

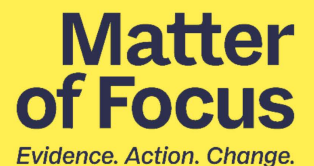


**IMPACT REPORT  
YEAR 3**

# Includem's ADAPT for CashBack project

*"It's an outreach family approach which they uniquely offer."*

**Prepared by: Matter of Focus, 30 June 2023**





## About Matter of Focus

Matter of Focus is a mission-led company and certified B Corp based in Edinburgh.

We work with organisations, projects and programmes to explore, map, analyse and assess the outcomes that matter to them, the people and populations they care about, and their funders. We provide tools and techniques to bring together evidence, data and evaluation to ensure that projects and programmes can meet their outcomes, are successful and adaptable, and can demonstrate that success to funders, service-users and other stakeholders.

We have created an innovative and easy to use software tool, OutNav, that enables public service organisations and funders to make effective use of their data and information to learn, improve and tell the story about the difference they make.

Matter of Focus is led by Dr Ailsa Cook and Dr Sarah Morton. Ailsa and Sarah are internationally renowned thinkers, both well known for their ability to develop practical tools backed by robust evidence-based approaches, with extensive experience of delivering solutions for public service organisations.

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# Executive summary

In 2020, includem was granted funding via Scottish Government CashBack for Communities fund to provide an early intervention service in West Dunbartonshire for children and young people aged 10 to 15 who were felt to be at risk of offending and their families, with six key outcomes.

This **Impact Report** has been written by Matter of Focus and draws together evaluative evidence gathered by includem in combination with independent data collection and having supported the team through a range of evaluation processes, guided by the Matter of Focus approach.

## **Main messages: Supporting children and young people at risk and their families**

- This section can be read alongside the associated outcome maps shown in Appendix 1.
- Interviews with other agencies consistently drew attention to the ability of project workers to engage children and young people and build positive relationships, creating the foundation for all other work. Positive engagement with the project is a key strength.
- The project adapted and flexed to meet the challenges of Covid emergency restrictions for the children and young people involved.
- ADAPT for CashBack has reached 162 children and young people aged 10 to 15 years. Young people were most commonly aged between 13 and 15; over 60 per cent were male; and over 40 per cent lived in areas in SIMD deciles 1-2. In many cases, this support extended beyond the individual young person to family members.
- 55 children and young people have been supported to achieve a Dynamic Youth Award.
- The vast majority of children and young people responding to the questions (with their workers) reported increased confidence, ability to do new things and better behaviour on leaving the support. Most said they had sustained or improved school attendance and most (for whom the question was relevant and who responded) felt less inclined to anti-social or offending behaviours.
- Case studies illustrate the complexity of the family lives of some of the children and young people and how includem has worked with the whole family. They show how, with this support and other factors, the child/young person/family can achieve: greater trust in support; improved material circumstances; better support; improved engagement with school; and other positive outcomes.

## **Main messages: Embedding this approach in West Dunbartonshire**

- This section can be read alongside the associated outcome maps shown in Appendix 1.
- Here we add to the previous section, an understanding of how includem's ADAPT for CashBack contributed to the existing service landscape by adding a valued, community-based prevention service.

- We also consider how the work has been tailored to the specific needs of the community, providing a detailed case study ('Early intervention on fire-setting').
- The project added capacity for community-based, voluntary, preventative and whole family service provision and addressed the gap between universal provision and higher-tier supports.
- The role of the project in providing a bridge between services emerged as being particularly important in responding to the complex challenges that children, young people and families are experiencing. This, as well as some of the challenges involved including clarity of role, is reflected in our access to education case study ('Access to education – Article 28').
- The relationships-based practice described in the previous section of this report is foundational.

We include three extended thematic case studies:

- includem's adaptation to the Covid emergency and its impact on children and young people;
- includem's work in response to fire-raising by young people in the community;
- support for a young person, alongside other interventions, to realise their right to education.

Going forward, we recommend that includem:

- Continue to contextualise their quantitative, self-report measures using wider evidence, such as systematically collected observations of other people who are important in the young person's life.
- Further use the reflective impact log, building the confidence of staff in the value of their own reflections.
- Build in time to make sense of their data and evidence to drive learning and improvement.
- Consider the value of these outcome maps to future work.

# Background

## Setting the scene

**includem** is a Scottish charity that works with children, young people and families to help them transform their lives. includem envisions a world where every child and young person is respected, valued and has the opportunity to actively participate in all aspects of society.

In 2020, includem was granted funding via Scottish Government CashBack for Communities funds to provide an early intervention service in West Dunbartonshire for children and young people aged 10 to 15 who were felt to be at risk of offending and their families, with six key outcomes.

**Matter of Focus** is the evaluation partner for this work. Matter of Focus is a mission-led company that supports organisations to understand if and how their actions really do make a difference for the people and communities they care about.

This **Impact Report** has been compiled by Matter of Focus and draws together evaluative evidence gathered by includem, in combination with independent data collection and having supported the team through a range of evaluation processes, guided by the Matter of Focus approach.

**This report is organised** by two different change processes (or ‘**contribution stories**’) effected by this work: how and what impact has been achieved working alongside children, young people and their families; and how this work has both adapted to meet the needs of the local area and contributed to the service landscape. For each of these processes, we include an ‘**outcome map**’ which drills down into the change process, breaking it down into a number of clear steps connecting project activities to outcomes. These provide good insight into how the project has made a difference.

- Supporting young people at risk and their families
- Embedding this approach in West Dunbartonshire

Each section provides some key messages and further discussion of the evidence in support of outcomes at each step in the journey. Where appropriate we highlight the alignment with the outcomes sought by the CashBack for Communities programme. As well as providing short case studies through the text, we also include three extended case studies:

- includem’s adaptation to the Covid emergency and its impact on children and young people;
- includem’s work in response to fire-raising by young people in the community;
- support for a young person, alongside other interventions, to realise their right to education.

We conclude by providing an overview of key points, as well as revisiting programme outcomes and the wider context.

## About the service

includem's ADAPT for CashBack project responded to an identified, unmet need for a service in the community for children and young people who are showing early signs of risk taking or offending behaviours. The programme had a preventative focus, working with children and young people on the periphery of offending in West Dunbartonshire, an area adversely affected by high rates of poverty, unemployment, addiction, domestic abuse and crime.

Each child or young person was supported to develop their own individually tailored plan to meet their particular needs. Children and young people engaged in one-to-one support in their community, group work activities where appropriate and they were carefully supported to access specialist services to address identified needs such as addiction or experiences of domestic abuse.

The project assisted children and young people to: recognise their triggers for offending behaviour; supported and developed positive links and relationships in their community; and built self-esteem and confidence which are known to reduce the risk of continuing offending behaviour. A crucial part of the project was the offer of whole family support, supporting relationships within the family and helping parents and carers to be in a better place for supporting the growth and development of the child or young person in their care.

Key attributes of the programme were:

- the time invested in children, young people and families;
- flexible support that was available around the clock;
- a focus on supporting children and young people in the context of supporting their families;
- a tailored and holistic approach to working with the child or young person.

## The project aims and outcomes

The project's aims were set out as follows:

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



includem ADAPT for CashBack addressed six key outcomes areas for children and young people:

1. Children and young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour;
2. Children and young people develop their physical and/or personal skills;
3. Children and young people's health and wellbeing improves;
4. Children and young people participate in activity which improves their learning, employability and employment options (positive destinations);
5. Children and young people contribute positively to their communities;
6. Children and young people are diverted from criminal behaviour or involvement with the criminal justice system.

Beyond the outcomes for children and young people, the includem ADAPT for CashBack project worked intergenerationally to contribute to outcomes for families/carers and communities. The project also supported embedding of a preventative and inclusive approach to supporting children and young people at risk of offending in West Dunbartonshire, intended to both extend and influence current systems of support.

## The context for this work

As we are working to evaluate the delivery of complex, people-based change, we need to pay close attention to contextual factors that influence how change happens.

During our initial phase of work with the project team we conducted a context analysis. This discussion was dominated by Covid and subsequent restrictions and highlighted risks to the project including: interruptions to the main referral routes due to their Covid-related closures/redeployment of staff; potential resistance to receiving the service from either parents/carers or children and young people, who in particular may struggle to understand the prevention focus; and children and young people having deeper needs than expected. We also identified qualities in the project likely to underpin success; that staff have the skills to form productive relationships with families, the time and flexibility to respond and are persistent in offering support and staying the course.

Covid restrictions have impacted on the realisation of children and young people's rights and on children and young people's wellbeing in ways that are well-documented.<sup>1</sup> For this project, the ripples were felt in relation to the duration of support needed by the children and young people, how support could be delivered, the need to reshape referral routes and the numbers of children and young people accessing the programme. We developed a strong account of the invaluable and creative supports provided to children and young people during this time by the project in one of our case studies (see '[Covid response](#)').

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<sup>1</sup> See the children's rights impact assessment carried out by the Observatory of Children's Human Rights Scotland, <https://www.cypcs.org.uk/resources/independent-childrens-rights-impact-assessment-on-the-response-to-covid-19-in-scotland/>

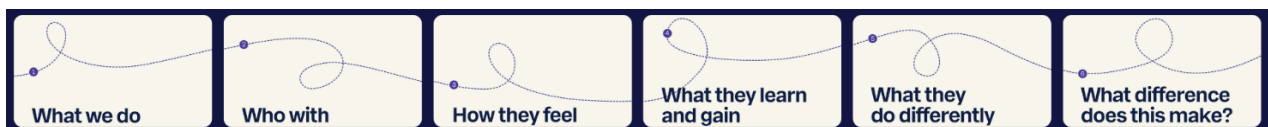
West Dunbartonshire contains 48 data zones that are amongst the most deprived 20 per cent in Scotland and is one of the most deprived council areas in Scotland, with one in four children living in poverty.

## Our approach to evaluation

For this evaluation we used an approach based on Contribution Analysis, which is well-suited to understanding and evaluating complex, people-based initiatives.<sup>2</sup> It is a ‘theory of change’ approach, which makes explicit the ‘theory’ or thinking as to why desired changes are expected to happen.

Our approach involves two main stages:

The **first stage** involves working collaboratively with key people involved to understand the unique context of their work and to set out or ‘map’ how the work contributes to the intended outcomes. We capture this as a series of steps on a pathway to impact, following the headings below, that keeps people at the centre through the different levels of change. The initial outcome maps were co-created with the includem ADAPT for CashBack team in autumn 2020, leading to our Foundation Report (October 2020). For the purposes of this project, we added an additional column to the framework to indicate alignment with the overall outcomes attached to this funding.



### Our headings

In the **second stage** the map is tested and refined through various forms of data collection with participants and other stakeholders, to create a nuanced and well-evidenced account of the impact of the work – to make sure that we can make strong claims that the actions taken have contributed to the changes we see. Evidence-gathering is scaled appropriately to the complexity and scope of the work.

## Applying this approach to includem’s ADAPT for CashBack project

This report follows on from foundational work completed in 2020 and an interim impact report in June 2022. The initial outcome maps that we created and included in our Foundation Report have since been refined considering the evidence and focused for the purposes of providing the clearest account of the project’s impacts to date.

<sup>2</sup> For further information, see <https://www.matter-of-focus.com/our-approach/>

The table below shows the evaluation processes which have been held by Matter of Focus and which have led to this report.

<i>People included</i>	11 members of the staff team (past and present) 6 partners/people referring into the service
<i>Evaluation processes</i>	Foundational workshops (3) Reflective practice sessions with project team (2) Critical friendship offered through regular meetings with the management team Review of reports made by includem to IS and other project documentation/includem reports against the outcome maps
<i>Data collection</i>	Independent interviews of people referring into the service/partners (see Appendix 2) (5) Project <a href="#">reflective impact logs</a> completed by the project team (2) Supported person reflective impact logs for individual/family case studies (see Appendix 3) (5)

**Evaluation processes and data collection led by Matter of Focus**

Additionally, this report draws on data from a number of sources that have been assembled by includem:

- Participant numbers and demographics;
- Self-reported scores before and after the support using a range of assessment tools;
- Visual images;
- Social media posts;
- Feedback from children and young people, parents/carers and partner organisations;
- Individual case studies;
- Record of referrals.

# Supporting children and young people at risk and their families

## Key messages

- This section can be read alongside the associated outcome maps shown in Appendix 1.
- Interviews with other agencies consistently drew attention to the ability of project workers to engage children and young people and build positive relationships, creating the foundation for all other work. Positive engagement with the project is a key strength.
- The project adapted and flexed to meet the challenges of Covid emergency restrictions for the children and young people involved.
- ADAPT for CashBack has reached 162 children and young people aged 10 to 17 years. Young people were most commonly aged between 13 and 15; over 60 per cent were male; and over 40 per cent lived in areas in SIMD deciles 1-2. In many cases, this support extended beyond the individual young person to family members.
- 55 children and young people have been supported to achieve a Dynamic Youth Award.
- The vast majority of children and young people responding to the questions (with their workers) reported increased confidence, ability to do new things and better behaviour on leaving the support. Most said they had sustained or improved school attendance and most (for whom the question was relevant and who responded) felt less inclined to anti-social or offending behaviours.
- Case studies illustrate the complexity of the family lives of some of the children and young people and how includem has worked with the whole family. They show how, with this support and other factors, the child/young person/family can achieve: greater trust in support; improved material circumstances; better support; improved engagement with school; and other positive outcomes.

## What we did

includem's ADAPT for CashBack provided individualised support around a plan that was co-created with the child or young person and supported by includem's A Better Life (ABL) modular toolkit. Most frequently used modules in year 2 of the programme related to Family Work and Education, Training and Employment; and in year 3, Family Work, Beating Boredom, Education Training and Employment, Offending and Risk-taking, This is My Life. Children and young people received one-to-one support from their worker in spaces to suit them, such as home, during positive activities or in their community. The pattern of support varied to suit the individual; however, children and young people were usually seen twice a week for up to six months, which was intensive for a community-based service. The work was tailored to the individual and workers took a contextualised view of the life experiences of the family, child or young person.

Workers supported whole families by:



- Giving emotional, practical and social support;
- Providing support with parenting;
- Ensuring their voice is listened to with other agencies in their lives.

An important aspect of the support, which we expand upon in the following section of this report, was in making connections with other agencies around the child or young person and advocating for children and young people with other agencies in their lives.

“ There were one or two examples where the staff were instrumental in getting a proper diagnosis for young people, highlighting that and bringing it to CAMHS [Child and Adolescent Mental Health Services], it had either been not noticed or not really acted on, and after staff came in and pushed that along ... we ended up doing work we didn't expect to do but it was every bit as valuable.” includem staff member

In relation to children and young people's experience of school, includem offered a range of supports to help keep children and young people in school and to improve the quality of their attention. These included help with the costs of the school day, support for the family in the mornings and with routines, and in-school support.

As the context analysis for this work highlights, Covid restrictions exerted a strong influence over multiple aspects of this work, as well as increasing the pressures on family life. The case study below provides an important narrative about how the project adapted to support children, young people and families during this difficult time.



### **Covid response**

The Covid pandemic hit during the first year of the project, creating ripples which affected the expected referral routes and partnership building, the duration of support needed by children and young people and the way that support could be delivered. This meant working with young people remotely and individually and that it was hard to connect young people into community resources. The project team demonstrated agility in responding to these challenges.

They provided invaluable support to children, young people and families when many other services were unavailable, helping families to access additional material resources and, following the restrictions, helping young people back into school by for example providing transport and facilitating return meetings with school to create individual plans.

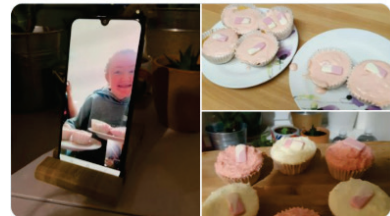
**Includem ADAPT for CashBack** @Includem\_ADAPT · Mar 5  
A little welfare box off to one of the families we support that are having to isolate. Lots to keep everyone amused and beat the boredom as well as some treats to get through the week! 🍪🍌🍩🍫🍭 - Gemma



**Includem ADAPT for CashBack** @Includem\_ADAPT · Jan 19  
10,747 steps & lots of puddle jumping at Loch Lomond Shores today for myself and one of the young people we work with! @CashBackScot @Includem2000



**Includem ADAPT for CashBack** @Includem\_ADAPT · Jan 12  
Wee bit of baking with one of my young people tonight! She did fantastic! 🍪 We laughed, we learned about weighing ingredients and we definitely didn't lick the mixing spoon... 🍌🍩🍫 @Includem2000 @CashBackScot @WDCouncil #engagement #baking #teamwork



➔ This case study can be read in full [here](#)

## Who with

Children and young people were referred to ADAPT for CashBack usually because of early concerns around behaviour in the community such as carrying of knives, fire-setting, running away, drug/alcohol use and being exposed to situations that could reduce their safety. Most project referrals came directly from schools.

To date ADAPT for CashBack has supported 162 children and young people in West Dunbartonshire with many families engaging in whole family support. Children and young people were aged between 10 and 17, with the mode being 15. Most participants were boys and young men and 42 per cent of young people supported lived in areas in SIMD deciles 1-2. Around 50 children and young people moved on from support in each of years two and three. A breakdown of participants by selected protected characteristics is shown as Appendix 4. Of note are the levels of disability and neurodiversity amongst the children and young people supported, which adds an additional layer to the importance of tailoring each plan to the individual.

Stakeholders consistently observed building trusting relationships as a key strength of the project. The average duration of support taken up was 25 weeks, showing that children and young people were generally able to sustain engagement.

“ They’ve grasped the fact that the most important thing to do is build that relationship, that trust, and that if they have to pass information on it’s not about undermining the trust it’s about making sure the right people know the right information to support, and I think they’ve managed to get that over to the young people and to their families, and I think that’s why it’s worked so well” Education stakeholder

One interviewee commented that in general families have been “desperate for support”. In one case which demonstrates well the persistence of the project team, the child or young person was initially resistant to the service, while the parent wanted the support. The team lead visited the family at home to talk through what the service would offer. When it became clear that this would not be ‘finger-wagging’ or social work support, the young person was willing to engage. In the case of the children and young people moving on from support in year 3, about 90 per cent of their families also received support, extending the number of project beneficiaries.

Data gathered by includem on their referrals into other agencies provides a wealth of information about the needs of children, young people and families and how they connected into appropriate support. At the end of year 2 for example there were almost 90 referrals for further support including those for other members of the family. This data illustrated the range of supports being accessed and therefore the unmet need identified through the project. Some of the social work referrals were notifications of concern raised by includem and some led to a social worker being allocated to the family. Referrals bear relation to health and wellbeing (outcome 3) and positive destinations (4).

An important feature of the support is that workers did not simply signpost other services but “go through the process with them”. While this takes time and care, workers found this to be effective and necessary in ensuring that further support is realised. This is elaborated further in individual/family case studies provided later in this report. The following highlights how includem were able to link into opportunities available in the community, opening young people’s access to these in a way that was realistically sustainable for them.



### **Individual case study**

When includem’s ADAPT for CashBack team began working with [young person], her mum expressed concerns over her being in situations which reduced her safety. Her Support Worker also uncovered that [young person] was self-harming due to being bullied by her peers on social media. Working with her to understand how her protective factors could be increased using wellbeing maps, [young person] revealed her perspectives on her situation, around feeling bored and alone. Her mother’s ill-health had impacted on her energy to spend time together. This had also impacted on her passion for dance as due to a lower income, they could no longer afford dance classes, and instead she had begun to watch tutorials on YouTube to learn new moves and for fun.

[Young person’s] Support Worker linked with a local dance school in West Dunbartonshire, securing her a lifetime membership. Her free membership allows her to attend as many classes as she wants including tap, ballet, modern, acrobatics, hip-hop and cheerleader classes.

## How they feel

The approach taken to building relationships here bears relation to high quality youth work practices where children and young people enjoy “safe yet informal spaces where they can have critical conversations around personal challenges and wider social issues with adults who are neither parents nor teachers”.<sup>3</sup> Some of the positive feedback from children, young people and parents has been communicated indirectly through school staff.

“ If a young person’s having a meeting with their includem worker they always seem upbeat about it.” Member of school staff

“ I wasn't going to classes or school, so they got me to work with includem. It's been alright so far and we are going to do the Dynamic Youth Award.” Young person

Parent/carer feedback could be strengthened within the evidence; however, one carer commented they felt “listened to and supported” and appreciated advice about what was available in the area. Reflective impact logs completed by staff shine a light on families’ appreciation of the extra support. A few parents commented on the importance of matching the child or young person and worker, providing an example of where a young person had responded better to one worker over another in their experience.

Stakeholders highly valued the service, expressing positive views about working with the service, the service sharing information appropriately and communicating well, with some ongoing learning and adaptation during the early stages of the project.

## What they learn and gain

Staff reflection indicates how children and young people’s mindset can shift during support, with their worker ‘being there’ for them and being positioned as separate to the family emerging as important to this. Supported children and young people have also offered insights about themselves and the changes they see, focused here on self-responsibility and confidence (‘I can keep myself safe’, ‘[I] make my own decisions’).

“ I work with a young person and, it was her behaviour, it just did a complete 360 one day it just completely changed. It was actually her mum that said that to me. It’s just her and her mum, they don’t have any other family members or really friends, and it’s more someone else out with the family talking to that young person about their behaviour and the way they are acting with consequences is what really registered with her. Because when you’re young, your mum saying it to you isn’t really going to change your behaviour that much. I think sometimes it’s having that extra person who’s there, who’s not part of the family. But then a

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<sup>3</sup> <https://www.kcl.ac.uk/news/new-resources-to-improve-understanding-of-the-value-of-youth-work>



lot of my other young people it's been there's been some kind of event that's then triggered it and then they start to engage more and they put in a lot more effort into the work and their ABL [A Better Life toolkit]." Staff member

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

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

In relation to family work, the team reflected on how they can help families to 'see situations from different angles', and work to realign the sometimes 'unrealistic expectations' that parents or carers may have, which reduces stress in the relationship. Regular support provides the opportunity for children and young people to focus on managing their emotions and mental wellbeing or to alter their perspectives, which helps the relationship from the other direction.

It is evident that staff have given careful consideration to how they end support and help young people to move forward, based on their experience. Support can end naturally but often it can be challenging for both staff and children and young people. There were examples of maintaining the support where other services had not yet stepped in, and also where includem helped children and young people to access other services after their support had ended. Endings are managed carefully with workers cutting back the intensity of support over a six-week period.

## What they do differently

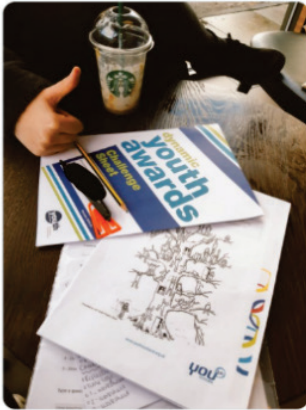
Over the course of three years, of the 162 young people who were supported, 109 moved on successfully, 18 remained on programme with includem when the Adapt for CashBack programme ceased, and the staff could not secure engagement with 35 young people or their families. 55 children and young people have been supported to record their informal learning through a Dynamic Youth Award (with another 13 pending) and have their achievements recognised. Data provided by includem highlight a diverse range of achievements such as: engaging in sports/leisure activities and being physically active; gaining an apprenticeship; going to college; increasing time in school; and participating in a community activity. These bear relation to support networks (outcome 1), physical and personal skills (2), health and wellbeing (3) and positive destinations (4).



## Individual case study

[Child], aged 11, struggled with antisocial behaviour in the community and in school. Support from staff helped him to understand the consequences and risks and make a positive transition to high school. Support sessions often took place whilst connecting him to hobbies that were capable of being sustained. He has been introduced to and found a love of golf and fishing and is now a young member of an angling club. He feels that both activities allow him escape.

**Includem ADAPT for CashBack** @Includem\_ADAPT · Oct 31  
Spent some time this weekend completing E's @YouthScotland Dynamic Youth Award qualification. Couldn't be prouder of her & her hard work! 🎉  
Sarah @CashBackScot @Includem2000 @WDCouncil



Children and young people were invited to complete a self-assessment on entry to and exit from the support which they completed in discussion with their workers. These figures show a positive direction of travel with regard to various aspects of personal development and reduction of situations of risk, for those who completed these questions. Related to fund outcomes 1 and 4:

- 79 of 87 children and young people moving on from the project reported increased confidence (91%);
- 85 of 87 said they were more able to do new things (98%);
- 82 of 87 said they felt more resilient (94%);
- 77 of 87 reported positive changes in their behaviour (89%);
- 77 of 87 felt they maintained or improved their attendance in school (89%).

69 of 72 children and young people for whom the question was relevant and who completed the question said they felt less inclined to participate in anti-social or criminal behaviour.

“ I support a young person [who was engaged in offending and anti-social behaviour] and family who I have just finished working with... We worked with him

as well as Street League. He had no ambition or drive at the beginning but has just accepted an apprenticeship and is looking forward to his future.” Staff member

“ The biggest difference is he is actually doing things, focused work and that, and getting him to think about his actions. It's beneficial instead of him just sitting inside.” Carer

includem's role in helping young people to stay with their education or to be more present is highlighted in some of the case studies below.

## What difference does this make?

Powerfully, we were offered a Police perspective in year one that “the [majority of] young people [that have been referred] are no longer coming to my attention for negative things”, where the pattern of behaviour that they were showing previously, in their professional experience, would have suggested the risk of escalation. One young person commented that they had “stopped being 'bad' ... making better choices by far 'cause I've been working with includem”.

It was difficult for some of our first-year interviewees to comment on the overall difference to the child or young person as they did not necessarily sustain contact or were not the key person in contact with the child or young person and family. Some of the difficulties in children and young people's lives and in the context of the community are deeply rooted and complex; however, the support from includem has been felt, by Education staff for example, to help children and young people to cope and engage (here, with the transition back into school).

“ I think it's difficult to give a definitive measure of success but what I would say is I think it's definitely supported the young person because they have that really positive relationship with their includem worker so it perhaps makes the young person more willing to engage or more on board with what the offer is, because they know that they've got that additional support.” Education

While the self-report scores included above do suggest improvement over the course of the support, they do not tell the story of programme impact as many factors, including those beyond the control of the project, influence change. They cannot capture the way that integrated working practices bring together work with the family and with other agencies to contribute to impact. Individual case studies supplement these kinds of measures well, providing a richer account of children and young people's circumstances, the intensity of investment in families and the interaction between the includem investment and engagement with school and other supports. Across the case studies that we reviewed, there is a common theme of includem workers being able to build relationships with children and young people through flexibility and 'stickability', often where other supports had not worked out in the past. This positive engagement can bridge the connection into longer-term supports and next steps, smoothing transition stages and making these more sustainable. Although the following are focused on the

child or young person’s perspective, the high levels of engagement with the whole family are evident. There is also a common thread related to the young person’s trust in support.



### Individual case study

One young person was referred to includem due to school concerns about attendance, engagement and contact with the Police. [Young person] was struggling with low motivation and social isolation (rarely leaving the house), and his family were experiencing mental health, financial and wellbeing difficulties. The family struggled to manage their day-to-day budget and were in overcrowded accommodation, sleeping on the floor.

[Young person] was initially reluctant to engage with support and found committing to times and understanding that the support was needed difficult, but with the ability to work flexibly together and the ‘stickability’ of the includem worker, this improved over time and had a positive impact on [young person’s] routines and engagement with school.

The includem worker was able to support both [young person] and his family through accessing the Wellbeing and Young Person’s Fund to address specific needs (e.g. beds and white goods) and by making connections with other supports in the community, including debt support to ease the family’s circumstances and mental health support for the parent.

His mother and school have noticed a dramatic change in [young person’s] outlook from being involved with includem. He has returned to school full-time continuing into fifth year, joined a rugby club and has been offered an apprenticeship. The includem worker has observed that the family relationships improved during her support. She has become more aware of debt supports in the area and has been able to bring this benefit to other families.



### Individual case study

One young person includem supported has ADHD and ASD and before the support started, they struggled to understand their emotions, leading to difficulties in engaging with school and their peers, including physical conflict. They had contact with support workers in the past but had not found it easy to engage. They were socially isolated, going out very little and without many friends in the area. The includem worker helped them to understand that this support was not about them ‘being in trouble’ and that support was there to help, which led to positive engagement from the young person and their family. She was able to be alongside the young person in school, following incidents during the school day.



The young person made good progress with the A Better Life toolkit and was able to open up to the includem worker about their concerns and feelings around transition to secondary school. The worker observed that the young person learned that ‘it’s ok not to be ok’ and to share their feelings. By helping the young person to reflect on their feelings at different points in the day, the worker supported them to set aside their anxieties about attending school in the morning.

The young person’s behaviours at school and home have improved and they are more likely to use better and less harmful strategies to cope with situations, and this was noted by school staff.

It is notable that in many cases, the whole family has engaged in support rather than just the child or young person referred. Reflective practice and individual case studies begin to highlight the value of this work. The two case studies below highlight examples of where, in addition to the child or young person gaining understanding of themselves, includem workers can facilitate good conversations and insights between family members, helping relationships to function better.

“ Family life is more settled due to engaging with our support.” Staff member



### Family support case study

One family includem supported had been initially referred in the previous year and refused the offer of support; however, they became open to trying the service after their situation had worsened. The young person was not attending school and was moving in social circles that were causing some concerns.

The includem worker was able to take time to build up a relationship with the young person at home, who initially was reluctant to engage meaningfully, while the family were welcoming and appreciative of the support and consistent in their communication.

The support helped to enable the young person to be able to do things he did not think he could, in his school attainment and achieving a Dynamic Youth Award, and he is now taking positive steps for the future and engaging with supports, the key one being with Skills Development Scotland. The support from includem was emotional (encouraging the young person to try the Maths and English exams) and practical (giving him a lift there). A member of school senior management recognised that the young person had “turned a corner”.

The family reflected on improved relationships at the end of the support. The young person is understanding the need to help more at home with household chores, taking more

responsibility. The worker was able to support the family through complex life situations such as health issues and being a victim of crime, underlining the importance of a tailored and holistic approach.



### **Family support case study**

One young person was experiencing significant challenges to his mental health which were inhibiting his ability to engage with the supports available. He was referred to include me for support by a pastoral care teacher who was concerned about situations of risk.

[Young person] was able to open up to the include me worker and have honest discussions about his difficulties. include me was able to secure counselling support for [young person] during the school holidays and support him to attend appointments (by accompanying him). He has built up a level of trust with the include me worker where previously he showed a lack of faith that sharing his difficulties would lead to helpful support. In this case study, the belief in support and willingness to accept support is an important step in the right direction and an important outcome. Because the support includes the young person's mother, she is able to understand what support and strategies are working for him and feel reassured and more able to engage in communicating with school, where previously the communication had stopped. This means that there is more integrated communication around the young person.

At the time of writing, this support was at an early stage, but it was encouraging that [young person] reported enjoying his support and was actively working towards goals using the A Better Life toolkit. The worker engaged [young person] creatively and informally, whether going to the park, for a drive or exploring.

Partly due to the impact of Covid it has been more difficult to evidence children and young people's increasing connection with community, beyond their engagement with new and positive opportunities in the community as detailed. This is borne out in the less conclusive self-ratings with regard to contribution to/connection with community, in earlier years of the programme. include me's experience is that young people find the language of this outcome difficult to grasp and they have reflected on the need to find a different entry point to the conversation. One example of community connection was where some children and young people participated in beach cleans and were complimented by strangers, which was meaningful to them. Children and young people have also been involved in tree planting sessions.

“ There were a couple of young people who did [the beach clean] and a couple of strangers came up and asked them what they were doing and they explained what they were doing and they got credit from strangers.” Staff member



**Includem ADAPT for CashBack** @Includem\_ADAPT · Aug 25 \*\*\*

Today we supported some of the young people we work with to do a litter pick along Dumbarton shore.

Lots of litter removed & disposed of safely - helping wildlife & ensuring a clean space for the local community! 🗑️🌳🌿🌍✅

- Gemma & Marilisa

@CashBackScot @Includem2000



# Embedding this approach in West Dunbartonshire

## Key messages

- This section can be read alongside the associated outcome maps shown in Appendix 1.
- Here we add to the previous section, an understanding of how includem ADAPT for CashBack contributed to the existing service landscape by adding a valued, community-based prevention service.
- We also consider how the work has been tailored to the specific needs of the community, providing a detailed case study ('Early intervention on fire-setting').
- The project added capacity for community-based, voluntary, preventative and whole family service provision and addressed the gap between universal provision and higher-tier supports.
- The role of the project in providing a bridge between services emerged as being particularly important in responding to the complex challenges that children, young people and families are experiencing. This, as well as some of the challenges involved including clarity of role, is reflected in our access to education case study ('Access to education – Article 28').
- The relationships-based practice described in the previous section of this report is foundational.

## What we did

includem designed and delivered a preventative approach to working with children and young people at risk in West Dunbartonshire, in a way that is sensitive to their family and community life and holistic in nature.

“Our approach has been welcomed and identified as an effective bridge between children, young people and their families, school, and community.” includem ADAPT for CashBack Annual Report 21/22

“It's an outreach family approach which they uniquely offer.” Person referring into the service

The model of working offered by includem is to invest in the relationship with the child or young person and family, and then to strengthen the bringing together of supports by taking a whole system approach (one stakeholder referred to includem as “the central point for bringing agencies together”). This involves a depth of work in building relationships with other agencies and regular communication.



“ Communication has been very thorough on maybe a weekly basis, providing updates not only on the pupil but on any involvement with the family, social work, other agencies etc.” Feedback from pastoral care staff

Some of the challenges of this complex work, including negotiating different perspectives on roles, and in matching the level of need (which is not always clear at the start) with what the service can offer in terms of duration of support, are explored in the following case study. However, it also highlights what the young person has been able to achieve through this approach.



### Access to education (Article 28)

This case study concerns a young person who found herself stuck on a part-time timetable arrangement that was not reflecting her educational aspirations. The young person received holistic support around education, mental health, family and other relationships, and she was linked to an independent advocacy project. She engaged well with the support offered.

The young person did eventually return to full-time education as she wished, although this was a complex journey. The young person is now more knowledgeable about her rights, more proactive about managing her mental health and engaging with mental health professionals and has healthier relationships. She is sustaining education.

Some of the barriers or challenges faced in this example relate to different expectations or understandings of includem's role which limited engagement, and the team's own knowledge of relevant rights frameworks, legislation and guidance. includem has responded to this through new training.

➔ The case study can be read in full [here](#)

A further, key feature of the includem approach is that it is flexible enough to bend to the particular needs of the community. For example, the team developed issues-based partnerships/interventions in relation to drugs awareness, water safety and fire-setting, all of which emerged as issues for children and young people in the area. The following case study provides an illustration.



## Early intervention on fire-setting

This case study provides evidence of the project team's understanding of the particular issues of the community that they are working within and agility in being able to provide a response.

When a culture of fire-setting was observed in the community, includem ADAPT was able to broker a meeting between the young person and the fire service, where many of the young people involved might typically be wary of uniformed professionals. The fire service has noted that some young people will receive messages better via a trusted worker.

The tailored inputs helped young people to reflect on the potential consequences of their behaviour and highlighted poor levels of knowledge in some cases of the young people around fire safety, which practitioners can then follow up.

This case study highlights a contribution to outcomes relating to reduced risk-taking and diverting young people from offending behaviour.

➔ The case study can be read in full [here](#)

## Who with

Although it was envisaged that Social Work and Police would be the key referral partners for this work, schools have in fact provided the majority of referrals. The table provided earlier in this report shows the range of agencies which the project is supporting children, young people and their families to access, rather than simply signposting ([‘Referrals for further support’](#)). The extent of the investment in partnership working around the child or young person and family comes through in many of the individual/family case studies and through our reflective practice sessions with the team. Through the relationships they have with children, young people and families, workers are identifying needs, advocating for the child or young person and connecting groups and services.

Partnership working around particular issues is exemplified in the ‘Early intervention on fire-setting’ case study.

ADAPT for CashBack was connected to 5 secondary schools, 32 primary schools, local colleges, training and employment partners such as Skills Development Scotland. There is good evidence of links having been cultivated with a wide range of community partners.

## How they feel

With some smoothing of the referral processes at the outset, stakeholders were highly positive about their experiences of working with includem ADAPT for CashBack, particularly welcoming having an additional resource for intensive work. Children and young people supported by

includem face significant struggles at home and in the community which have been exacerbated during school closures. One Education stakeholder commented that, “circumstances have changed so dramatically in the last year that it’s really made it extra difficult to support a lot of young people and their families, so the service that includem were offering really was a Godsend”. Another described the service as “absolutely necessary”.

Interviews with agencies referring into the service highlighted their appreciation of having something more to offer to children, young people and families, and in particular the early intervention focus of the service. There was consensus that this work is extending existing support and addressing a clear gap in community-based, preventative work; and reaching children and young people who might not otherwise have been able to access support.

“ West Dunbartonshire doesn’t have a lot of services for young people, we really struggle referring people on, there’s nothing for young people who are not going to school, you know, disengaging.” Voluntary sector

## What they learn and gain

By providing regular outreach support, includem workers are learning things about the family situations of the children and young people they work with, which have enabled links to further support, for example financial support or the need for social work intervention. This was particularly important during Covid restrictions when school staff were unable to visit families at home and in some cases led to support being provided at an earlier stage.

“ We don’t do [other support referrals] unless we know about it, and this [includem] is an extra way of gleaning that information.” Education

One interviewee from the Police service inferred that the workers must be good at developing trust given the information that children and young people have shared with them. An example was provided of where includem has been able to share intelligence around adults who are drawing children and young people into negative and risky situations: “that disclosure means that I can now look at the people who are maybe hurting them and say now that they are on my radar”.

Through their work in West Dunbartonshire, includem have had the opportunity to observe how services are working with children and young people and importantly where children and young people’s rights are not being realised. They are considering how to use this information and advocate collectively on their behalf, to defend children and young people’s rights and to effect system improvement. Helping to realise children and young people’s rights both individually and collectively is a theme within the Access to education case study highlighted above. The work in West Dunbartonshire is complementing includem’s work at a national level, providing a platform

for under-supported children, young people and families to express their daily experiences of poverty, using public services and their school experiences.<sup>45</sup>

## What they do differently

One interviewee noted that what was unique to ADAPT for CashBack in the area was that the service was holistic rather than being service-specific. Examples of information being gleaned above, begin to show how the project contributed to earlier support for children and young people and Police awareness that can make an overall contribution to children and young people's safety. The value of processes developed as children and young people returned to school following Covid-related closures is highlighted in the following. Again, this underlines the bridging or coordinating role that includem can play in providing support together with other services, founded on strong relationships.



### Supporting transition back into school

“

Schools referred young people to the project out of concern that they would not be emotionally ready to return after lockdown and would not cope with reintegrating. We have engaged young people who weren't attending or engaging with school to access support hubs, increasing attendance. We have worked alongside school staff to negotiate timetables that work for young person's needs and to identify and resolve issues holistically, in the context of the young person's and family's life. Building teacher awareness of what is going on in the young person's life supports collaborative working to reduce barriers to learning and achieving their potential." includem staff

## What difference does this make?

Partners agreed that the project has added capacity for preventative work in West Dunbartonshire. The project's contribution to young people's outcomes is considered in the previous section (Supporting young people at risk and their families).

<sup>4</sup> <https://includem.org/news/voices-new-peer-research-from-includem/>

<sup>5</sup> <https://includem.org/wp-content/uploads/2021/08/The-School-Experience-of-Young-People-Pre-and-During-Covid-19-Report-SPREAD-1.pdf>

# Themed case studies in full

## Case study: Covid response

### **Defining the challenge**

Towards the beginning of includem's ADAPT for CashBack service, the Covid pandemic took place, derailing the key, anticipated referral route to the project through Police and Social Work, removing many of the other sources of support in young people's lives while intensifying the needs of young people at risk and their families. Like many other interventions, a project that was designed pre-Covid had to be adapted rapidly in response to an emergent and unpredictable situation.

### **What we did and who with**

The project was able to flex their offer to work for longer periods of time with young people where they needed this. Practitioners were creative in how they engaged young people, through bike rides, local walks, step targets and a virtual offer, for example online baking. The project provided devices and internet access, enabling includem's engagement with the children and young people and also their fuller participation more broadly. New referral routes were explored, for example via community policing and housing associations, and schools have emerged as the key referral partner. Referral criteria were widened to include children and young people affected by domestic abuse, reflecting their particular vulnerabilities.

In the initial stages of lockdown, includem provided funding from their Young Person's Fund to mitigate the impacts through the provision of financial and material supports. This was supported by Corra Foundation and Foundation Scotland's Community Response, Recovery and Resilience Fund. Subsequently, £15,000 was spent in West Dunbartonshire in buying essentials for struggling families such as food, utilities, white goods and data (from Barclays 100x100 fund and the Scottish Government Whole Family Wellbeing Fund).

### **How they felt**

Project staff reflected that during this time children and young people needed to have their needs met at a much more basic level. They interpreted that children and young people really appreciated just having "someone here for them" during this time.

Other agencies really appreciated knowing that the includem support was there for children and young people.

“ I think the nature of a lot of our families are they are suffering, perhaps even just historically, like domestic abuse and family conflict and the lockdown kind of exacerbated a lot of those issues and it's the young person who is left in amongst the middle of it without, you know, the respite of being able to come to school all day every day ... we felt frustrated that we couldn't support better with so it [includem] has really helped with that” Education

## **What they learned and gained**

At the end of restrictions, families gained additional supports with getting children and young people back into the habit of going to school and some young people gained support with anxiety and adapting to change. Support around transitioning back into school included practical support with transport and facilitating and being present at back-to-school meetings where a tailored plan is agreed (e.g. picking which subjects to go back to initially).

Families gained direct material benefits through the Wellbeing Fund, such as a new bed or bike for a young person.

## **What they do differently**

The addition of includem's ADAPT for CashBack to the service landscape in West Dunbartonshire has meant that children, young people and families referred into the project have received a significant amount of support. Many individual cases highlight how this has deepened understandings of individual need, leading to further support.

The includem workers innovated ways of working to fit the context in which they had to deliver – creative and fun but also tailored to where young people were at during this time.

## **What difference this made**

Children and young people have benefited from an additional source of support when this has been sparse, and this support has been flexed to match the needs which have emerged at each stage of the pandemic. Despite young people at risk not being out on the street and therefore not coming to the attention of Police, the project has still reached 93 young people and families (43 in the first year of the programme) almost all of whom have engaged with whole family support.

“ If the service hadn't been there I think there would have been more family breakdown, I think young people would have struggled a wee bit more as well.”  
Person referring into the service

## **Case study: Early intervention on fire-setting**

### **Defining the challenge**

includem's work in West Dunbartonshire is young person-centred. They deliver youth work that is tailored to support young people towards positive outcomes and positive contributions to their communities. The issue of fire-raising came to their attention as a particular problem in the area, with a high number young people involved in a sub-culture of fire setting.

### **What we did and who with**

To tackle this issue, includem set up meetings between individual young people who may be involved or at risk of getting involved in fire-raising, their includem worker and the Fire Service, to deliver tailored education inputs. Due to Covid restrictions these were delivered 1:1 rather



than in group settings. Careful work was done with the Fire Service to establish a safe system of working with consent and appropriate information-sharing processes.

### **How they felt**

Initially the children and young people involved were defensive when meeting with an adult in authority; however, because the sessions were tailored to meet the individual child or young person's interests they engaged well and reported that the meetings were eye-opening.

### **What they learned and gained**

They gained a new understanding of the potential seriousness of fire-raising and the potential unintended consequences of their actions and self-awareness of what this could mean for their future. Includem workers also gained valuable insight into the issues from the child or young person's perspective and where there are gaps in knowledge that they could take forward in ongoing support.

Families were offered a Home Fire Safety Visit.

### **What they do differently**

Because these sessions are part of the bigger picture of support with a young person, youth workers were able to feed this into wider work on risk-taking behaviour and staying safe, creating a feedback loop. This also contributed to the young people's Dynamic Youth Award. Workers have observed that those involved in the work appeared to desist from fire setting.

Through trusted workers, the Fire Service has gained a different route for providing fire safety information to young people at risk but who may be resistant to inputs from an adult in authority that they do not know.

“ Every young person we work with are all different and all have different things going on in their life, understanding some of these challenges and adapting the way we do things can be the small difference in changing their behaviour.” Fire Service

### **What difference this made**

One young person explained that they now had the confidence and ability to walk away from an incident, resisting peer pressure, and received positive reinforcement of their choice from their includem worker and the Fire Service.

This work has been a strong example of how includem is able to respond to local need to contribute to young people making better choices, being informed and able to respond to emergencies and stay safe. For the families of young people who had been involved in fire-raising this will contribute to reduced pressure and worry, and overall to a safer community in West Dunbartonshire.

## Case study: Access to education (Article 28)

### **Defining the challenge**

One young person was referred into the service by social work following an incident in school. She had past trauma and found the school environment difficult. She was receiving a part-time timetable, but was capable of achieving academically and wanted to extend her attendance.

### **What we did and who with**

includem gave this young person two phases of support (punctuated due to the funding criteria, amongst other factors), around education, mental health, family and other relationships.

That the referral came through social work rather than education created barriers for includem in trying to advocate for the young person in school.

Different viewpoints within the family and again perceptions around the role of the includem worker meant that engaging the whole family proved difficult in this case.

The young person was linked into [My Rights, My Say](#), who provided independent advocacy to explain and support the young person to claim her rights.

### **How they felt**

The young person wanted includem's support, showing this by engaging well; however, the school's understanding of the support (as being focused on behaviour) created difficulties in supporting the young person on their priority (their learning and school experience).

### **What they learned and gained**

During the initial period of support, the young person self-reported being more able to manage their feelings, and this was corroborated by school staff. The young person was able to access more time in school, at points during this time. Overall they have gained insight into their own mental health and are more able to seek support or use strategies.

The young person's mother noted a decline in her child's mental health and wellbeing when support ended and an improvement when a further period of support was agreed (although other supports were also accessed by the young person around this time).

includem observed the importance of clarity of role in cases such as this.

### **What they do differently**

The young person's right to education was realised when they were linked into the My Rights, My Say project, and they returned to school full-time. On the basis of this experience, includem reflected on the importance of their team having better knowledge and understanding of relevant rights, guidance and legislation to support effective advocacy. This prompted training for all includem staff from an education law specialist. Staff are also advised to use the My Rights, My Say project when eligible young people are not getting the education they want or feeling their views are not being heard in school.

### **What difference this made**

includem is now better positioned to support young people to access their right to education, and there is greater confidence to tackle 'informal' school exclusion or unwanted timetable reduction. With permission, the young person's story has been told to support external influencing and training.

The young person is more knowledgeable about their rights, more proactive about managing their mental health and engaging with mental health professionals and has healthier relationships. They are sustaining education and have a coordinated support plan in school.

While the young person did achieve a highly positive outcome, the case highlights the difficulties of working with young people with complex life situations and continued needs, in service models with rigid time constraints.

# Evaluator reflections

In this report, we have described evidence of children and young people working with their includem workers to take steps towards their personal goals, by engaging in new activities for example and working through their Dynamic Youth Awards. Stakeholder interviews have indicated the service is filling a gap in the existing landscape of provision in a way that is much needed and contributing, through the mechanism of their quality relationships with children, young people and their families, to better support for children and young people.

We have drawn attention to the relationships-based practice of the team, the whole family support provided and the thoughtful adaptation of the service during the Covid emergency. Through the access to education case study, we have also highlighted how bringing different supports around a young person, while challenging, can help them to realise their rights and make progress in a number of different areas of life. This story also shows how includem has reflected and learned from a complex case, as well as having worked with this story to highlight the collective rights issue of ‘informal exclusion’/reduced timetables.

Relevant to the outcomes of this fund, we know that attachment to school is a key protective factor against becoming involved in offending. The project offered and connected children and young people supportively into the kinds of positive activities which “may lead to the provision of greater social support, positive role models and other protective factors” (Levy and others, p7), as well as reducing opportunities for offending.<sup>6</sup>

The evidence bears out the assumptions underpinning success that we initially set out, that in the majority of cases includem workers were able to develop trusting relationships with children and young people and had the skills, flexibility and time to do so. Valued qualities in the support were that it was early, flexible, intensive and holistic.

“It’s that stickability principle, once you get to see somebody a good few times and the work they are doing with their young person some people just naturally come round, because you’re at their door twice a week.” Staff member

“The best part is it's flexible, I can text you (worker) and change the time or if I need something. So, if something is going on or I need to change the time it's OK and I can still see you that week instead of waiting for ages.” Young person

We know that Covid emergency restrictions impacted on the realisation of children and young people’s rights across a range of rights issues, such as physical and mental health and wellbeing, education, leisure, culture and play. Child rights impact assessment found a disproportionate impact on children and young people experiencing poverty, highlighting

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<sup>6</sup> See Levy and others (2014), <https://www.gov.scot/binaries/content/documents/govscot/publications/research-and-analysis/2014/10/works-reduce-crime-summary-evidence/documents/works-reduce-crime-summary-evidence/works-reduce-crime-summary-evidence/govscot:document/00460517.pdf>

growing food insecurity and unequal digital access as key issues.<sup>7</sup> Since our last report, the cost-of-living crisis has deepened<sup>8</sup> and pressures on public services have intensified, as documented in a recent report published by Includem.<sup>9</sup> For families supported by the project, the cost-of-living and energy crises have impacted on their quality of life and Includem has worked with other agencies to access material help and advice. This wider context needs to be brought to the reading of this report, highlighting the importance of continued work with families experiencing poverty and the need to protect children and young people's rights given the severity of these challenges.

## **Moving forward**

During this final year of work in particular, Matter of Focus has had a number of conversations with Includem around where they can work more meaningfully with outcomes.

Going forward, we recommend that Includem:

- Continue to contextualise their quantitative measures using wider evidence, such as systematically collected observations of other people who are important in the child or young person's life.
- Further use the reflective impact log, building the confidence of staff in the value of their own reflections.
- Build in time to make sense of their data and evidence to drive learning and improvement.
- Consider the value of these outcome maps to future work.

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<sup>7</sup> <https://www.cypcs.org.uk/resources/independent-childrens-rights-impact-assessment-on-the-response-to-covid-19-in-scotland/>

<sup>8</sup> See <https://www.jrf.org.uk/blog/10-cold-hard-facts-low-income-scottish-families-grow-weary-after-another-winter-cost-living>

<sup>9</sup> [https://issuu.com/includem2000\\_/docs/it\\_is\\_not\\_a\\_choice\\_designed\\_v1?fr=sM2lyZDU2MzkxMDM](https://issuu.com/includem2000_/docs/it_is_not_a_choice_designed_v1?fr=sM2lyZDU2MzkxMDM)

## Glossary of terms

“Assumptions & risks”	Assumptions and risks are factors respectively powering or interrupting the flow of changes as you move through a pathway to impact. Thinking about them helps you to know and show that the logic is working – if you are successfully moving from one step in the pathway to the next, and if so, why this is happening.
“Contribution story”	Narrative and evidence showing how the things that you do are connected by logic to a series of outcomes. We use the word ‘contribution’ because in complex systems we contribute to change amongst a range of other factors.
“Outcome(s)”	The difference that your work makes. We structure these differences into different steps which match the headings of the outcome map, to capture differences at the levels of engagement, reactions/feelings, knowledge, skills and capacities, changes in behaviour, policy or practice, and at the level of longer-term social change.
“Outcome map(s)”	To help make explicit or ‘map’ the steps between the activities that you undertake and the outcomes you hope to achieve, we use an interactive approach called outcome mapping. It separates out different types of outcomes at the level of reactions, knowledge, skills and capacities, changes in behaviour, policy or practice, and at the level of longer-term social change.



# APPENDIX 1: OUTCOME MAPS

## Supporting young people at risk and their families

What we do	Who with	How they feel	What they learn and gain	What they do differently	What difference does this make?	Outcomes
We reach out, engage and build relationships with young people at risk of offending and their extended families	Young people aged 10-15 in West Dunbartonshire at risk of offending	Families feel, 'I feel relieved and this is helpful'	Young people understand why Includem is working with them and gain a supportive relationship	Young people work towards the goals they have set	Young people have taken steps towards a positive destination including by meeting their personal goals	(1) Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour
We dedicate focused time to young people and families, providing holistic and flexible support, practical and emotional	Parents and carers, siblings and extended families				Young people feel more confident and resilient and benefit from positive support networks	(2) Young people develop their physical and/or personal skills
We have conversations to understand people's strengths, hopes and needs	A range of partner agencies who refer into and work with the service	Families and young people feel, 'I feel listened to and understood'	Young people learn about themselves and gain insight	Young people access opportunities, including opportunities for personal learning/employability		(3) Young people's health and wellbeing improves
We co-produce a plan to effect positive and sustainable change	Peers/friends		Parents gain support with their child	Parents experience better relationships with their children, they may reflect on their own experiences	Young people are more valued in their communities and behave more positively and safely	(4) Young people participate in activity which improves their learning, employability and employment options (positive destinations)
We work collaboratively with young people, extended families and agencies to put the plan into action	Community, sports and leisure and support organisations in West Dunbartonshire	Families and young people feel, 'I trust Includem and feel they are in my corner'	Families and young people get support to access community resources and other services and resources they need	Young people and families make more positive connections with their community	Young people value themselves and have greater ability to make changes in their lives into the future	(5) Young people contribute positively to their communities
We connect people supportively to their communities and peers					Better family and community relationships	

## Embedding this approach in West Dunbartonshire

What we do	Who with	How they feel	What they learn and gain	What they do differently	What difference does this make?	Outcomes
We design and deliver a preventative approach to working with young people at risk of offending and their families	Young people aged 10-15 in West Dunbartonshire at risk of offending		Includem finds new and innovative ways of connecting with families		More preventative approaches in West Dunbartonshire	
We work with partners to embed this approach in West Dunbartonshire	Parents and carers, siblings and extended families	This approach is responsive and helpful	Partners learn from our work and findings	Together we provide more holistic and early support for young people		(6) Young people are diverted from criminal behaviour or involvement with the criminal justice system
We extend existing provision, connect groups and services and contribute to joint working to support young people	A range of partner agencies who refer into and work with the service					
We tailor our work to meet local needs	Community, sports and leisure and support organisations in West Dunbartonshire		From our knowledge and understanding, partners increase their understanding of young people in the round		Young people are diverted from criminal behaviour or involvement with the criminal justice system	

## APPENDIX 2: INTERVIEW SCHEDULE (AGENCY REFERRING INTO THE SERVICE/PARTNER)

### Background questions/who with

Can you tell me a little bit about your role/organisation and in particular some of the main challenges you see in your work supporting young people? *(if relevant – understanding of the challenges facing communities or between communities and their young people)*

### What they do/who with

How did you first hear of includem's ADAPT for CashBack programme? *(how was it explained or introduced to you, when was this)*

Can you tell me about your contact with and relationship with includem's ADAPT for CashBack programme? *(quantify, detail, referral in/out, combined/collaborative support, how you communicate, how much time, intensity of that contact)*

Can you tell me what you understand of what the service does or provides? What do you understand the aims and objectives of the service to be?

Could you offer any observations about how the service engages with or builds relationships with young people and families? *(how distinctive is this?)*

If you are working together with includem's ADAPT for CashBack programme or have referred into the programme – can you give me a general picture of the needs of the young people referred? *(would they be getting a service elsewhere?)*

### How they feel?

Can you remember how you felt or responded when you first heard about the programme?

Do you recall having any specific expectations?

Do you recall having any specific worries or anxieties?

Has your response changed at all – in what ways?

How would you describe your relationship with them? *(anything that has helped or hindered this)*

Did you discuss making a referral/introduction with any young person or family? If so – what was their response/reaction?

### What have they learned or gained?

If you are supporting young people working with the programme, what do you think they have learned from it? *(how do you know? examples, families if relevant)*

Has this work at all impacted on your knowledge or understanding of young people's needs?  
(*specific examples, could include parents/families or community*)

## What are they doing differently?

Do you see any differences in how the young people working with the programme are behaving or in the choices they are making? (*how do you know? examples, what about parents/carers?*)

Has it impacted in any way on your own practices (*doing anything new or differently*)?

To what extent do you see people/agencies making new connections as a result of this service?

What if anything does this add to the existing system of support for young people at risk and their families? (*early/rounded intervention*)

## What difference does it make?

At this stage, can you say what difference the programme is making to the young people and families? (*outcomes/wellbeing, family outcomes, parenting outcomes, support networks*)

What about the difference to you in your role and to your setting/service?

Could you comment on the impact on communities and on how young people relate to their communities?

What about to the way in which young people on the edge of offending in West Dunbartonshire are supported? (*system change, early/rounded intervention, network outcomes*)

Imagine this service hadn't been put in place – what if anything would be different now?

## Formative

Could you suggest any improvements to the programme at this stage? Or to how they work with you?

Would you recommend the service to your colleagues as a resource for young people and families?

# APPENDIX 3: REFLECTIVE IMPACT LOG SUPPORTED PERSON

## Capturing Impact: A Tool for Case Reflection

The aim of this reflective log is to enable your project or service to capture the difference you make to the people you support. Please use this form to reflect on the support you and colleagues have provided to one person over time and the difference this has made. Please try to answer every question. Try to keep your responses to the questions concise (no more than 3 pages in total) and include specific examples and evidence to strengthen your account – think, ‘*what can I say in response to this question?*’ and ‘*how do I know?*’.

### About the Person

Why did this person/family access support from the project?
How well do you feel you are able to provide this support? Describe any challenges.
How well does the person/family engage with you and the service? What, if any, issues do you face, and have you taken any steps to overcome these?
How does the person/family feel about the support they receive and how do you know? e.g. they or someone else in their life may have told you or you may observe this through what they do
Are there any learning points for the future for the support you provide, from this individual case?

### Understanding impact

What, if anything, has the person/family learned from their engagement with your service?
What, if anything, does the person/family do differently now, that you think may be influenced by your work together?

What difference has your work together made to their life? What is different now for them?

Apart from your own reflections, has anyone else commented on what the person/family has achieved or the differences that this work has made to either them in their role or the person themselves? e.g. police, a parent or teacher

Do you notice any changes in their responses to your evaluation questions/tools?

Has anything else happened during this person's time with the project that has affected how far they could come? (please keep this general, e.g. illness, bereavement, housing crisis)

## APPENDIX 4: PROTECTED CHARACTERISTICS

<b>SIMD profile - of new participants</b>	
0 - 20%	68
20% - 30%	47
30% - 40%	21
40% - 50%	7
50% - 100%	19

<b>Sex identity - provide actual number of new participants</b>	
Male:	82
Female:	51
Non-binary:	1
Prefer not to say:	
Don't know:	28

<b>Gender reassignment - does participant gender differ from that assigned at birth - provide actual number of new participants</b>	
Yes:	2
No:	99
Prefer not to say:	
Don't know:	61

<b>Disability - what disability types affect participants. Multiple selection where appropriate. For new participants</b>	
Vision:	7
Hearing:	1
Mobility:	1
Dexterity:	1
Learning, understanding or concentrating:	15
Memory:	0
Stamina, breathing or fatigue:	4
Social or behavioural:	12
None of the above:	35
Other:	1
Prefer not to say:	6
Don't know:	79

<b>Ethnicity - of new participants</b>	
White - Scottish:	88
White - Other British:	
White - Irish:	
White - Gypsy/Traveller:	3



White - Polish:	
White - Other:	2
Mixed or Multiple ethnicity:	1
Pakistani:	
Indian:	
Bangladeshi:	
Chinese:	
Other Asian ethnicity:	
African - African, African Scottish or African British:	1
African - Other African ethnicity:	
Black - Caribbean:	
Black - Black, Black Scottish or Black British:	
Black - Other Black ethnicity:	
Arab, Arab Scottish or Arab British:	
Other ethnic group:	1
Prefer not to say:	
Don't know:	66

<b>Religious beliefs - of new participants</b>	
None:	61
Church of Scotland:	4
Roman Catholic:	23
Other Christian:	2
Muslim:	0
Buddhist:	0
Sikh:	0
Jewish:	0
Hindu:	0
Pagan:	0
Other religion:	1
Prefer not to say:	0
Don't know:	71

<b>Sexual orientation - of new participants</b>	
Heterosexual/Straight:	78
Gay/lesbian	2
Bisexual:	7
Other:	2
Prefer not to say:	3
Don't know	70