.



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 person's personal development and reduction of situations of risk. Some young people have also been able to achieve progression in a shorter time frame.

In year three 38 of the 51 young people who successfully moved on reported that:

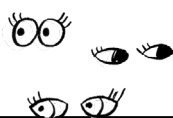
Outcome	No. of Young People (YP) in Year 3	% Reporting Positively in Year 3	No. of Young People in 3 years total	% Reporting Positively in 3 years total
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour				
Young people report increased confidence	37	97%	79	91%
Young people report they are able to do new things	37	97%	85	98%
Young people feel more resilient	38	100%	82	94%
Other stakeholders report increase of confidence and resilience*		100%		100%
Young people report positive supportive networks	38	100%	77	89%
Young people report positive changes in their behaviour	38	100%	77	89%
Other stakeholders report perceived positive changes in the behaviour of young participants*		100%		100%
Outcome 2: Young people develop their physical and/or personal skills				
Young people report an increase in their skills	33	87%	76	87%
Other stakeholders report skills increasing in young people*		100%		94%
Outcome 3: Young people develop their physical and/or personal skills				
Young people improve wellbeing against SHANARRI indicators	33	87%	71	82%
Other stakeholders report perceived increases in SHANARRI indicators*		100%		100%
Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)				
Young people will improve school attendance	36	95%	77	89%
Outcome 5: Young people contribute positively to their communities				
Young people feel their contribution, links with communities and social interaction are improving	34	89%	65	75%



Other stakeholders perceive that young people's contribution, links and social interaction are improving*		100%		100%
Participants perception of their neighbourhood improves	32	84%	59	68%
Participants have a heightened sense of belonging to a community	34	89%	64	74%
Participants have increased motivation to positively influence what happens in their community	32	84%	56	64%
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system				
Reported anti-social behaviour and/or criminal behaviour may reduce in area concerned	35	92%	67	93%
Young people report that their own participation in anti-social and/or criminal behaviour has reduced	36	95%	68	94%
Young people feel less inclined to participate in anti-social and/or criminal behaviour	37	97%	69	96%

**Note: Insufficient stakeholder feedback has been gathered within the year to report a sufficient measurement.*

Communities Supported



Community	No. of Young People
Alexandria	8
Balloch	1
Bonhill	5
Clydebank	15
Dalmuir	1
Dumbarton	16
Duntocher	1
Hardgate	1
Helensburgh	1
Linnvale	1
Renton	1

Spotlight: Hayden's* Story



**names have been anonymised to protect identity*

Hayden was 10 years old and lived at home with mum and their two siblings. They were referred to Includem's ADAPT for CashBack service by the Depute Head teacher at their school after concerns that their home life was turbulent, and that mum was struggling to cope with their aggressive behaviour. This had led to Hayden exhibiting sexualised behaviour towards their classmates and being found to have built a weapon in class.

Includem's ADAPT for CashBack team began working with Hayden in July 2022. At the time of referral, they had recently received a diagnosis for Autism and ADHD, this had led to further tensions at home where Hayden's mum was also struggling with her own mental health and was struggling to handle Hayden's challenging behaviour. Hayden found it difficult to feel out of control, needing everything to be done their way. The relationship between siblings was also fractured, with daily arguments and very little communication between them – in five years, neither had set foot in each other's bedroom.

At the beginning, the team found Hayden was very isolated within the home and also within their community. Due to their behaviour within the classroom, making friendships with their peers was challenging. Hayden also found completing their work difficult and was often physically isolated within the classroom. While the school were extremely supportive, they did not have the resources to accommodate Hayden's specific needs.

During the first few months of our time with Hayden, they were adamant that their behaviour was not the issue and were not open to trying new things. This resulted in them not wanting to engage with the project. Hayden pushed the boundaries with their workers, to turn serious conversations into jokes and refused to complete any initial work. Hayden's support workers continued to engage with Hayden to build a trusting relationship, supporting them twice a week either at home or in the community. As a result, Hayden became more trusting of their workers and about what the project was trying to achieve with them.

The team noticed that Hayden struggled to understand what their diagnosis really meant for them, recognising that this was a major part in the way they

behaved. Hayden's workers began their support visits by having conversations around what Autism is, helping them to understand why they felt the way they did. They were also able to identify that boredom was a major cause for their frustration. Using includem's A Better Life toolkit, the team worked with Hayden through the Managing My Emotions and Beating Boredom modules, particularly around the topic of compromising. Through this support Hayden became open to completing work that they previously would not have understanding that it would not last forever, and that once complete they could take part in an activity that they deemed fun.

While working with Hayden, includem's ADAPT for Cashback team also offered support to the whole family. The workers provided emotional support to mum, offering parenting advice and guidance to improve her confidence and resilience. This reassurance increased mum's confidence hugely, and she is now more confident in handling any challenging behaviour. Through joint visits, the team also worked to develop the relationship between Hayden and their siblings with their sibling also being supported through the project. Together this has seen their relationship greatly improve, with both siblings now communicating better and willing to share – something that before would never have happened. This has resulted in Hayden's home life significantly improving with the atmosphere at home changing dramatically.

With includem's support, Hayden has been linked in with a Young Carer's group, who will continue to support them until they turn 25. They attend the group once a week, offering respite opportunities during the school holidays for Hayden to attend with a group of their peers. This provides an ongoing support for the family relieving some of mum's worries on how she can keep Hayden busy and entertained while she continues to work on her own mental health. Hayden has also been supported to complete a Dynamic Youth Award, submitting the largest portfolio of work that the project has ever seen – something that their support workers are extremely proud of.

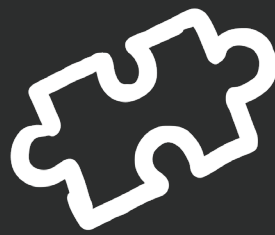
Since working with includem, the school has seen a remarkable and positive change in Hayden. They are more focussed in class and the school have not needed to call home due to their behaviour. This focus has led to them recently being named Pupil of the Week. Hayden's sexualised behaviour has stopped completely, and their relationships with their peers has improved hugely.

At the start of their support, includem referred the family to Social Work services, however due to the vast improvements seen during their support, it is unlikely that they would meet the criteria for this service anymore.



April 2022 - March 2023		Actual	Budget	Variance
Project Activity				
Salaries	£	202,575	210,364	-7,789
Staff Travel/Mileage	£	17,592	18,296	-704
Participant Expenses	£	15,951	18,268	-2,317
Staff Induction and Initial Training	£	3,000	3,000	0
Staffing Costs Other	£	990	992	-2
Recruitment	£	777	2,452	-1,675
Staff Continuous Development and Training	£	1,055	4,504	-3,449
Postage and Stationery	£	852	852	0
Sundries	£	934	6,252	-5,318
IT and Mobile Telephone Equipment	£	2,032	1,1780	252
Total Project Activity	£	245,758	266,760	-21,002
Other Project Costs				
Management and Marketing	£	26,500	26,500	0
External Evaluation	£	11,710	8,336	3,374
Other Costs	£	-11,490	-11,490	0
Total Other Project Costs	£	26,720	23,346	3,374
Total Expenditure	£	272,478	290,106	-17,682





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