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**North Lanarkshire Children, Young People & Families Mental Health & Wellbeing Fund Impact and Learning Supplementary Report - Phase Two 2021-22**

  

**Contents**

1. Introduction – 3

2. Summary of All Funded Projects – 5

A-Jab Fitness & Emotional Support - A-jabs boxing for better mental health - 5

Bazooka Arts- Creative Wellbeing - Therapeutic Arts Transitions Support Project - 7

Bazooka Arts- Therapeutic Transitions Project - 9

HomeStart- Practical Steps Towards Change - 11

Hope for Autism- Support for School Transitions - 13

Lanarkshire Community Food & Health Partnership - Big Chef Little Chef

Lanarkshire Community Food & Health Partnership - Come Dine with Us

Lanarkshire Community Food & Health Partnership - Nutrition

Make and Create Arts - Positive Creations

One Parent Families - Creating Connections

Parent Action for Safe Play - Play Champion and Active Play Programmes

Ponies Help Children - Equine Therapy

Reeltime Music - Creative Video Project

SocialTrack- Wheely Good Fun

The Health and Wellness Hub- Emotional Wellbeing in Schools

The Miracle Foundation- Encouraging Growth and Resilience’ Mental Health Workshops

VIP- Creative Transitions Project

Volunteering Matters- Youth Befriending Project

3. Case Studies - 42

4. Summary of Support Types - 45

**1. Introduction**

Background

The purpose of this report is to supplement the NL (North Lanarkshire) CVS (Community and Voluntary Sector) Children and Young People Community Mental Health and Wellbeing Fund Impact and Learning report for Phase 2 (covering 2021-22). The full report includes an overview and background of the fund, and a summary of achievements, reach and impact data, whereas this is shorter, supplementary report provides additional information about all projects funded through Phase Two of the Fund. This report provides a summary of the following for each funded project:

* the project aims
* the service/activity provided
* the school clusters the project was delivered in
* the project reach
* the evaluation method used to measure outcomes
* the achieved project outcomes and SHANARRI indicators
* and the learning from each project

This report also includes case studies from three funded projects, and a diagram summarising the types of supports provided in Phase Two.

**2. Summary of Phase Two Funded Projects**

This section presents a project-by-project summary of the projects funded through Phase Two.

**A-Jab Fitness & Emotional Support - A-jabs boxing for better mental health**

**Aim -** To provide young peoplea way to explore their thoughts and feelings whilst engaging in physical activity

**Service/Activity –** seven group boxing classes for young people and one 1:1 boxing training session

**Delivery Cluster(s) -** Bellshill

**Reach –** 23 primary school and nine secondary school pupils

**Evaluation Method**

* Verbal feedback

**Outcomes**

Through the project, the young people have:

* shown increased self-esteem and improved confidence throughout the sessions
* progressed from limited or no regular exercise to exercising on a weekly basis
* learned skills such as teamworking and discipline through exercise

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* The project gave young people a safe space to let out their emotions whilst not losing ‘face’ in front of their peers, creating a safe, nurturing environment for all.
* The project taught the young people respect as a main principle of boxing.
* Improved the participants physical and mental health through boxing.
* Fostered a sense of achievement within the young people taking part.
* Gave the young people responsibility for looking after gym equipment and having to bring equipment with them each week.
* Gave the young people feeling excluded from education, a sense of involvement and inclusion in the group.

**Learning**

The project originally planned to have guest speakers to discuss future opportunities and life choices with the young people. However, it was difficult to encourage the young people to engage with speakers, as they wanted to train rather than listen to a speaker. In future, the project plans to integrate guest speakers into activities, instead of sit-down talks.

**Bazooka Arts- Creative Wellbeing - Therapeutic Arts Transitions Support Project**

**Aim -** To support young people with the transition to secondary school

**Service/Activity –** 18 therapeutic workshops covering a range of arts mediums to introduce young people to using creativity therapeutically, and techniques for positive mental health

**Delivery Cluster(s) -** Chryston

**Reach –** 40 young people

**Evaluation Method**

* The [Warwick-Edinburgh Mental Health and Wellbeing Scale (](https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/)WEMWBS) was issued to children pre, mid and post project delivery
* Verbal feedback from young people
* Staff observation

**Outcomes**

* The workshops supported pupils to talk about their feelings relating to the transition to secondary school
* The sessions promoted regulation of stress and anxiety; boosted confidence and self-esteem, promoted tolerance, and understanding, supported positive group working, peer support and encouragement, and supported young people to foster positive aspirations and ambition

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Supported the children and young people to build relationships with each other and the group facilitator.
* The trauma informed and nurturing approach to the project supported the participants to develop their art skills as well as their empathy and understanding towards each other.
* Allowed the young people to actively participate in an artistic project, gaining a sense of responsibility and ownership over their project.

**Learning**

Bazooka Arts has not previously used a two-day event format. Due to the success of the project, the team are looking to deliver more transition projects in a similar format in the future. The team would also like to explore using a large team of specialist therapeutic artists delivering simultaneous workshops again, given the value the added to the project

**Bazooka Arts- Therapeutic Transitions Project**

**Aim -** To re-engage primary school children who have or are at risk of disengaging from education

**Service/Activity –** Three sessions using therapeutic arts to engage with children and their families, to design three wellbeing bases in Bellshill: St. John Paul II Primary, Bellshill Academy & Cardinal Newman High

**Delivery Cluster(s) -** Bellshill

**Reach –** 12 young people and their families

**Evaluation Method**

* The [Warwick-Edinburgh Mental Health and Wellbeing Scale (](https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/)WEMWBS) was issued to children pre, mid and post project delivery
* Verbal feedback from young people
* Staff observation

**Outcomes**

* Staff reported a notable difference in the mood of the children and young people; often young people were arriving in low mood but leaving noticeably happier.
* The children and young people fed back that they enjoyed the project.
* Staff reported a noticeable difference in the children and young people’s confidence and skills development.
* The children and young people demonstrated compassion towards each other and were good at listening to and understanding one another.
* The children and young people were able to reflect on challenging behaviours.

**SHANARRI**

Indicators supported**:** Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Supported the children and young people to build relationships with each other and the group facilitator.
* The trauma informed and nurturing approach to the project supported the participants to nurture their art skills as well as their empathy and understanding towards each other.
* Allowed the young people to actively participate in an artistic project, gaining a sense of responsibility and ownership over their project.

**Learning**

The organisation would like for the sessions to be planned better around the school timetable. The project was running alongside other transition projects and as a result, children who started out as a part of the project were not able to attend subsequent sessions due to other activities. The space used within the school had to be shared with another external organisation creating further challenges and disruptions to the flow and relationship building element usually seen as a part of these therapeutic arts-based projects.

**HomeStart - Practical Steps Towards Change**

**Aim -** to provide emotional support, friendship and practical help to parents and carers of children at the P1-P3 stage who are experiencing difficulties engaging or re-engaging with their primary school post-pandemic

**Service/Activity -** 1:1 intensive support (delivered in home and/or school) via home visiting and telephone calls, after school/during school activities and signposting to other supports and resources

**Delivery Cluster(s) -** Bellshill

**Reach –** Four children and their families

**Evaluation Method**

* The WEMWBS was issued to children pre and post project delivery
* Verbal feedback

**Outcomes**

* Staff identified three out of the four families felt their child’s needs were not being met and they were experiencing wider issues within the family such as grief, trauma, isolation, and ill health. Staff were able to offer support for these issues and share information about other supportive resources with the children and their families.
* Staff were able to validate the children and their families’ feelings
* Signposted families to other supports, such as:
	+ Routes to Work
	+ Citizens Advice
	+ The Family Fund
	+ Hope
	+ Reach
	+ North Lanarkshire Carers Together
	+ Home-Start ASN group

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Children were supported to feel safe and respected when dealing with issues within their families.
* Children were able to build relationships with each other and the group facilitator.
* Children were able to engage in opportunities for free play and exploration.

**Learning**

More time is needed to support four families regularly and consistently – the eight hours allocated is challenging to manage when travel, cancelations, referrals etc are considered. Due to a short pilot and limited hours, there hasn’t been an opportunity to build strong trusting relationships with the school which is vital if families want to feel differently about their child’s school experience.

Through the project, the organisation was able to partner with Play Talk Read to provide tailor-made activities to meet the children’s individual needs during the school summer holidays. Staff were able to consult with the children on what they felt their needs were and what supports they would appreciate.

**Hope for Autism - Support for School Transitions**

 **Aim -** To support and prepare families with autistic children for their child’s transition into primary school

**Service/Activity -** A weeklysupport groupand 1:1 support sessions for parents of children with autism

**Delivery Cluster(s) -** Airdrie Academy, St Margaret’s

**Reach –** 7 children and their families

**Evaluation Method**

* Verbal feedback from parents

**Outcomes**

* Families were supported to:
	+ gain more knowledge and understanding of autism
	+ gain more knowledge and understanding of their child’s/young person’s autism
	+ feel empowered to better support their child/young person and each other long term
* Feedback from participating families highlighted they felt less isolated because of the peer support group weekly sessions set up through the project, as the sessions gave families an opportunity to support one another, share ideas and receive advice and signposting to other supports by Hope for Autism Staff.

*“Your kind words mean so much and I feel so reassured at your experience in these situations and knowing that you have seen things get better. Thanks so much again! It was a godsend speaking to you.*” - Parent

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Used a peer support model to nurture a safe and supportive environment. An ethos of mutual respect was embedded within the group culture.
* Introduced the group to mental health and wellbeing strategies, training, and information.
* Physical activities.
* Group model encouraged all children and young people to participate.

 **Learning**

 Engagement with families was identified as a challenge due to:

* the effects of the COVID-19 pandemic, with families reporting that they had to take time to rebuild the confidence to engage with service providers which they lost during the pandemic as they had had to find their own ways to cope
* the provision of the service being delivered before and after a school holiday.

The project team believe a more consistent schedule for future delivery could help parents to regain confidence more quickly.

**Lanarkshire Community Food & Health Partnership - Big Chef Little Chef**

**Aim -** To involve children in cooking and meal preparation from an early age, to improve family’s health and wellbeing and family relationships.

**Service/Activity -** A6-week healthy cooking and nutrition courses for families with children in their final year at nursery to support transition to Primary.

**Delivery Cluster(s) -** St Margaret’s

**Reach –** 17 children and 17 parents

**Evaluation Method**

* Online pre-and post-project survey for parents
* Verbal feedback from parents and children
* Verbal and observational feedback from nursery staff

**Outcomes**

The survey results showed:

* Children’s enjoyment of cooking increased
* Parents knowledge around healthy eating and nutrition increased
* Both children and parents felt more connected to their community
* Parents increased the number of times in a week they cook a meal for their family from scratch

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Gave the young people skills, knowledge, and confidence to cook and eat healthier on a budget
* Got families and peers to work together
* Encouraged children to cook for and with their families

 **Learning**

* Having a member of staff present from the nursey linked to the project aided the initial running of the project due to their relationships with the children
* Use of the community centre close to the nursery as a venue became advantageous as it allowed the parents to arrive and be seated, so that the nutritionist could provide some nutrition information prior to the children being brought through. The organisation will try to plan around this in future projects involving nurseries.

**Lanarkshire Community Food & Health Partnership - Come Dine with Us**

**Aim -** To improve pupils physical and mental health, and knowledge about health eating, through engaging with vulnerable families

**Service/Activity -** A family cooking project and provision of food bags, providing recipes for families and children to prepare together for the family

**Delivery Cluster(s) -** Airdrie Academy, St Ambrose, Greenfaulds, Dalziel, Braidhurst

**Reach –** 47 children and their families

**Evaluation Method**

* Pre- and post-project survey for parents
* Pre- and post-project survey for children

**Outcomes**

The survey results showed:

* Both Parents and Children gained increased knowledge around nutrition
* Parents and Children spent more time per week cooking from scratch
* Children’s daily consumption of fruit and veg increased

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Gave young people and their families skills and knowledge to cook and eat healthier on a budget.
* Encouraged young people to cook for themselves, make healthier choices, and try new things.

**Learning**

* Schools had to be contacted individually to follow up on project evaluation. In the future the nutritionist from LCFHP (Lanarkshire Community Food and Health Partnership) plans to call schools when the survey is sent out to explain the importance of sufficient response data and to encourage teachers to remind pupils and parents to fill in surveys.
* Some families thought some recipes were not child friendly (e.g., unknown vegetables). While the project aimed to expand taste palates, in the future the project will slightly adapt recipes to suit all needs**.**
* The project was funded in the Greenfaulds cluster to support 40 families however 47 showed interest, by shortening the project duration to 12 weeks and to a total of six food bag deliveries instead of the planned seven all additional families were able to participate.

**Lanarkshire Community Food & Health Partnership - Nutrition**

**Aim -** To teach pupils how to cook by themselves and to improve their health and wellbeing.

**Service/Activity -** An 8-week long practical cooking and nutrition course in school for pupils aged 13-17 years. The course taught easy to make and budgeted meals, and education on nutrition including the Eatwell guide, why 5-a-day, portion sizes, healthy snacking, fast food & takeaways, sugar awareness, food hygiene and oral health.

**Delivery Cluster(s) -** Dalziel

**Reach –** 10 secondary school pupils

**Evaluation Method**

* Pre-and post-project survey for young people
* Verbal feedback from young people
* Verbal and observational feedback from school staff

**Outcomes**

The survey results showed that:

* Children felt their diets had improved and became healthier over the course of the project
* Children felt less lonely and more connected to their classmates who took part in the project

“*Not only did the pupils get to enjoy cooking and learn basic cooking skills, they were educated on nutrition and healthy eating.” –* Dalziel High School staff

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Gave young people and their families skills and knowledge to cook and eat healthier on a budget

* Encouraged young people to cook for themselves, make healthier choices, and try new things

.

 **Learning**

* The organisation cited that working with young people through this project requires that the partner organisation (in this case the school) remind participants of the course before each session to ensure that everyone turns up. In future projects the organisation will ensure that this is clearly communicated with partners from the beginning of the project to ensure best possible attendance rates and thus improved outcomes for participants.

**Make and Create Arts - Positive Creations**

**Aim -** To support Primary 6 and 7- and First-Year secondary pupils with the transition process to high school by encouraging students to get creative, share their experiences and connect with one another.

**Approach -** A series of creative sessions including drama and art focused around the importance of positive mental health and increased wellbeing.

**Delivery Cluster(s) -** Airdrie Academy, St Ambrose, St Margaret’s

**Reach –** 20 primary and 3 secondary school pupils

**Evaluation Method**

* Verbal feedback
* Observations

**Outcomes**

Throughout the project staff have noted changes in children’s behaviour including:

* Improved communication with staff and other children. Some children would not speak with any of the others in the initial weeks of the project
* Increased confidence in their abilities
* Increased wiliness to persevere and try again when they have not been successful in a task initially
* Improved behavioral & academic skills. For example, it was observed that one child used art to control their anger.
* Reduced frustration, sadness, anxiety, and stress

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Participants were encouraged to get active, connect with others and learn new skills through the arts.
* Participants worked well as part of a team, providing opportunities for peer learning and appraisal.
* Everyone was given a key role to play for the project to succeed.
* Participants were supported and guided to develop their skills, confidence and self-esteem by professional creative tutors who ensured that everyone was receiving the support that they need.

**Learning**

From the project, Make and Create Arts has considered:

* How to ensure our lessons speak to the individual as well as the team
* Exploring different methods of communication
* How to still ensure that targets are met
* How to make the same activities appeal and apply to varied age groups
* How to ensure those from all different backgrounds can learn from and enjoy the activities provided
* How to better manage the work progression over the project timeline.

**One Parent Families - Creating Connections**

**Evaluation Method**

* Written feedback
* Individual needs assessments and feedback
* Observations of group activities

**Outcomes**

* Parents were supported to improve their wellbeing and inclusion – and in turn their children’s wellbeing – by helping parents to:
	+ strengthen their confidence and skills
	+ provide peer support
	+ improve their access to local resources and services.
* Access to the right services at the right time helped to increase family well-being by reducing the levels of poverty families were experiencing and increasing parents’ engagement and participation in positive activities.
* The project supported parents to address challenges such as poverty and crisis situations and improve their sense of family well-being by being helped to:
* develop a better sense of control in their lives
* find strategies to manage their everyday challenges more effectively
* know where to get the right help at the right time.
* Through one-to-one support and group work activities, single parents were able to build friendships with other single parents who faced similar daily challenges to bringing up children alone, whilst living on a low income.

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Supported children to stay safe, set boundaries and know who to speak with if they have any worries.
* Supported children’s physical and mental wellbeing.
* Supported children’s motivation, development, and co-operation with activities.
* Improved children’s access to local services and resources, helping to improve family wellbeing.

**Learning**

Through this project and years of experience of working with single parents, OPFS are aware that they need to be:

* able to adapt services to meet the needs of single parents
* flexible in how they deliver the service

realistic about time scales as it takes time to build relationships with vulnerable families

**Parent Action for Safe Play - Play Champion and Active Play Programmes**

**Aims**

Play Champion Programme: train volunteers to develop young people’s leadership skills and ability to support children and young people’s play

Active Play Programme: to improve children and young people’s agility, balance and coordination, supported by Play Champions

**Service/Activity**

Play Champion Programme: help young people to develop their skills and knowledge on how to facilitate free play opportunities for children and peers by shadowing qualified staff through weekly group sessions.

Active Play Programme: delivery of a combination of semi-structured games and activities, creative and child-led play, designed to help children to develop their physical literacy and fundamental movement skills

**Delivery Cluster(s)-** Greenfaulds, Braidhurst, St Maurice

**Reach**

Play Champion - 36 young people

Active Play – 263 children

**Evaluation Method**

* Recording sheets for children and young people
* Staff observations
* Feedback from children, young people, and teacher
* Case studies

**Outcomes**

**Play Champion Programme**

* The Play Champion Programme, helped 36 young people to:
	+ develop leadership skills
	+ understand risks and benefits of play
	+ play types
* Play Champions: the trained young 36 Play Champions developed the skills to motivate children and peers to become more active in their school playground.

**Active Play Programme**

* The Active Play Programme developed children’s physical literacy and movement skills through a semi-structured games and activities
* The Active Play Programme led to improvements in participating children’s:
* motivation and confidence to be more physically active
* agility, balance, coordination confidence
* teamworking
* ability to assess risks
* ability to solve problems
* emotional resilience
* concentration and behaviour

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included.

How the project supported the indicators:

* The project facilitated fun active play opportunities within a safe, familiar school setting.
* Play opportunities improved children and young people’s health and wellbeing, improved resilience, social skills, movement, and physical activity.
* Provided a wide range of high-quality play opportunities, including outdoor active play in stimulating spaces, appropriate to their age, stage, ability, and preferences.
* Facilitated opportunities for children to interact with others, give suggestions, be encouraged to get involved in decision making, take on leadership roles and be a role model within their school.

**Learning**

Young Play Champions Programme advised that they would benefit more by delivering play sessions to Primary One pupils, instead of to each other. This allowed the champions to practice what they have learned more effectively with the support of the Play Workers. This change has been incorporated into the Programme.

**Ponies Help Children - Equine Therapy**

**Aim -** Toimprove mental health and develop coping strategies through equine therapy

**Service/Activity -** 8-week block of Animal Assisted Therapy. Young people work with their pony and a trained pony handler. The handler will use the pony to mirror the young person’s emotions and behaviours. This takes the focus off the young person and puts it on the pony where the young person will see the how the pony is benefitting from these techniques.

**Delivery Cluster(s) -** Greenfaulds**,** Coltness

**Reach –** Four young people

**Evaluation Method**

* Feedback forms
* Observation

**Outcomes**

* Staff observed all four children showed improvements in their emotional and social well-being throughout the 8-week programme
* Children also identified they felt happier and their confidence, trust, and ability to show empathy had improved

**SHANARRI**

Indicators supported: Achieving, Nurturing, Respected, Responsible, Included

How the project supported the indicators:

* Young people were encouraged to take responsibility for their own pony and their behaviour.
* Young people learned about empathy by working with the rescued ponies.
* The young people were shown respect and encouraged to meet their full potential in all aspects of life.

 **Learning**

* The team found getting feedback forms back was difficult. Due to the children’s age, forms were being passed onto parents to complete. Sometimes the forms were not returned and this therefore had an impact on the evaluation process. The team adapted the process so staff supported children to complete the feedback forms.
* The project will look as improving the system used for receiving feedback in future

**Reeltime Music - Creative Video Project**

**Aim -** To increase young people’s awareness of sources of support and positive strategies related to mental health and wellbeing

**Service/Activity -** Supporting young people to create a piece of recorded music and/or video to highlight positive messages and sources of support for young people experiencing mental health and wellbeing challenges.

**Delivery Cluster(s) -** St Margaret’s

**Reach –** Three young people

**Evaluation Method**

* A written survey measuring how the young people’s wellbeing progressed throughout the project

**Outcomes**

* The project encouraged young people to talk about the signs and effects of mental illness. The young people were able to talk about the barriers they face to their own positive mental wellbeing and discuss scenarios where their mental state could be negatively affected. This information went on to form part of the video content of the project.
* The project allowed young people to play instruments and create new music with a common purpose. While the participants had all been involved in music individually, this was their first opportunity to work together on this type of project.
* The musical aspect of the project led to improved communication skills, and to participants showing each other how to play certain instruments, improving their overall ability to communicate and making them socially and musically more confident.
* Young people have additionally sought spaces in the Reeltime’s evening workshops. This shows that the young people have found their time in the project useful and positive and wish to continue participating in music

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible

How the project supported the indicators:

* Young people left the project with signposting options to sources of support for mental health issues/crises.
* Young people were provided with information to help them to make positive decisions regarding their mental health and wellbeing.
* Young people decided the content of the project by themselves and worked towards both an individual and shared goal in their final presentations.
* Young people were encouraged to talk and share their feelings and opinions.

**Learning**

 Inconsistent attendance by young people was a challenge. The project was adjusted to improve attendance by:

* empowering and enthusing young people by putting them in control of the video content and music choices
* providing varied activities to increase engagement and reduce risk of boredom
* avoiding reliance on any single young person
* keeping video concepts simple

**SocialTrack - Wheely Good Fun**

**Aim -** To improve young people’s confidence and increase their physical health

**Service/Activity -** An 8-session program introducing various wheeled sports to a group of 15 young people bespoke to the needs of the group

**Delivery Cluster(s) -** Dalziel

**Reach –** 11 secondary school pupils

**Evaluation Method**

* Verbal feedback from young people
* Verbal feedback from school staff
* Observations

**Outcomes**

* Young people showed improvements in both confidence and physical health throughout the project
* The project was able to be extended providing additional sessions for young people. This allowed for a longer period for relationships to be built between staff and the young people and a greater level of engagement and confidence in the skills developed throughout the project.

**SHANARRI**

Indicators supported: Healthy, Achieving, Active, Respected, Responsible, Included

How the project supported the indicators:

* The programme was catered to individual’s needs, making them feel their wishes were being respected.
* The programme taught young people responsibility as it highlighted that individual action has consequences on others and that taking part in group activities means shared responsibility.

 **Learning**

* As a result of the COVID-19 pandemic, it was identified that motivation and confidence was low within young people who took part in the project. The organisation has learned that run patience and positive encouragement to take part are essential to engage with young people.
* A demographic which is typically lost in this activity, girls, were keen to take part in action sports when given a choice of activity. The girls were visibly more confident as they could make their own decisions and challenge themselves. The organisation felt that enabling these young people to make their own informed choices and working with them in a person-centred approach was beneficial.

**The Health and Wellness Hub - Emotional Wellbeing in Schools**

**Aim** - To increase wellbeing, reduce anxiety, increase resilience and reduce social isolation.

**Service/Activity** - Delivery of stress and anxiety management programmes and activities, delivery of five exercise sessions and 5 mindfulness/stress management sessions, and delivery of a family support programme.

**Delivery Cluster(s) -** Airdrie Academy, St Margaret’s, Dalziel & Braidhurst

**Reach -** 172 primary age pupils, 172 secondary age pupils, 38 families and 62 parents

**Evaluation Methods**

* [GIRFEC (Getting It Right For Every Child) Wellbeing Web](https://lx.iriss.org.uk/content/girfec-wellbeing-web)
* Verbal feedback
* Written survey feedback at mid and endpoint

**Outcomes**

The young people reported that they:

* Felt supported by having a better awareness of how to be more resilient in exam situations
* Were able to maintain positive relationships with their peers within the workshops
* Felt they were equipped with useful skills and techniques to perform well academically

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included

How the project supported the indicators:

* Teaching of mindfulness, breathing techniques and other tools that contributed to individual’s emotional wellbeing.
* Exercise classes contributed to children and young people’s physical and emotional wellbeing.

 **Learning**

* The mindfulness programme delivered by the Health and Wellness Hub was delivered in a 10-week block. The organisation has received feedback that multiple clusters would like a longer 18-week block.
* There were time constraints which made reporting a difficult process.

**The Miracle Foundation - Encouraging Growth and Resilience’ Mental Health Workshops**

**Aim -** Tosupport children and young people with their mental health and wellbeing

**Approach -** A 5-week course of 90-minute workshops which cover the topics of mental health, stress, anxiety, bereavement, suicide, self-harm. Children and Young People also gained an understanding and developed ways to practice self-care.

**Delivery Cluster(s) -** Airdrie Academy, Braidhurst, Calderhead, Chryston, Dalziel, Greenfaulds

**Reach –** 17 young people

**Evaluation Method**

* GIRFEC Wellbeing Web
* Verbal feedback

**Outcomes**

* Most young people reported an increase in all areas of the Wellbeing Web.
* The majority of young people reported they felt more nurtured, included, and respected
* Some reported that they felt healthier and more responsible for their wellbeing.
* Pupils learned skills including breathing exercises and meditation in addition to more wider coping strategies to manage any stress and/or anxiety they may be experiencing

**SHANARRI**

**Indicators supported:** Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* A safe place was created for young people through the workshops.
* Young people were able to communicate freely and with confidence.
* Young people gained knowledge and skills to benefit their mental health and wellbeing, and their academic journey.
* Sessions were set at a pace specific to young people’s needs and wants.
* Young people were supported and guided to help make positive choices and change.

 **Learning**

* Pupils taking part in the workshop sessions suggested a longer project to allow more time to get to work through the information being delivered in the project
* Pupils also highlighted a larger room being available in schools for the project would be beneficial for future delivery of the project

**VIP - Creative Transitions Project**

**Aim -** To re-engage young people in education through creative activities.

**Service/Activity -** Supporting children and young people’s re-engagement with education through participation in varied activities such as dance, gymnastics, drama, music, exercise, horse-riding, health and beauty, and gardening.

**Delivery Cluster(s) -** Bellshill, Greenfaulds

**Reach –** 85 children and young people

**Evaluation Method**

* Pre- and post-evaluation using the Warwick Edinburgh Mental Health and Wellbeing Scale
* Regular in-person reviews with family
* Written feedback

**Outcomes**

VIP coaches worked with 85 children and young people to learn new skills and techniques in activities, including:

* Musical Theatre - creating a production
* Gardening – growing vegetables and landscaping a garden area
* Horse-riding – building bonds with the horses to understand how animals and animal therapy can create a sense of wellbeing

Children and young people participating in the activities showed:

* eagerness to learn and be involved in activities
* increased confidence and self-esteem
* a sense of purpose, from having a voice in the development of the activities
* a sense of belonging and self-worth
* ability to make new friendships

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

* Children and young people were supported within a safe space to build healthy relationships with each other and the group facilitator. The children and young people were encouraged to show respect for one another’s feelings and work together. These relationships helped the facilitator to support participants to make health choices that benefitted their overall wellbeing.
* Children and young people expressed a sense of achievement through positive participation in physical activities.
* Children and young people were encouraged to be creative and proud of their achievements.
* The project used a trauma-informed and nurturing approach to working with children and young people.
* Children and young people were included in the project with regular consultation and feeling “check-ins.”

 **Learning**

* The need for flexibility and an ability to adapt plans to better meet children and young people’s needs.
* The importance of project staff receiving appropriate information about children and young people from schools so they can adjust activities appropriately. For example:
	+ some require additional support staff to accompany them, which in turn affected transport and costs.
	+ one child had been bereaved and this informed a change to a planned dramatic activity.

**Volunteering Matters - Youth Befriending Project**

**Aim -** To provide participants with a Volunteer Befriender who will act as a consistent and trustworthy role model.

**Service/Activity -** Befrienders engage each young person by participating in social and leisure activities in their local community, whilst providing a listening ear, time out and support when needed.

**Delivery Cluster(s) -** Chryston

**Reach –** Five young people

**Evaluation Method**

* Verbal and written feedback from volunteer befrienders, young people, families, and partners
* Regular review of befriending matches
* Impact tracker sheet for young people to complete to measure SHANARRI outcomes

**Outcomes**

* The befrienders supported the young people by providing social, emotional, and practical support assisted by individual plans in line with GIRFEC.
* Befrienders engaged with their young people according to their needs, goals, and interests, including support around healthy relationships; mental health; community participation; personal safety; physical health and exercise.

Young people receiving befriending support through this project:

* received guidance and encouragement to engage in community activities and hobbies that are meaningful, appropriate and sustainable
* provided with information about sources of other support for themselves and their families in their local area
* were supported to develop their social and communication skills, confidence and self-esteem, resilience, and inclusion.

**SHANARRI**

Indicators supported: Safe, Healthy, Achieving, Nurturing, Active, Respected, Responsible, Included

How the project supported the indicators:

The Befrienders:

* focused on developing young people’s confidence to go out in their local area and to develop their self-esteem and self-respect, their sense of identity and belonging.
* encouraged young people to spend time outside, eat healthily and exercise regularly, and get them involved in a social network.
* used regular praise and encouragement to ensure young people felt cared for and supported.
* gave the young people time-out from difficult situations at home by giving them an opportunity to do fun activities outside of the home.
* modelled good behaviour to the young people, teaching them right from wrong.

**Learning**

* Volunteering Matters initially delivered 16-week befriending placements. They have decided that going forward, they will increase to 6-month befriending placements as an ideal initial befriending period. This gives a longer period of support for the young person and also provides more time to work with young people if they don’t initially engage or if they cannot engage for other reasons, such as COVID-19, family illness or any unexpected/unavoidable life events.
* The referral form was improved to include clearer guidance for teachers who complete them.
* An information sheet was prepared for teachers, young people and families to supplement the in-person information sessions.

**3. Case Studies from Funded Projects**

This section provides three case studies from projects funded in Phase Two. These case studies are illustrative of the range of great work that has been done by all organisations, across all clusters and have been selected to highlight the variety of services provided.

**3.1 Airdrie Academy Cluster: Odyssey Project**

In Phase Two, Cluster Improvement and Integration Leads (CIILS), had the freedom to adopt a range of different approaches to managing projects within their cluster, and how they operate their referral systems for schools to refer pupils to the projects. An example of an innovate, successful referral system is the Odyssey project within the Airdrie Academy cluster, which came from collaborative partnership working between the CIIL (Cluster Integration and Improvement Lead) and The Miracle Foundation. The project is available to view below:

|  |
| --- |
| https://eus-www.sway-cdn.com/sway/v1.0/wKYwGSce6fRQbm0Q/thumbnailImage?imageId=dTZtcqnT-A1YZX&width=600&height=180&isPreview=false |
| [Odyssey 2022 - Airdrie Cluster](https://sway.office.com/wKYwGSce6fRQbm0Q?ref=email&loc=play) |
| Our cluster already has a well-defined, established, and successful enhanced transition programme and Odyssey is not designed or intended to replace existing supports, instead it is an example… |
|

|  |
| --- |
| [Go to this Sway](https://sway.office.com/wKYwGSce6fRQbm0Q?ref=email&loc=play) |

 |

**3.2 The Miracle Foundation**

The Miracle Foundation presented at the Phase Three briefing session hosted by VANL (Voluntary Action North Lanarkshire), giving an in-depth overview of all work carried out across clusters by the organisation in Phase Two. A link to the presentation is available by clicking the slide below:



**3.3 Lanarkshire Community Food and Health Partnership: Come Dine with Us**

Phase Two has seen a number of organisations provide tailored support for the young people involved in their projects. An example of this tailored support is demonstrated by Lanarkshire Community Food and Health Partnership’s Come Dine with Us project. The below diagram presents a case study on the project’s process and delivery.



**4. Summary of Support Types Offered in Phase Two**

Below is a summary of the types of supports provided in the Dalziel cluster to meet the needs of their children, young people and families identified by their CIIL. This is illustrative of the wide variety of supports offered within each cluster.

(Document ends)