

Annual Report 2023/24



POSITIVE CHANGES

CASHBACK FOR COMMUNITIES PROGRAMME



**Working in
Partnership with:**





Table of Contents

	3
	4
Table of Contents	5
Welcome	6
About Action for Children	6
About the Positive Changes Programme	7
Meet the Team	8
Pre/Post Programme Engagement / Feedback	8
What we did in 2023/24	9
Programme Delivery and Content	10
Jamie's Story	10
BH'S Story	11
SB'S Story	12
Finance	12
Working in Partnership	13
Evaluation	14
Impact	14
Plans and Priorities for the year ahead	15
	16
	17

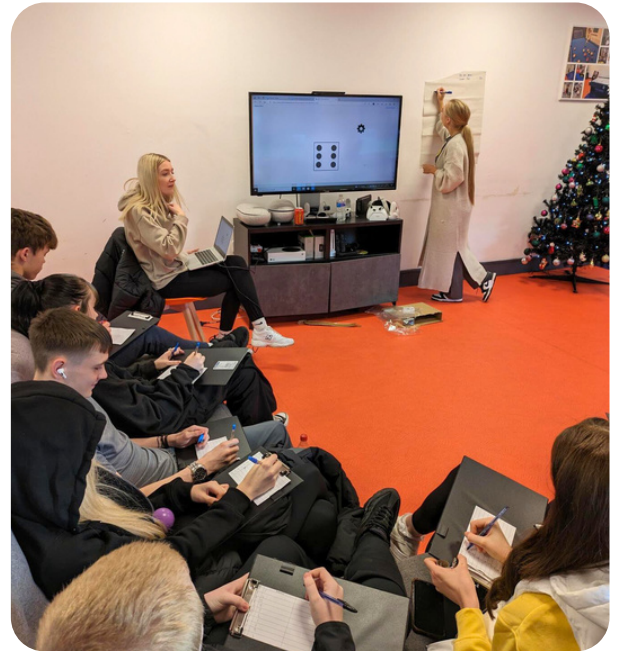
Welcome



Action for Children are delighted to be continuing our partnership with Cashback for Communities which we have had since 2014. This report will expand on the activity and content of what we have delivered on our Positive Changes Programme but also provides an insight into the lives of young people to which we have supported. This report will cover Phase 6, Year 1 of the programmes funding and what work we have done throughout this time.

Our programme supports young people aged 15-24 who are supported with early interventions to encourage steps towards employment, further education, training and volunteering. We aim to work with our young people and provide them with an all rounded personal approach to development and progress into positive steps to success. Every young person receives one-to-one support and takes part in our groupwork programmes to enable them to build relationships with peers and their designated keyworkers.

We hope you will enjoy reading our young people's achievements and progressions through working with our team on the Positive changes Programme.



About Action For Children

We're here for children, young people and families in Scotland

Our vision is for every child and young person in the country to have a safe and happy childhood, and the foundations they need to thrive. We make sure children get the best start in life and ensure to keep them safe and support them through difficult times. In 2022/23 Action for Children have reached and supported 765,905 children, young people and families.

No only do we support children and young people but we are here to support the families too. For the young people and families in which we meet their life can be hard and possess challenges and struggles such as physical, mental health and financial hardship. We work tirelessly to address inequality, disadvantage, and exclusion, and to improve the life chances of those facing adversity.

Children and young people should feel empowered and have the opportunities to realise their potential.



About the Positive Changes Programme

Meet the Team



Evelyn Rimkus
Locality Services
Manager



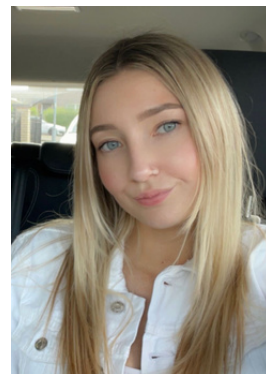
Kerri McNally
Programme
Team Lead



Ewan Gardner
Employment
Facilitator



Nicola McKechnie
Employment
Facilitator



Carly Gabriel
Employment
Facilitator

In phase 6, we continued to deliver in Glasgow, South Lanarkshire and Edinburgh. We worked in partnership with Local Authorities to best support the young people and promote the development of new skills, personal development and educational success in a positive learning environment.

In South Lanarkshire alongside our schools-based programmes we also ran a 16+ community-based programme. This ran during the summer and aimed to get young people work-ready and supported into entering a positive destination.

Our programmes run for 8 weeks, 2 days per week. We continue to monitor, evaluate and modify our programme to ensure it meets the needs of the young people. We take on board all feedback provided through our surveys alongside conversations with young people and stakeholders. The programme continues to be as interactive as possible to create an environment that our young people can thrive.

All delivery staff continue to develop their expertise with the ever changing and developing needs of our young people, with up to date and current training. This is provided both internally through our Action for Children training programmes or externally in partnership with other organisations. Supporting our young people is at the heart of what we do and we ensure that all staff are fully equipped with the knowledge, skills and nature to help and support the young people on their steps to a positive and successful future.

Our Groups

South
Lanarkshire
Schools
Programme

Glasgow
Schools
Programme

16+ South
Lanarkshire
Community
Group

Edinburgh
Introduction
to
Construction
Programme
(Cashback)

Positive Changes

Pre/Post Programme Engagement

The Positive Changes project offers a pre-engagement period between each young person and their keyworkers, where they meet prior to starting the programme to complete an initial assessment and Youth Star. In phase 6, we used the “my star” although after evaluation and reflections of the staff team we came to the consensus that this was more accurate and beneficial to the young people. The assessment allows the young people to reflect upon their current life choices and position they are in and what positive steps they would like to take to change these. This is completed at the start of the programme and reviewed at the end to allow young people to reflect and see the progress they have made.

Meeting with the young people prior to the programme allows staff to find out more about the young person and their interest as well as their individual needs. This enables all young people to be provided with the maximum support not only to complete the programme successfully, but to gain their qualifications with no barriers to success.

The Keyworkers are all present through the 8 week training period. This enables the relationship and trust to grow between the staff and the young people, and through these positive relationships, helps to build successful plans to support the young people to engage and complete the Positive Changes programme.

Once the programme is completed, young people work with their key worker on a 1:1 basis to help them progress into a suitable positive destination, tailored to them and their interests.



Feedback

“The programme is exactly what some of the young people I work with require. I know of four already who have moved into positive outcomes since the course ended. These young people might need continuous support (after care) and I know that they get that from the Action for Children staff as I continue to work with them after the programme ends”

Organisation, Skills Development Scotland.

“Great communication and a true partnership that improves outcomes for young people”

Organisation, KingsPark Secondary School.

“Shay really enjoyed the course.

He found it was more enjoyable than school. He was happy to go to learn about something he has an interest in. He liked that he was treated more mature and independent. It was fantastic that you could help him complete schoolwork with confidence. He enjoyed meeting with yourself and giving him the opportunity to ask questions about his future goals.

It also gave him a chance to see what college would be like.

It Gave Shay confidence and a chance to achieve something positive about himself maybe he will believe in himself more going forward.

Thank you so much for your help and support with Shay it has been helpful and beneficial”

Parent of a young person supported by us.

“hey kerri, I just want to say a massive thank you to both you and Euan for the time I spent with you both. I'm much more confident. I've begun going to the gym again and going out more than I used to and with controlling my emotions is better also. I didn't realise such a short time could make a big difference but I'm forever thankful and grateful for the help you both gave me. I hope you're keeping well”

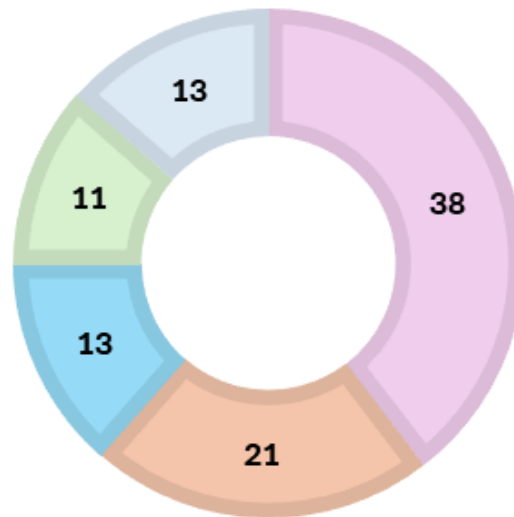
Young person supported by us

What we did in 2023/24

This year we worked with a total of 96 young people across Glasgow, South Lanarkshire and Edinburgh on the Positive Changes Programme. Charts below identify the equalities data captured across the year.

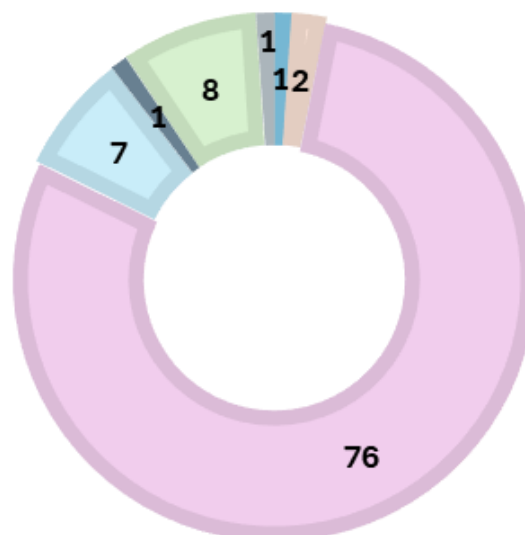
SCOTTISH INDEX OF MULTIPLE DEPRIVATION

0-20% 20-30% 30-40% 40-50% 50-100%



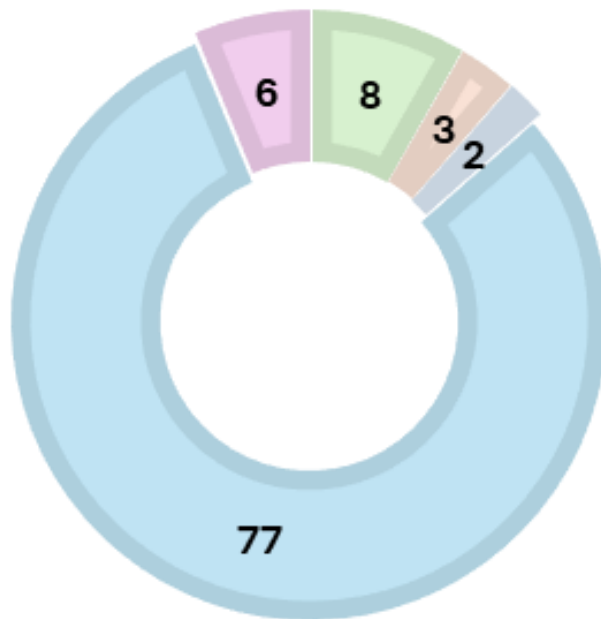
RELIGIOUS BELIEFS

Church of Scotland Muslim None Other Christian
Other Religion Prefer not to say Roman Catholic



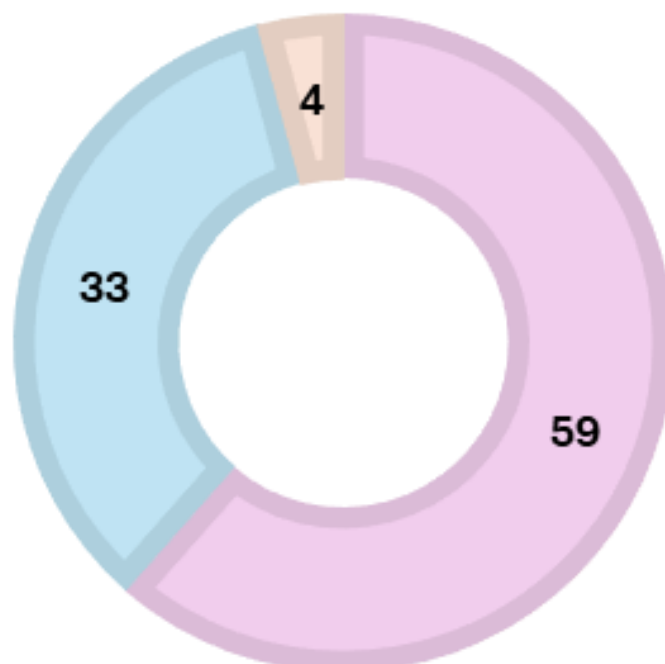
SEXUAL ORIENTATION

■ Bisexual ■ Don't Know ■ Gay/ Lesbian ■ Heterosexual ■ Prefer not to say



AGE

■ 10-15 years ■ 16-18 years ■ 19-24 years



ETHNICITY

White Polish

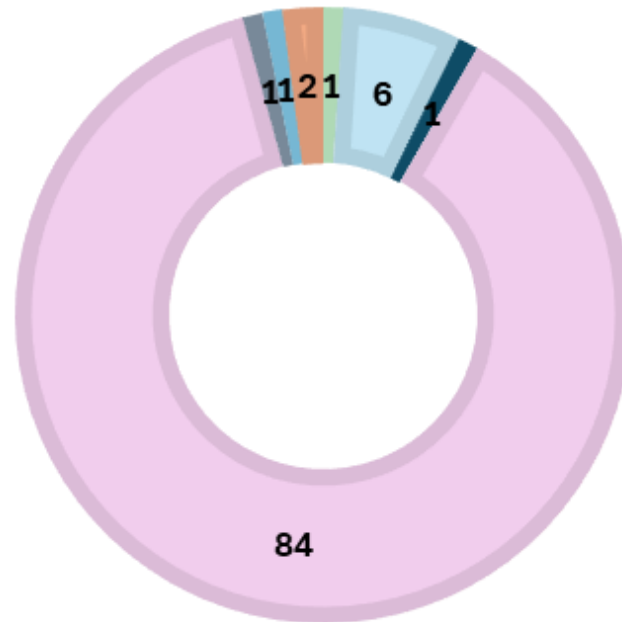
Pakistani

Chinese

White British

African- African, African Scottish or African British

White Other

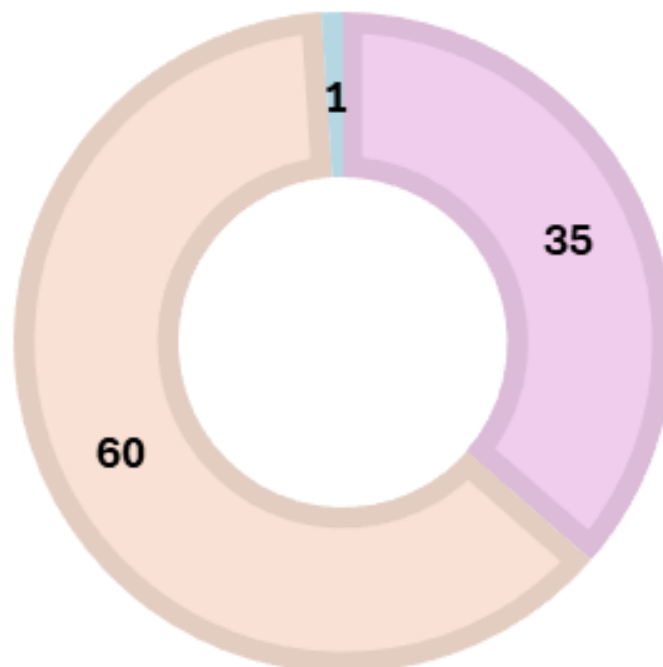


SEX IDENTITY

Female

Male

Prefer not to say



DISABILITY

■ Stamina, Breathing and Fatigue

■ Social or Behavioural

■ Other

■ Hearing

■ Dont Know

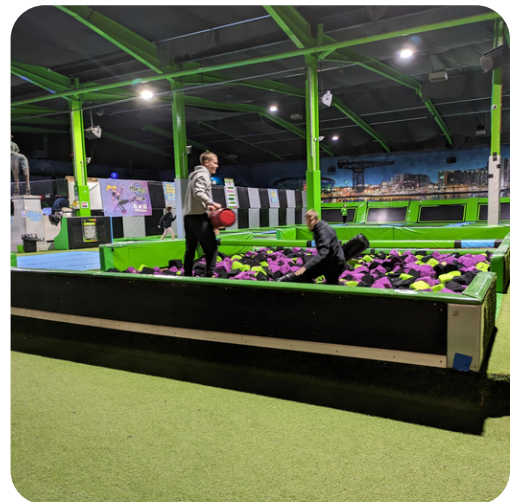
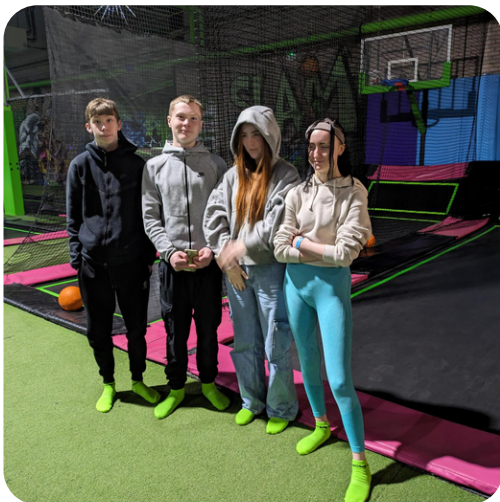
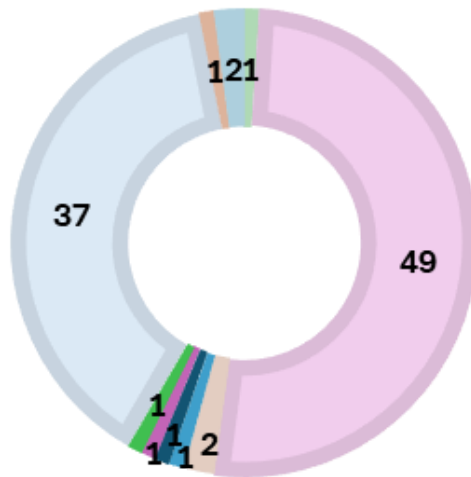
■ None

■ Vision

■ Prefer not to say

■ Learning, understanding or Concentrating

■ Mobility



Positive Changes Content



Introduction to Hospitality

We ran our Introduction to Hospitality session in partnership with Hi Hospitality. In this session, it starts with informing the young people of the different job sectors within hospitality and the opportunities that are available, including a first hand array of experience shared by the staff. The young people then move on to the practical aspect of the session, in this they do coffee tasting, make Frappuccino's, and milkshakes and mocktails. They also learn silver service, serve tables and decorate cupcakes which they can take home to give to family and friends.

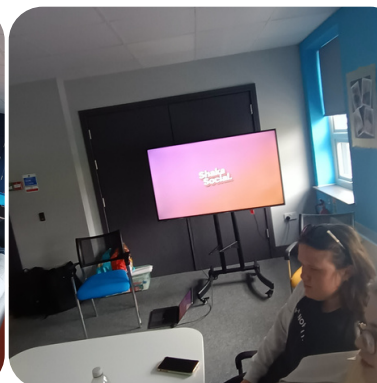


Social Media Awareness

Our social media sessions not only emphasize to young people the importance of staying safe online and the consequences of posting negative or discriminative things can have on them and their future, but also look into the positives it can do and the careers that are available in the sector. We cover social media and the Law and impact this can have on employment opportunities and their future if used inappropriately.



This year we partnered with Shaka Social, who are an award winning social media agency. The agency is made up of two young friends who had an interest in social media and have made a great success in their careers and this was a great inspiration for our young people. The feedback we got from the young people after these sessions were great and gave them a lot of food for thought.



Introduction to Construction

Our Introduction to Construction session is great for our young people as we have a high number of referrals interested in this sector. We look into the different trades within the sector alongside the qualifications and requirements required needed to get into the sector. We look into the skills and qualities required for this field of work and the different stages involved in a site from planning to building.

We were able to take our young people to site visits where they were able to see the sector in action and speak to staff from all different trades, including management. They were able to walk round the sites and see the different stages and also ask questions to build their knowledge on what steps to take to enter the industry. The site visits were in partnership with Cruden Building and Urban Union Ltd.

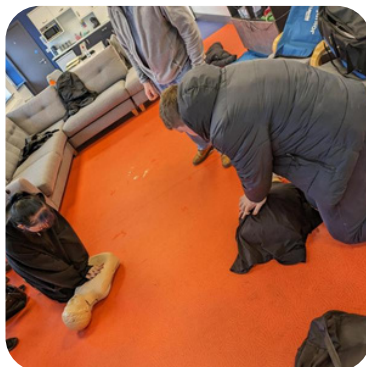
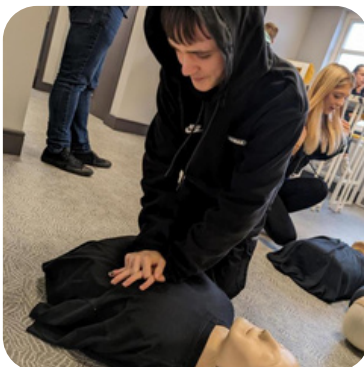


First Aid

All of the young people on our programme have the chance to achieve a First Aid certificate where they learn of how to treat cuts and burns, how to use a defibrillator, the recovery position and also CPR. This certification is great for their CV and can add to their level of employability but it is also a life skill that can come into use and save other people's lives including friends, family, members of the public or future Colleagues.



This First Aid qualification is delivered by First Aid Matters



Positive Relationships

In our positive relationships sessions we discuss topics of consent, signs of a toxic relationship and what are positive traits in a relationship. We discuss the importance of communication and encourage group discussion in a safe and open environment within the group. We also discuss sexual health, different forms of contraception, sex and the law. We also provide contact information for local sexual health clinics alongside websites with helpful information for young people on this topic.



Drug and Alcohol Awareness

In this session we discuss three topics, Alcohol, Drugs and Smoking. We discuss what is in these products and the harm they can cause to the human body alongside covering the importance of staying safe. The young people are asked to initially work together on a quiz for each topic to see how much they already know and then they follow on with research tasks and present their findings to the group. From this we let them know some more facts and statistics that may help them understand the risks associated with drinking and taking drugs.



Gambling Awareness

We delivered our sessions in partnership with Fast Forward who cover different kinds of gambling such as within gaming, bingo, lottery and football. It is very important with the age we are working with as many young people don't see this as gambling at this age.

Action for Children staff also deliver our own Gambling Awareness sessions which cover the legal ages for gambling and the reasons behind this, including brain development. We give young people scenarios involving money to make smart and responsible decisions, which cover the dangers of gambling and addiction. We make this session very interactive with lots of tasks and games to help reiterate the purpose and learning behind these sessions.



Introduction to Retail

In this session we cover the retail sector, what skills and qualities are required to work in the industry and challenges they may face. This session is done as a group to allow discussion and for the young people to collaborate. We cover the different kinds of retail and roles within the sector. We also look at the National minimum wage/living wage and the statistics surrounding high street and online shopping. We also discuss the national wage limit in comparison to age alongside opportunities that retail companies offer such as modern apprenticeships and development for young staff.



Introduction to Sport

In this session, the young people have both theory and practical involvement. They take part in team games and sports of their choice that can range from pool, darts, football, table tennis, bowling, badminton and then team games such as relay races and communication games.

In the session, we cover the wide variety of jobs available in the sector and the qualifications required to get into a career in sport. Young people are also asked to complete a dragons den task on community development through the use of sport.



Climate Change

In this phase we have had a greater inclusion of Climate Change activities into the programme. In our climate change session we cover 'what is climate change', weather, climate and the impact this has on the planet, the negative impact of the human race and what we can do to help such as recycling and transport.

We enhanced this session by donating Planters to our local community café where we deliver the programme from. Our planters were made out of recycled pallets by our YouthBuild programme participants and passed onto our Positive Changes participants, who paint the pallets and filled the planters with plants. This is something we are looking to continue to do and maintain throughout the year. We will also be looking to create vegetable patches that the café can use in the better weather.



Army Youth Development Engagement Sessions

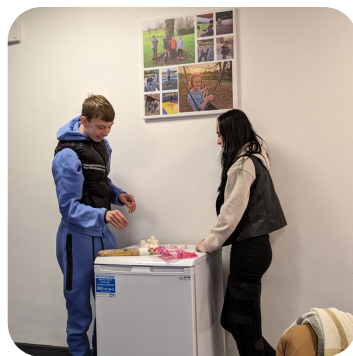
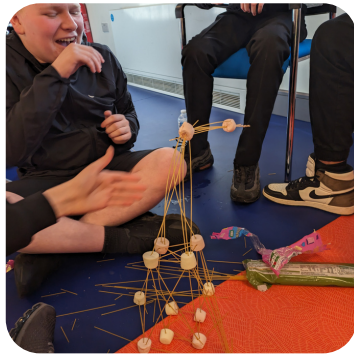
In these sessions our young people build on their communication skills, confidence, and team building. The sessions are ran in partnership with the Army youth development team. completing different tasks and sessions with the young people. They speak about their own experiences in the army and the skills they have gained that they use in day to day life. The sessions are based around an acronym TRIPLOC which stands for Teamwork, Resilience, Initiative, Problem Solving, Leadership ,Organisation and Communication.

We have found it beneficial to bring the Army in at the start of the programme as it is a great ice breaker and a great way to get young people communicating and getting to know each other better from the onset of the programme.



Team Building

These sessions have the greatest importance and value not only to the young people but to the group dynamic and the friendships created with their peers all stem from the team building activities we set through our programme. It encourages a safe and supportive space for young people to open up and fully engage within sessions and break down barriers with both peers and staff. This continues to build week by week as the programme progresses and also helps with relationships built between young people and staff for after the programme to maintain communication and help support them into positive destinations.



QUALIFICATIONS



Level 3 Core Skills Communication and Level 3 Core Skill Numeracy

We have included Communication and Numeracy Qualifications for young people that have disengaged from school for a long period of time before engaging with us. We have been delivering this with young people on a 1:1 basis in addition to the programme to support them on their positive steps in development.

Young people have the opportunity to gain a Level 3 Numeracy and Communication. This includes topics such as Graphical information, Calculation, Measuring, Reading, Writing, Listening and Speaking. These topics allow the young person to gain real life skills such as calculating money, measuring temperature and reading about real life issues, all of which are delivered at the pace of the young person.



Level 3 Core Skills: Information and communication technology qualification

Core Skills ICT is delivered as part of the positive changes programme and is introduced as part of our employers expectations session. We encourage young people to start thinking about their interests and are asked to use their ICT skills to make a PowerPoint on their chosen career and deliver this to Action for Children Staff and peers. This has encouraged young people to write about something personal to them that they have an interest in and has resulted in more detailed work submitted for marking.

The young people learn how to save, move, delete and name different files alongside using the Chromebook software to make their PowerPoint. The young people are also asked to take screenshots of their work step by step to have as evidence and also add this to their knowledge of ICT overall



Level 3 Wellbeing

Our Wellbeing Qualification remains to be a staple on our programme and something that continues to encourage development for our young people while they are with us and beyond.

Young people are responsible for their attendance as the evidence for the wellbeing posters are photographic. It continues to motivate young people to look into their overall wellbeing and make a plan to work on and develop these while on the programme. The young people complete two units while on this programme, Exploring Wellbeing and Improving wellbeing

Personal Development

MyBnk

These sessions are delivered by MyBnk, who deliver financial education workshops. In these sessions young people learn about spending and saving money, tax and how to read wage slips. Young people also learn about budgeting and how to save for things such as holidays and finance on items such as cars. young people also learn about loans and interest rates on credit cards and the best ways to save money. This is of great value to our young people as they aren't taught these things in school and feel they are great life sessions to learn going into the world of work



Nil By Mouth

These sessions are ran in partnership with the charity Nil by Mouth. These sessions are of great value to us as it looks into sectarianism and educates our young people on the impact of this. They raise awareness to sectarianism and look at challenging intolerance and prejudice. It allows young people to think of their own lives and wider society in terms of sectarianism and covers this in context of football as one example to make this easier for young people to understand and reflect upon



Springburn Fire Station

Springburn fire station came into the programme to support staff in emphasizing the importance to stay safe during bonfire night and days surrounding this. They covered firework safety and the risks and dangers that can come with using these inappropriately. Young people enjoyed this and staff found that the young people took on board what was being said as it has come first hand from the fire services and their experiences and something we will continue to look to do in the future



Action for Children X Glasgow Virtual School Partnership

We continue to maintain a successful partnership with Glasgow Virtual Schools. The foundation of this partnership is built on the mutual aim of providing care experienced young people with an array of both practical and educational opportunities for progression. This experience consists of a 10-week programme, with a timetable made up of the Positive Changes programme training sessions and voluntary work at the Clay Community Café.

Engaging in this programme provides the young people with an opportunity to achieve a Level 3 Wellbeing qualification, Level 3 Core Skills ICT qualification, and First Aid certificate. Furthermore, during their time at the café, the young people are provided with the opportunity to gain a Community Achievement Award in partnership with Glasgow Kelvin College, a Barista qualification through the café, and a Customer Service qualification accredited by Action for Children.

The programme's succession shows in the relationships the young people make, the confidence and life skills gained, and the qualifications achieved which in turn assists a greater sense of self and accomplishment.



In Partnership with

GLASGOW *virtual* **SCHOOL**
LOVE | LISTEN | LEARN

EDINBURGH

Edinburgh Positive Changes programme delivered 2 programmes this year for 20 young people in total

The Positive Changes programme had a massive input within the local community working with Edinburgh Lothian Greenspace Trust with various outdoor projects including regeneration of the Queen Margaret University laying mulch over a large area. This will help the soil and suppress weeds but also improve the appearance around campus.

We also cleared public paths within Craigmillar Castle Park and helped local nursery with their garden project to benefit members on the public and childrens play area.

Young people are given the opportunity to work with various tools and equipment such as loppers and hand tools. This also give staff the chance to observe how young people work in a team and their physically ability's for moving forward into physically demanding roles within the construction industry or manual roles. Staff can address this with young people on a 1:1 basis to provide them with maximum support

Our Positive Changes young people were also given the opportunity to attend construction site visits with McLaughlin & Harvey and were able to view a construction site and many of the different roles available. The site manager gave an Indepth talk about what is required to work in outdoor and indoor conditions in various weather working conditions.

Aid & Abet came to speak with young people over both programmes to discuss criminal justice and reoffending. Donald Tumilowicz spent time with the group discussing his own lived experience of crime, jail and his journey in recovery which was very inspiring and the young people were able to ask lots of questions at the end of session.

Fast Forward delivered 6 sessions discussing Drugs, Alcohol and Gambling and also covered vaping and addiction. All the sessions very interactive and engaging for the groups, who gained valuable knowledge throughout about drugs and the impact it can have on individuals.

The Positive Changes groups were most impressed with the gambling sessions and were very vocal discussing the media and marketing strategies companies use to promote gambling on TV.

We also completed our in house AFC Alcohol awareness session which after collating feedback surveys proved that young people were more aware and knowledgeable about alcohol and it's impact after the sessions.

Practical sessions were delivered within our training room on team building and problem solving these sessions are invaluable and interactive for young people building their confidence and relationships within the group. Staff can see obvious changes and progressions in young people over the 6 weeks.

EDINBURGH CASE STUDY



Young person's life before they took part in CashBack Programme

Jamie was referred to AFC by Skills Development Scotland as he had disengaged from school due to online and physical bullying. Jamie has recently moved in with his Granny as relationship with his Dad had broken down although due to online bullying Jamie and his Gran were forced to move house after windows were smashed.

Jamie has low confidence and self-esteem from abandonment issues from his Mum leaving when he was younger, he also suffered ongoing online and physical bullying throughout his school years.

He had recently been involved in an incident which raised concerns around his risk-taking behaviours and had not disclosed full details of what happened to his Gran who asked AFC to address this.

Young person's time taking part in CashBack Programme

AFC staff addressed the situation and concerns with Jamie at 121 and on reflection he said he would do things differently if in that situation again.

Jamie was unsure about his career prospects and did not want to return to school, he was unsure what options were available to him and was referred to Cashback, he engaged well within the group after a while and established some friends which was great to see him feeling confident and happy within others.

Jamie was capable of all tasks although lacked the physical ability during outdoor work which has given him an insight into how physically demanding the construction environment is and he was considering Youthbuild and other sectors.

How the CashBack Programme impacted the young person and what positive destinations they have attained

Jamie attend daily and complete all tasks set to him throughout course.

Staff supported Jamie with positive reinforcements and took time to work with him on his own to encourage and reinforce Jamie's ability as he could be negative when approaching tasks. As his confidence grew he felt better about his ability and now feels confident to start full/part time employment.

Jamie was successful at his interview with Greggs and is waiting on a start date to begin a part time hours this will involve a variety of tasks while working in a small team where he will be mentored by a member of staff which Jamie feels is a better fit for him at present.

SOUTH LANARKSHIRE CASE STUDY



Young person's life before they took part in CashBack Programme

In November we ran our South Lanarkshire schools' positive changes programme. This programme allows us to support young people who are disengaged from school and need some extra support during and after the programme.

The programme ran 2 days a week for 6 weeks. During this the young people had the opportunity to complete an SQA Level 3 Wellbeing award and an ICT award. As well as taking part in practical life experiences including Hi Hospitality which taught them customer service and barista skills, MyBnk which teaches young people how to read a wage slip, how to manage bills, tax's and much more.

BH was referred to us by her pupil support teacher in the school. She had missed a great deal of school due to poor mental health. There was a huge concern for BH's mental health. Dad thought it was best that she did not return to school due to this and wanted an alternative for her to still gain an education. Upon speaking to dad, we learned that BH struggles to manage her Autism which affects her in social environments, understanding of others' emotions and how to control her own emotions.

Young person's time taking part in CashBack Programme

When BH began the programme, she was very open and honest about her thoughts and feelings. This gave us an insight on how to support her to fully. BH was using drugs regularly which led her to become addicted but after learning the dangers of drugs and alcohol at the programme she had reached out for help from her CAMHS worker.

On BH first day of the programme she engaged well with group activities and discussions. She quickly made new friends and was made to feel comfortable. BH keyworker had kept dad updated on her progress at the programme. BH completed her Level 3 ICT and Wellbeing award as well as completing Level 4 in Numeracy and Literacy. She gained her First aid certificate as well as participating in group activities such as Gamble awareness, Drug and alcohol awareness and many more.

How the CashBack Programme impacted the young person and what positive destinations they have attained

BH's confidence grew and grew each day she attended. Dad was very pleased with how well BH was doing and mentioned how the programme has improved her mental health massively and was a good stepping stone for BH to continue in a positive destination.

"The programme improved BH mental health and made it easier for her to transition to Motherwell College."
Dad

On completion of the programme BH had gained a place at Motherwell college completing Beauty and Hospitality 4 days a week. She continued to stay in contact with her Keyworker and expressed how much she is enjoying college. The programme gave BH confidence to meet new friends and improved her struggles with anxiety. We continue to stay in contact with BH and offer any support that is needed.

"The programme was fun, and I enjoyed meeting new people the most" – BH

GLASGOW CASE STUDY



Young person's life before they took part in CashBack Programme

SB was referred to the Positive Changes Programme through a referral made by his Pupil Support Teacher at school. It was highlighted the SB was abstaining from attending school due to social anxiety and sensory issues linked to the required school uniform. The referral included SB's love for car mechanics and stated how much he would benefit from attending the programme, continuing in education but in an alternative environment.

An initial meeting was set up to introduce the Cashback team to SB before beginning the programme to alleviate any apprehensions he was experiencing. It was discussed with Mum that it would be best to meet SB local to his home as he would prefer to meet alone as he is very secretive with his parents. SB responded well to this initial introduction

Young person's time taking part in CashBack Programme

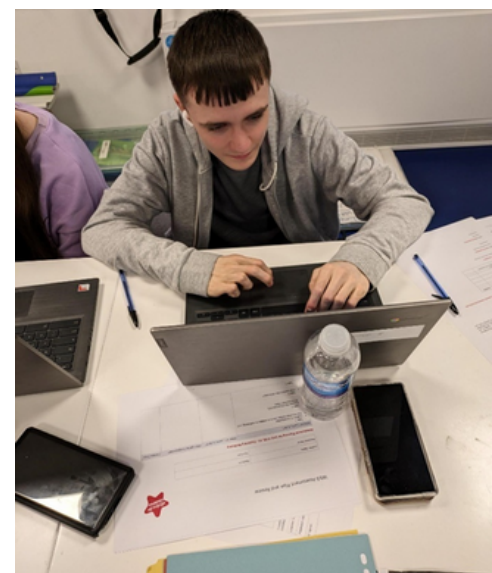
SB attended every session the programme offered and showed good time management skills. He was polite, well-mannered, kind and sociable in his interactions with others. SB commented on the first day how comfortable he felt. He then arrived at the programme each morning with a strong passion, energy and excitement for the sessions ahead. He showed a willingness to learn, dedication, and determination to thrive. Through his self-certified wellbeing target (improving his communication), SB became opportunistic, taking advantage of team building activities and group discussions to voice his own opinions, feelings, and ideas where possible.

How the CashBack Programme impacted the young person and what positive destinations they have attained

"I'm glad I came to the programme because it gave me another chance to be myself and qualifications for other things in life. I also thought Nicola and Carly were very approachable and friendly." - SB

On completion of the programme SB achieved all qualifications. He continued to be supported by Action for Children following this. He was provided with encouragement and assistance by his keyworker when applying to Motherwell college for Car Mechanics (including Hybrid and Electric Vehicles). SB went straight home and shared this with Mum.

"I feel it's helped me a lot on the programme to complete tasks at the best of my ability and out of the course to help me apply for other courses." -SB



Finance



Staffing	£154,802
Young people costs	£6,585
Other staff related costs	£9,867
Premises related costs	£16,451
Equipment (including IT)	£1,639
Communication costs	£1,964
Total Project Activity	£191,308
Other Project Costs	£19,285
Management & Marketing (up to 10% of CashBack funding)	
Total Expenditure	<u>£210, 593</u>

Spend and activity across local authority area:

Expenditure		No. of young people
Glasgow	£46,068	21
Edinburgh	£43,873	20
South Lanarkshire	£120,652	55
Total	<u>£210,593</u>	96



Performance

Recognised SCQF qualifications/accreditations per SCQF database	
Level 3	60
Number of non-SCQF Qualifications/accreditations	54

Outcome and Indicator: Outcome 1	Actual	Target	Variance
Young People are diverted from antisocial, criminal behaviour and involvement with the criminal justice system			
Young people report that they feel less inclined to participate in antisocial and/or criminal behaviour	48	65	17

Outcome 2:	Actual	Target	Variance
Young People participated in activity which improves their learning, employability and employment options (positive destinations)			
Young people gain in accreditation for a new skill	56	65	9
Young people's attendance at school improves	28	65	37
Progression outcomes after completion of the programme; the number of participants gaining/taking up: Modern Apprenticeship/Employment	9	7	2
Progression outcomes after completion of the programme; the number of participants gaining/taking up: Training/Work Experience	34	33	1
Progression outcomes after completion of the programme; the number of participants gaining/taking up: College/University placement	10	10	0

Performance

Outcome 3:	Actual	Target	Variance
Young people's health, mental health and wellbeing improves			
Young people report an increase in feelings against SHANARRI indicators: Safety, Health, Achievement, Nurture, Activity, Respect, Responsibility, Inclusion	56	65	10
Young people report their mental health has improved and they have a more positive outlook on life	50	65	15
Young people report they are more aware of the risks and impacts of harmful substance use	52	65	13
Young people report they are less inclined to engage in harmful drugs and/or alcohol use	53	65	12
Young people report their confidence has increased	54	65	11
Young people report evidence of participation in physical and sporting activities	43	65	22
Young people report a heightened sense of belonging to a community	43	65	22

Outcome 5:	Actual	Target	Variance
Young people build their personal skills, resilience, and benefit from strengthened			
Young people report feeling more resilient (e.g. believing in yourself, taking things in your stride, being determined, self-disciplined, being optimistic, adapting to different situations)	57	65	8
Young people report positive, supportive network - including improved relationships with family, friends and peer mentors	58	65	7
Young people report increased access to appropriate services	52	65	13
Young people report positive changes in their behaviour (e.g. reduced risk taking/increased understanding of risk/better ability to make positive choices/improved understanding of rights and responsibilities)	40	65	25

Fair Framework

- We adopt Fair Work First Criteria for all workers (including agency/subcontractor), achieving “Investors in People” (since 2003) and Living Wage Foundation Accreditation. Practices include:
- EFFECTIVE VOICE through trade union representation (Unite, Unison), all-staff webinars/roadshows and surveys
- WORKFORCE DEVELOPMENT to ensure high-quality provision. All staff have Personal Development Plans including ongoing learning/training, qualifications and coaching. We promote wellbeing/resilience using 1:1/group supervision, debriefings and practice-based learning. Our Wellbeing Hub offers resources/tools and employee counselling
- No ZERO HOUR CONTRACTS or HIRE & REFIRE PRACTICE
- Upholding DIVERSITY via inclusive/values-led recruitment as per The Promise. Our Inclusion Networks (e.g. Disability, LGBTIQ+, Faith, Race) share learning to support staff.
- Committing to FAIR PAY as a Real Living Wage Accredited Employer, with employer contribution pension scheme (7%), paid sick leave, life insurance and staff benefits (shopping, healthcare, childcare)
- FLEXIBLE/FAMILY FRIENDLY arrangements e.g. job share, compressed/term-time hours, hybrid working. We promote work-life balance, with enhanced annual leave and parental/family leave
- Managers use the Fair Work Framework to embed/monitor practices. We report on progress quarterly via contract reviews e.g. people policies/retention (Security), equalities data (Respect), training/development (Opportunity); staff feedback (Fulfilment), employee participation (Effective Voice).

Examples:

Valuing lived experience

Eliminating the GENDER PAY GAP in Scotland

Increasing male staff in social care roles

Investing in young staff, attaining “Investors in Young People”

Platinum Award

Accreditation e.g. Disability Confident Employer, Care Leaver

Friendly Employer

Best Start, Bright Futures

The Scottish Governments tackling child poverty delivery plan, 2022-26

Post school transitions

We support young people aged 14-24 into positive destinations as a result of disengaging from school or no longer on the school roll. We ensure all young people have person-centered support and knowledge to progress onto further training, education or employment. We work with organisations like MyBnk, who aim to support young people to be more knowledgeable about money, budgeting and bills, a life skill we feel is important to take into their future. We find our young peoples aspirations, goals and needs and work with them to provide a wrap around approach to their positive development

Childrens Rights and Wellbeing Impact Assessment (CRWIA)

United Nations Convention on the Rights of the Child (UNCRC)

Child Rights and Wellbeing Impact Assessments (CRWIA) are an important tool we use at Action for Children to realise our bold and ambitious vision. We believe that every child and young person should have a safe and happy childhood, and the foundations they need to thrive. We have campaigned and welcomed the incorporation of UNCRC into Scottish law and look forward to the impact this will have on all aspects of children's lives.

As stated, Action for Children deliver a broad and varied support provision for children, young people, and their families. As such our strategic direction is anchored to three pillars namely: Best Start in Life; Safe & Stable Home; and Mental Health & Chance to Thrive.

Best Start in Life: By making sure children get the right support in the early years of their lives – via our services and campaigning. Our early intervention services will give young children the best possible start.

Safe and Stable/Loving Home: By supporting and stepping in early to help parents and carers and working to keep families together. We'll increase investment to provide safe and loving homes for children and young people with complex needs. We'll also find secure foster and adoptive homes for children and young people who can't live with their birth families.

Good mental health and the chance to thrive: By having positive conversations about mental health and emotional wellbeing and giving children and young people the tools to build resilience following the pandemic. We'll also support young carers so they have a happy childhood and help young people to find work.

We are recalibrating these pillars to encompass the following four core service areas and these will be reflected in our future CRWIA.

1. Supporting families to make sure children and young people get the best start in life;
2. Caring for children and young people to give them a safe, stable and loving home;
3. Supporting disabled children, young people and their families;
4. Building children and young people's emotional resilience to help them overcome challenges

Action for Children first and foremost treat people as individuals, they are at the heart of what we do. We ensure the best interests of the child is paramount.

We have and will continue to invest in a training programme to ensure our staff have the knowledge and understanding of the UNCRC. This includes rolling out a national CRWIA factsheet, producing UNCRC and Wellbeing checklists and having key staff as CRWIA champions for other staff to turn to for advice and support. We also have a staff network of Promise Champions who supports all colleagues to develop and oversee the systems, processes, culture and practices are in place to keep the promise to improve the outcomes for children and young people who we support, care for and love.

Keeping and delivering the Promise goes hand in hand with children's rights and wellbeing. Our senior leadership team will be primarily responsible for producing our CRWIA, by its very nature this process will include ongoing participation and gathering the views and thoughts from our staff and the young people we support. We will endeavor to provide a feedback loop to young people regarding the impact of their participation.

Our Cashback programme follows in line with this assessment as we promote and enable the following UNCRC Articles:

- Article 2 (non-discrimination)
- Article 18 (parental responsibilities and state assistance)
- Article 31 (leisure, play and culture)
- Article 3 (best interests of the child)
- Article 19 (protection from violence, abuse, and neglect)
- Article 33 (protection from drug abuse)
- Article 6 (life, survival, and development)
- Article 20 (children unable to live with their family)
- Article 34 (protection from sexual exploitation)
- Article 35 (protection from trafficking)
- Article 12 (respect for the views of the child)
- Article 23 (children with a disability)
- Article 39 (recovery from trauma and reintegration)
- Article 13 (freedom of expression)
- Article 25 (review of treatment in care)
- Article 40 (juvenile justice)
- Article 14 (freedom of thought, belief, and religion)
- Article 30 (children from minority or indigenous groups)
- Article 42 (knowledge of rights)

Evaluation

As there was no formal evaluation this year we continued to use our surveys for both stakeholders and young people to gather evidence and also to continue to develop and improve our positive changes programmes.

From the previous Evaluation of Phase 5 we have since made the following changes and acknowledgements ...

The ratio of Male to Female young people attending our programmes

This is due to the nature of the referrals we receive from schools and external organisations. We have looked at our content within the programme and ensure that it covers the interests of all young people and we have adapted this as the programmes go on in order to keep sessions relevant and engaging.

Volume of response to our surveys

We were able to identify that the online link we used in order to receive young people responses were not enabling us to gain enough information from the young people or making sure we got a response from everyone on the programme. We since decided that we would move our surveys to paper, and this has allowed us to gain more responses from young people and we believe this is the reason for our increase in survey returns

We continue to use Microsoft Forms for our Stakeholders survey made by Action for Children which works well in ensuring we gather accurate data on the programme.

Increase the number of Delivery Days.

Since this feedback we are now delivering our programme 2 days a week for 8 weeks this is providing young people with 6 extra sessions on the programme and also one to one support during and after to programme

Stakeholders liked that it was the same staff throughout, providing consistency for the young people.

We think this is important to establish and build positive relationships with our young people. This enables them to feel comfortable with staff and gain all support required to achieve a positive destination.

Less Percentage of Young people improve attendance.

Young Peoples attendance improving/returning to school is lower due to young people not attending school initially and not feeling that returning back to school is the right way in which to help them develop onto a positive destination. Alternatively young people in this position have progressed on to other training opportunities or further education.

Less percentage of Young people report reduced anti-social and/or criminal behaviour.

The nature of young people we work with tend to not be getting involved in anti-social behaviour and report other barriers such as anxiety and depression. Staff are fully trained on how to support young people with this and continue to develop their knowledge on these subjects in order to provide the best guidance for all young people we work with.

Partnership Working

We believe that our programme holds great value and purpose to the young people in which we support. Our programme wouldn't be possible without close partnerships we have with referring organisations who recognise the great opportunity our programme is for young people and encouraging them to engage.

For both referring organisations and partnerships previously mentioned within the report, we would like to take the time officially to not only thank them for their involvement within our programme but their contribution to our young people to enable them to make positive next steps into their future.



Plans and Priorities for the year Ahead

We are currently looking into our year 2 delivery for 2024/25 and we aim to continue to meet our targets of engaging young people and the outcomes along with this. We aim to provide a tailored approach to our support to ensure our young people are having their needs met and progressing on to a positive destination that is of interest to them.

We will continue to deliver the following groups

- South Lanarkshire Schools Programme
- South Lanarkshire 16+ Programme
- Glasgow Schools Programme
- Glasgow Virtual Schools x Action for Children Partnership Programme
- Edinburgh- 2x Construction based programmes

In addition to this we are looking to work with South Lanarkshire council to create a care experienced group within this local authority as there appears to be a gap in the support for young people in this area.

We are happy to be continuing all the current partnerships we have and will continue to look at building upon this and the sessions we currently deliver to ensure our programme remains current and relevant for our young people we support.

We will continue to make a positive impact on the young people and families within Scotland that we work with and strive for our vision which is for every child and young person in the country to have a safe and happy childhood, and the foundations they need to thrive.

Our Vision:



“

**Every Child and
young person in the
country has a safe
and happy childhood
and the foundations
they need to**

”

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