

Item 3

April 2017



Glasgow City Council

Report by Executive Director of Education

Glasgow's Improvement Challenge 2015 – 2020

***Improving children's health and wellbeing through nurturing approaches
and increased participation in physical activity and sport***

Purpose of Report:

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the third of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport

The physical activity and sport workstream is delivered by the Physical Education Physical Activity and School Sport Team (PEPASS), with three PE Lead Officers supporting the implementation of a detailed and ambitious action plan across primary, secondary and additional support for learning (ASL) schools. These include planned support in:

- Developmental Physical Education
- Physical literacy in P1 & P2
- Active Play to support literacy and learning in P3-P5
- Play Champions: Pupil Leadership in P6 & P7
- Parent and carer workshops

The Active Play programme is delivered by go2play, partner charity PEEK and Jeely Piece. Active Play is designed to increase physical activity levels for primary-age children by introducing active games and play into schools.

The programme involves weekly Active Play sessions in school, separate from PE and break time, for primary 4 pupils. This programme in partnership with the PE Lead officers, builds on the Physical Literacy intervention targeted at early level.

Pupils from primary 6 and 7 are engaged in the Play Champions programme which teaches them to take a leading role in facilitating play for younger pupils.

Strathclyde University are engaged in a PhD research project to evaluate the programme of planned interventions. Active Play is a positive way of increasing children's physical activity levels as children can engage in it for extended periods of the day. Furthermore, recent interventions have evidenced that active play has been successful at improving almost all children's fundamental movement skills. Having good fundamental movement skills can increase the likelihood that children will be more physically active. Both active play and fundamental movement skills has recently been linked to improved cognitive performance, related to attainment.

Some of the key findings from an independent evaluation of Term 1 were:

- increased physical activity levels among participating pupils, and enhanced fundamental movement skills.
- almost all pupils were more attentive in class following Active Play sessions.
- improvement in pupils' problem-solving and creative thinking during the programme.
- Active Play helped form the basis of a behaviour strategy with pupils in some participating schools.
- almost all teachers and pupils have evidenced increased knowledge of physical activity and its benefits.

In participating schools, Active Play sessions have reduced sedentary time and increased time spent doing physical activity by 40 minutes during a school day. Almost all children taking part in Active Play went on to play more outside of school time. The average increase physical activity time during Active Play sessions is 30%.

A lot of these games use a group work framework with the kids having to work together, think on their feet, interact and communicate. It's very transferable, the skills they are developing, and you can see it taking place in the classroom almost in tandem with what you see in the playground.
Royston Primary School

I feel that this is a very insightful way of supporting the raising of attainment. Some may say, thinking outside the box. Avoiding more tests and assessment pieces but actually looking at the emotional, mental and physical well-being, with the knowledge that success will only come if pupils are mentally, emotionally and physically fit.

Head Teacher, Active Play cohort 1.

A Sports Leadership programme, which complements the work of the Challenge, is offered across all secondary schools with 1674 young people gaining a sports leadership qualification/award last session. This has increased year on year (see 2015/16 standards and quality report). Of the successful candidates, 64% were boys and 36% were girls. More than half of these young people lived in SIMD 15 postcodes. Glasgow continues to be the largest awarding authority in the UK for Sports Leaders UK.

During 2015/16, the Playmaker Award at Primary School Level has also been introduced. To date, 225 pupils registered of which 217 gained the Playmaker award. Of the 225 registered 55% were boys and 45% were girls. 17% of these pupils lived in SIMD 15 postcodes. This award has shown an increase for 2016/17 which will be reported at the end of the academic year.

Training and implementation of the support programme has been implemented across 20 schools with a final cohort receiving input between Easter and June. In all participating schools, training for staff and children has been supplemented by twilight training session for staff and parents working together. All targeted schools have engaged in ten training sessions aimed at teachers and Support for learning workers, ensuring a partnership approach.

The INSET day in February offered opportunities for both early years and primary staff to work with a range of partners to support the PEPASS action plan. These included Jeely Piece, Wee Play and Scottish Disability Inclusion.

Training has taken place for 400 Support for Learning Workers focussing on a range of practical and cost-effective strategies to engage and include all pupils including activities to develop the core skills of balance and co-ordination, thinking skills and decision-making in the playground. These were positively evaluated.

There are a number of appendices which provide additional information/evidence on the success of Go2Play. The first is *Raising Attainment through Active Play* which has been written in response to increasing interest from other local authorities across Scotland and provides a description of the programme along with benefits. *Active Play: Physical Activity by Stealth* which is a summary of independent evaluations

and research into Active Play. Two case studies have been included one from Golfhill Primary School and one from Wellshot Primary School.

Our strategic approach to developing nurture continues to be led by Glasgow Psychological Services with our priority continuing to be to embed nurturing approaches across all schools and nurseries as part of Towards a Nurturing City. A particular focus this session has been on developing and piloting 'Nurturing Communications' a modular training package that deepens and extends practitioner knowledge and skills in applying nurturing principles on a whole school basis.

Many primary schools are already working on readiness checklists and already over 20 have signed up for this second phase of nurture training next session. This will be delivered and supported by Educational Psychologists (EPs) on an area/local Improvement Group basis. Nurturing communication has self-evaluation incorporated throughout the programme. This will help schools to monitor impact and outcomes. In addition to this programme for next session, workshops on resilience, nurturing communication and loss and bereavement will be available for those who attend the annual Nurture Conference in May 2017.

Training sessions on using Nurturing Me to access children's views on their wellbeing have been available for nurture practitioners over the course of this session. This ensures that children's views are incorporated into wellbeing assessments and plans.

Information sessions on Nurture and the Nurturing Principles are being rolled out across area based Local Management Review meetings (LMRs) which are multi-agency forums. These sessions are encouraging a multi-agency approach to considering and implementing the Nurturing Principles for our most vulnerable families.

It is particularly pleasing that our Children's Services Inspection which is due to be published in June highlighted the success of nurture across services as being a strength and an example of good practice.

'The purposeful focus on nurture and active addressing of inequality was leading to improving outcomes for many vulnerable children and young people including those living in deprived areas, those who were looked after and care leavers.' Draft text from report

Educational Psychologists (EPs) have worked with the LOLs from Glasgow Counts and from Literacy for All to build an evaluative framework that will support reporting on outcomes for children and young people. As part of Education Scotland's National Action Enquiry Project EPs are currently statistically analysing data collected over the course of this session and are writing a report on this piece of work. The full report will be available for the start of session 2017/18. The work on Literacy for All involves EPs providing advice on how to evaluate the process of implementing this portfolio of approaches and how to measure impact on outcomes for our children and young people. This will inform next steps in developing Literacy for All.

EPs are supporting BeYouth Music Initiative by advising on and implementing an evaluation framework that will allow Glasgow to report on the effect of learning to play an instrument on the acquisition of phonological awareness. Excitingly this

framework will allow longitudinal tracking of outcomes for a cohort of children and has the potential to add significantly to our understanding of how experiences of learning to play a musical instrument may enhance achievement over the longer term.

Next steps

We are continuing to work closely with Inspiring Scotland and Strathclyde University to extend our Active Play approaches to include more 3rd sector organisations. We are also ensuring that as we move onto new primary schools that we have successfully built the capacity of school staff to work with local community organisations to continue the activity. There is increasing interest in this work from other local authorities and internationally. Pasi Sahlberg has asked if he can include evidence from our approach in his next book.

Nurture is continuing to be expanded with evidence from the PEF proposals showing that some schools wish to extend nurture classes into the upper stages or start a nurture class where there wasn't one before.

In addition, we have developed enhanced nurture in three primary schools which is proving very successful at keeping children in education and supporting them to develop strategies to manage their emotions and in so doing enable them to learn effectively.

We are in the process of reviewing our secondary provision for young people who experience social and emotional difficulties to build on the success of enhanced nurture at primary. During 2017/18, we intend to 'grow' two secondary enhanced nurture provisions based in two secondary schools. One of which will link with our work with Includem.

The appendix is a summary report of our work with Includem in Lochend Community High School and Govan High School.

Raising attainment through Active Play

go2play

agile

University of
Strathclyde
Glasgow

Inspiring
Scotland

Active Play

Active Play helps children be more physically active and contributes directly to Curriculum for Excellence outcomes in health and well-being.

The programme lasts 10 weeks and helps to increase physical activity levels during school as well as supporting pupils' emotional, social and cognitive development. Research has shown that children who are more physically active perform better in school and are more likely to have a healthier lifestyle into adolescence and adulthood, helping to close the attainment gap and supporting national outcomes.

Our third sector play specialists work in primary schools directly with class teachers and pupils to deliver Active Play.

The programme is aimed at Primary 3 and 4 classes and involves the whole class with support from class teachers and Support for Learning Workers.

At the end of the programme participating teachers and pupils will have the ability and resources to continue Active Play with the use of our online resource, toolkits, videos and additional training. In this way, Active Play also contributes to Continuous Professional Development allowing teachers and SflW to develop new skills and embed the programme into practice within the school.

Active Play is part semi-structured games and activities, and part free play. The games are led by Play Workers, with teacher and pupil participation. The sessions always take place outside, without the need for specialist equipment, and focus on developing fundamental movement skills and increasing physical activity. Active Play is designed to be fun, inclusive and active.

“Active Play improves behaviour, improves learning and helps our children to be better citizens for the future.”

Maureen McKenna, Executive Director of Education Services,
Glasgow City Council



The time to play is now

In conjunction with Glasgow City Council as part of its Glasgow Improvement Challenge, we run Active Play in primary schools across in the city. GCC has to extend Active Play to as many of their 139 primary schools as possible.

Some of the key findings from an independent evaluation of term 1 were:

- Increased physically activity levels among participating pupils, and enhanced fundamental movement skills.
- The majority of class teachers taking part in the programme said pupils were more attentive in class following Active Play sessions.
- Staff identified improvement in pupil's problem-solving and creative thinking during the programme.
- Active Play helped form a behaviour strategy with pupils responding positively to Active Play as a behaviour incentive.
- Children and teachers had increased knowledge of physical activity and its benefits.

Active Play is fun, inclusive and easy for children and can make a significant difference to pupils' health and well-being helping to close the attainment gap.

Active Play:

- Is proven to be effective at increasing physical activity in primary-age children.
- Contributes directly to Curriculum for Excellence outcomes.
- Is inexpensive and easy to establish in schools.
- Supports teachers and staff to develop professionally and facilitate continued delivery.
- Includes a variety of resources to sustain and develop the programme.
- Works: physically active children learn better and have healthier, happier lives.

“I feel that this is a very insightful way of supporting the raising of attainment... thinking outside the box, avoiding more tests and assessment pieces but actually looking at the emotional, mental and physical well-being, with the knowledge that success will only come if pupils are mentally, emotionally and physically fit.”

Jane McShane,
Headteacher, Royston
Primary School



There are problems in Scotland which have serious implications for our children.

Children's sedentary behaviour is high with a third of six-year-olds spending as much as three hours a day in front of a screen. For some, sedentary time is as much as 12 hours a day. Fewer than 1 in 5 children in Scotland are meeting the *minimum* daily guidelines of one hour of physical activity.

This inactivity is a problem during school time too.

The knock-on effect of this is massive. Inactivity increases a child's chance of being overweight or obese and recent years have already seen an increase in childhood obesity. Inactive children are more likely to develop diabetes, heart disease, high blood pressure, high cholesterol, asthma and arthritis.

Childhood physical inactivity has been linked to weaker bone structure leading to more bone fractures and osteoporosis. It is estimated that inactivity costs the NHS in Scotland £94m annually. Even at a young age, a lack of physical activity can have a detrimental effect on a child's mental health and well-being. The stakes for Scotland's children could hardly be higher.

These health issues, exacerbated by low physical inactivity, high sedentary behaviour and poor diet, are linked to poverty and deprivation, further widening the attainment gap for poorer children. Children born in deprived areas are being left behind and it is having a lasting effect on their lives, deepening existing inequalities.

Schools can and do address these issues but more needs to be done. Active Play is designed to increase a child's physical activity in a way which is fun and inclusive.

10-13 Months

Attainment gap between children from low- and high-income families aged 5.

The effects of physical inactivity

- Increased childhood and adult obesity
 - Diabetes
 - Heart disease
- High blood pressure
 - High cholesterol
 - Asthma
 - Arthritis
 - Weak bones
- Mental health issues

£94m

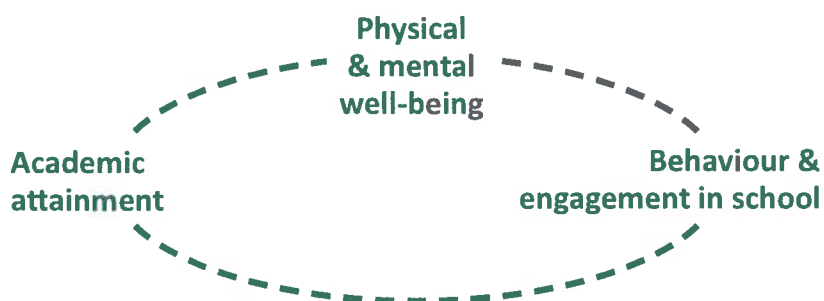
Annual cost to the NHS in Scotland of physical inactivity

Play is serious

Active Play is simple: it boosts physical activity in children and helps them develop fundamental movement skills such as coordination and balance, all through playing physically active games.

And Active Play works: research into the programme by the University of Strathclyde showed Active Play reduced sedentary time and increased time spent doing physical activity by 40 minutes during a school day. What's more, 92% of children taking part in Active Play went on to play more outside of school time.

Increasing physical activity within schools is important because our own research has shown that as little as 11% of PE class time involves significant levels of physical activity. The average significant physical activity time during Active Play sessions is 30%.



'Virtuous cycle' identified by educational and physiological research

Active Play is not just a 'nice' idea. Our research is backed up by studies from the USA, Canada and Scandinavia which demonstrate the importance of outdoor physically active play in aiding a child's mental development; boosting cognitive ability, academic achievement, imagination, creativity and social skills.

Play is a fundamental part of a child's development and can be easily integrated into the school day.

Benefits of Physical activity

Physical

- Stronger bones and heart
- Weight control
- Improved quality of life
- Increased fitness

Social

- Build social skills
- Make new friends
- Meet new people
- Social integration

Cognitive

- Increased decision making
- Improved concentration
- Improved problem solving
- Improved academic performance

Emotional

- Improved self-esteem
- Reduced anxiety and depression
- Improved self-confidence
- Reduced stress

"The children don't realise that they are doing physical activity."

Ms Di Pasquale, teacher,
Wellshot Primary School



Play works

Active Play is about increasing physical activity in a way that is fun, inclusive and active.

Through a combination of semi-structured games and activities and free, creative, child-led play, Active Play is designed to help children to gain fundamental physical skills such as running, jumping, throwing and catching. It also works to boost their confidence and motivation to use those skills, and to increase opportunities to be physically active.



Skills, identified by class teachers, developed through Active Play

The link between physical activity, mental alertness and cognitive development has been well-established and Active Play sessions have resulted in notable improvements in pupil concentration.

Active Play games are also designed to help children build important skills and attributes such as confidence, teamwork, risk-assessment, problem-solving and emotional resilience, helping to develop the whole child.

Research has also shown that being physically active in early life underpins lifelong physical activity leading to a healthier, happier future for Scotland.

“A lot of these games use a group work framework with the kids having to work together, think on their feet, interact and communicate. It’s very transferable, the skills they are developing, and you can see it taking place in the classroom almost in tandem with what you see in the playground.”

Mr Docherty, teacher,
Royston Primary School

“We are getting to see skills they’ve got outside of school and see how we can encourage them in the classroom.”

Ms O’Neill, teacher,
Crookston Castle Primary School



A successful educational system is fundamental to a successful future; for our children, for our communities and for Scotland.

We want to help educators achieve their ambitions, and those of Scottish Government, to close the attainment gap and get it right for every child.

That's why we have developed the Active Play programme, a programme which helps primary school-age children develop and grow emotionally, socially, cognitively, and physically.

A programme which is proven to be fundamental to all children's ability to learn, think, and grow their imaginations, and is enormously beneficial to a child's health and well-being.

A programme which is easy and inexpensive to implement and comes perfectly naturally to every child in the world. It is something all children think is fun and they want to do.

A programme we want to make a fundamental part of the school day in Scotland.

**“Play is woven
into the process
of inquiry,
curiosity and
learning.”**

**Pasi Sahlberg, visiting
Professor of Practice
at Harvard University's
Graduate School of
Education**

The Active Play programme is run by Inspiring Scotland's Go2Play fund and implemented in primary schools in partnership with local play charities.

The programme was pioneered by play charity PEEK and then developed by Go2Play with support from Scottish Government.

It was expanded with additional play charities in 2014 and trialled and evaluated in communities and primary schools.

In 2016, Go2Play partnered with Glasgow City Council to bring Active Play to primary schools across the city as part of its attainment programme.

The programme is continually evaluated and is the subject of several research projects from University of Strathclyde's Physical Activity for Health Group. Continuous training and development is supported by physical activity social enterprise Agile.

Inspiring Scotland strives for a Scotland without poverty or disadvantage by taking collaborative approaches to solving deep social problems.

Through Go2Play, we want every child in Scotland to have the same opportunities to lead a healthy and happy life.



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Active Play: Physical Activity by Stealth

A summary of independent evaluations & research into Active Play

Active Play promotes greater physical activity for Scotland's children in a way that is Fun, Inclusive and Active.

Physical
Stronger bones and heart
Weight control
Improved quality of life
Increased fitness

Emotional
Improved self-esteem
Reduced anxiety and depression
Improved self-confidence
Reduced stress

**The benefits of
Physical Activity**

Social
Build social skills
Make new friends
Meet new people
Social integration

Cognitive
Increased decision making
Improved concentration
Improved problem solving
Improved academic performance

1hr

recommended daily for moderate to vigorous physical activity

1/3

of 6-year-olds spend 3 hours screen time per day

1 in 5

Scottish children meet minimum daily guidelines for physical activity

12hrs

the time per day some primary-aged children are sedentary



Sedentary behaviour in school reduced by 30mins

92%

Of children play more outside of school



Active time in school increased 40mins

95%

Had fun at Active Play sessions

Active Play sessions lead to an average 11% increase in moderate to vigorous physical activity (MVPA) in a school day.

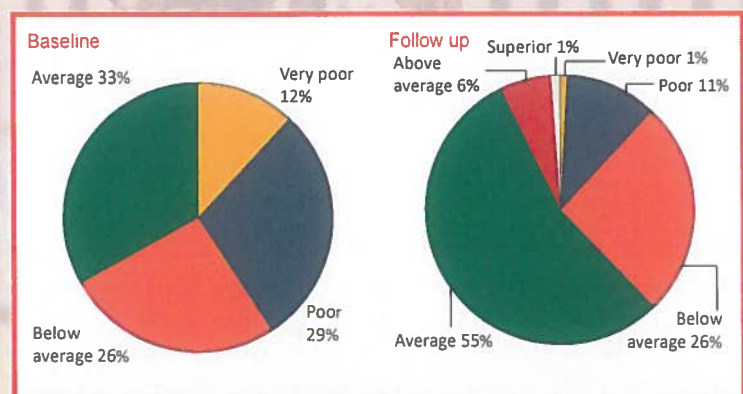
Active Play develops fundamental movement skills, such as coordination and balance, and breeds the confidence and motivation to be physically active.

**competency+confidence+
motivation+opportunity
=physical literacy**

“The children don't realise that they are doing physical activity.”

Ms Di Pasquale, teacher, Wellshot Primary School

Development of Fundamental Movement Skills (FMS)



Moderate to Vigorous Physical Activity (MVPA) achieved through school Physical Education can be as low as 11% of PE class time. The average time spent in MVPA during Active Play sessions is 30%.

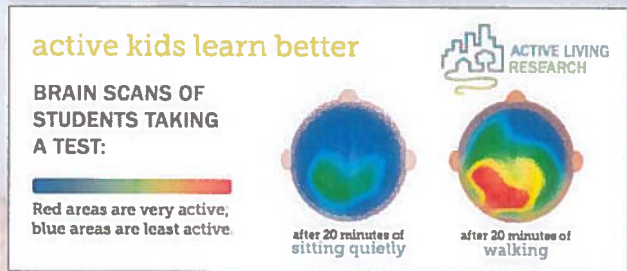


'Virtuous cycle' identified by educational and physiological research.

86% of children taking part in Active Play said they liked doing physical activities more than they used to.

Active Play amplifies the link between physical activity, mental alertness and cognitive development with fun, creative and cooperative games.

63% of class teachers said children were more attentive in class following Active Play



"A lot of these games use a group work framework with the kids having to work together, think on their feet, interact and communicate. It's very transferable, the skills they are developing, and you can see it taking place in the classroom almost in tandem with what you see in the playground."

Mr Docherty, teacher, Royston Primary School



"I feel that this is a very insightful way of supporting the raising of attainment... thinking outside the box, avoiding more tests and assessment pieces but actually looking at the emotional, mental and physical well-being, with the knowledge that success will only come if pupils are mentally, emotionally and physically fit."

Jane McShane, Headteacher, Royston Primary School

Information and data taken from Active Play Evaluation Report April 2016 by Arrivo Consulting, baseline and follow-up study into Active Play by Avril Johnstone, University of Strathclyde, Evaluation of Go2Play Active Play programme with Glasgow Education by Blake Stevenson Ltd and Active Living Research 2015.



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Case study: Golfhill Primary School

Golfhill Primary School in Glasgow's Dennistoun area has been taking part in the Glasgow Active Play programme, run by go2play with funding from Glasgow City Council Education.

The programme has been delivered by go2play partner charity PEEK and involves weekly Active Play sessions in school, separate from PE and break time, for primary 4 pupils.

Primary 4 class teacher Miss McCarten found the Active Play sessions had a very positive effect on her class, helping them be more active, gain confidence, build relationships and friendships, and work better in the classroom.

Miss McCarten noted pupils were better able to focus on work immediately following Active Play sessions than they had been usually. The teacher used this time to do writing lessons in preparation for World Book Day, a lesson she said would previously have been difficult to engage the whole class in because of a broad range of abilities.

"After Active Play it was a wonderful experience; pupils were much more focused and really used their imaginations," Miss McCarten said.

Pupils were also more confident about what they could do and things they could try in the classroom because they had tried so many new things during Active Play.

Miss McCarten also observed social and emotional benefits from Active Play which helped pupils in class time. The children were more confident in building relationships and friendships with each because of the fun interaction they had during Active Play which helped them to solve problems and issues together without teacher intervention.

Pupils also gained resilience from Active Play; as the weeks progressed they were better able to pick themselves up if they fell down and move on quickly from incidents. This led to more pupils being having confidence to try things they had previously been uncomfortable with and being more confident in their own abilities in the classroom. Furthermore, any issues between children during break-times were more



Glasgow Active Play



"After Active Play...pupils were much more focused and really used their imaginations."



Glasgow's Improvement Challenge



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Case study: Golfhill Primary School

often resolved by pupils which has resulted in more class time as the class are able to go straight into lessons.

Pupils have also learned new things about themselves with one boy in particular who did not like PE discovering he loved skipping and tennis because of Active Play games and is now really enthusiastic about taking part.

Miss McCarten also said Active Play sessions have helped her to get to know pupils better and get the most from class time. She has been able to see more of the pupils' personalities because she is able interact with them in a non-classroom environment where pupils are having fun.

"Before pupils might talk to me about limited things but we all had a lot more conversations because of Active Play sessions. This has helped me to engage reluctant learners and helped them become more involved in class lessons because I have more insight into what they enjoy and what motivates them."

Miss McCarten has also gained confidence in taking Active Play sessions and is so pleased with the effect the programme has had with her pupils she and headteacher Mrs Thomson are planning to continue the sessions as part of the school week.

"Active play has been a really positive experience for us," Miss McCarten said.



Glasgow Active Play



"Active Play has helped me to engage reluctant learners and helped them become more involved in class lessons."



Glasgow's Improvement Challenge



PEEK

POSSIBILITIES FOR EACH AND EVERY KID





Case study: Wellshot Primary School

Wellshot Primary School in Glasgow's Tollcross area has been taking part in the Glasgow Active Play programme, run by go2play with funding from Glasgow City Council Education.

The programme has been delivered by go2play partner charity PEEK and involves weekly Active Play sessions in school, separate from PE and break time, for primary 4 pupils. Pupils from primary 6 have also been taking part in the Play Champions programme which teaches them to take a leading role in facilitating play for younger pupils.

Staff and pupils at the school have embraced the programme and both Active Play and Play Champions have had immediate positive effects throughout the school.

Active Play is designed to increase physical activity levels for primary-age children by introducing active games and play into schools.

Following the programme, staff at Wellshot have noted an immediate increase in physical activity among pupils at break time and positive changes have also taken place throughout the school and beyond. Children have increased awareness of play opportunities outdoors and outside of school and no longer rely on play "resources" to enjoy playing.

Primary 4 teacher Ms. Di Pasquale said the pupils' ability to work together and solve problems has developed thanks to their engagement with play and through learning new games. And this improvement was not restricted to the playground either as pupils also improved problem solving in the classroom and teaching environment. In both Play Champions and Active Play, pupils are encouraged to develop their own games which has led to a notable improvement in creativity and imagination.

The enthusiasm for Active Play among the pupils has been so strong that Ms. Di Pasquale has used the play programme in her behaviour strategy, encouraging positive behaviour with Active Play as a reward.

The participants of the Play Champions programme have also been incredibly enthusiastic about play. Staff at

Glasgow Active Play



"Pupils are encouraged to develop their own games which has led to a notable improvement in creativity and imagination."



Glasgow's Improvement Challenge



PEEK

POSSIBILITIES FOR EACH AND EVERY KID



Case study: Wellshot Primary School

Wellshot decided to get pupils in primary 6 to apply for the limited Play Champions places and several pupils who had previously lacked confidence and appeared quiet and shy applied, encouraged by the chance to take a leading role. The outcome was great.

In their own evaluation of the programme, pupils described how they felt “more confident” and had learnt how to “get more people cooperating.” One pupil said they had learnt “confidence, trust and respect”, another said they had learnt to “respect other people’s ideas” and another said they were now better at “helping people play and building confidence and trust.”

From the outset, the school used the introduction of the Active Play and Play Champions to develop confidence, leadership and responsibility beyond the Play Champions participants by setting up a school Play Committee. The committee is run by pupils and is charged with encouraging Active Play and play cooperation throughout the whole school. One of the achievements of the Play Committee was to organise for the Play Champions graduates to teach other pupils to become Play Champions.

The benefits of both programmes have also had a positive effect on staff. Teachers are encouraged to take part in Active Play alongside pupils and Ms. Di Pasquale said the programme had helped to develop her relationship with pupils. Seeing pupils in a new situation, she could observe emotional and social interactions she was not normally privy to and then tailor her teaching and classroom interaction.

Furthermore, Learning Support Assistant Denise was encouraged to take a lead role in running the Play Champions programme which helped boost her own confidence and develop her relationship with pupils. After her experience, Denise then took charge of training other support staff in play and play support.

The entire staff and pupils of Wellshot Primary School have embraced the Glasgow Active Play programme and benefits have been huge. PEEK staff stopped running the programme after 10 weeks but the school is continuing to make play a major part of the pupils’ school experience.



Glasgow Active Play



“The programme has helped to develop Ms. Di Pasquale’s relationship with pupils.”



Glasgow’s Improvement Challenge



PEEK

POSSIBILITIES FOR EACH AND EVERY KID



Includem Activity & Impact Report for Glasgow Schools Raising Attainment Project

Reporting Period: 12th June 2016 to 5th January 2017

Date of Report: 19/01/2017

Context

In July of 2016 Includem received funding from Glasgow City Council's Education Services to continue to deliver the Includem model in one Glasgow High School and extend into a further Glasgow High School with the aim to raise attainment for young people from just coping families.

The service aims are to intervene early to support families who are just coping with young adolescents where strained family relationships and influence of negative peers, may lead to an increase in risk behaviours.

The objectives are:

- Increased individual wellbeing and improved family resilience
- More confident positive parenting and stronger adolescent/parent relationships
- Better engagement with education particularly during the critical transition period from late primary to early secondary school.
- More positive peer relationships and engagement in pro-social/healthy activities out with school

The aims and objectives of the service were established through building on our learning from Includem's work in 4 Dundee schools where the importance of an agreed understanding of common purpose, targeted referral routes and the commitment from the Head Teacher and senior management team were critical success factors.

The structure of Includem support is 3 planned face to face contacts with each young person per week and one planned contact a week with their parent or carer with a parenting focus. The focus for the young person's contact is dependent on the referred needs.

To support engagement in the initial stages, proactive phone calls are made to all families on the days when there are no planned contacts. Most families reported that they found these calls helpful in getting to know the service and building confidence in the support available at all times.

The project also aims to explore the feasibility of the service model representing longer term 'spend to save', for example through less school exclusions, less family breakdowns, and further down the line less involvement with homelessness/mental health/addiction services and the justice system.

The Project Beginnings – Lochend Community High School

Glasgow City Council identified Lochend Community High School as the initial delivery school. Lochend Community High School is located in Easterhouse in the North East area of Glasgow. Easterhouse is an area known for high levels of deprivation and high crime and antisocial behaviour.

Since the establishment of the project in January 2016 Includem has worked closely with the senior management team of Lochend Community High School to identify appropriate young people to work with the project. Initially the school identified a cohort of 25 young people through criteria including number of behaviour referrals, informal and formal exclusions. These 25 young people were considered jointly by the Head Teacher and Includem to agree the priority of referrals. From this process 15 young people were identified. (See previous report for breakdown of referral reasons and initial engagement process.)

Investing the time to fully discuss and understand the risk and need factors for each young person and the purpose of the intervention has been a critical success factor in establishing the project and an effective process to embed a referral route.

Once the initial cohort was identified, any subsequent referrals have come through the Joint Support Team (JST) for the Lochend Learning Community. Embedding the referral process into the existing structure was agreed to be more effective in the longer term and new referrals that have been identified through the JST have shown this to be the case.

Outcomes of initial delivery

Of the initial cohort of 15 young people, 10 are still on program. 5 young people have exited. They were on program for an average of 25 weeks. Below is a breakdown of the reasons for referral for these 5 young people, whether the outcome was met and if not, why not.

Referral reason	Outcome met	Outcome not met	Explanation of outcome
School refusal/poor attendance	1	0	Left school with qualifications and successfully gained employment and a place with Street League
Disruptive behaviour at school and community	1	1	Met - Successful transition to EVIP Not Met -Nature of concerns identified after engagement resulted in increased social work involvement and YP moving to Includem core services
Welfare concerns	0	0	
Social Isolation	2	0	Met – no identified need once referral progressed. Mutual agreement to exit Met – increased attendance, increased engagement with social activities in community

Ongoing service delivery in Lochend

Since establishment of the service an additional 8 young people have been referred through the Lochend Learning Community Joint Support Team.

The breakdown of the reasons for referral for these 8 young people was:

- School refusal – 1 young person
- Low school attendance – 4 young people
- Welfare concerns – 1 young person
- Disruptive behaviour at school and/or community – 2 young people.

Three of these young people have since exited, with an average length on program of 25 weeks. One exited due to non-engagement. There were significant welfare concerns for this young person and a service from social work was brokered through the Joint Support Team prior to exit. The other two also exited due to poor engagement. For one of them there had been an improvement in his behaviour in school prior to exiting.

Three additional young people are due to exit in the next few weeks. Two of the young people have been referred to alternative specialist educational resource which Includem workers have successfully encouraged them to accept and engage with. The third young person will exit after successfully improving his attendance and engagement with school staff. During his time with Includem he has progressed from attending sporadically for two periods a day to full time consistent attendance. **The average length on program for these young people was 41 weeks.**

Two young people have only just been referred and Includem are beginning the process of engaging them and their families.

Support to transition to secondary education

Oakwood Primary School and Aultmore Park Primary School are feeder schools for Lochend Community High School and part of the Lochend Learning Community. Prior to the summer holidays 7 young people were identified as having behavioural or social difficulties which could affect a successful transition to secondary school. Includem aimed to engage with these young people and families over the holiday period to focus on preparation for transition into high school, with continued support for the first 4-6 weeks of the autumn term unless assessment at that point of time identified further need.

Of the 7 young people, one never engaged. This young person moved from her mother's to her father's care at point of referral and despite multiple attempts workers did not meet her. The other 6 young people all received a service over the summer holidays. There was poor engagement from one young person and he and his mother requested to exit just after starting secondary school. There was good engagement from the other 5 young people and they have all either exited or are due to exit having successfully completed their transition to high school. **The average length of time on program for these young people was 23.5 weeks.**

There are currently 15 young people on program at Lochend Secondary with four planned for exit in the coming weeks.

Extension of service delivery to Govan High School

Following the same start up procedures as Lochend Community High school, 9 young people have been referred by Govan High School and came on program in October 2016.

The breakdown of the reasons for referral for the initial cohort of 9 young people was:

- School refusal or significant poor attendance – 3 young people
- Disruptive behaviour at school and community – 4 young people
- Welfare concerns – 1 young person
- Social isolation – 1 young person

There is a higher level of tariff in the challenging behaviours being referred by Govan High School than in comparison to Lochend Community High School.

It is still early days in the engagement process however the school report increased attendance and engagement for all but one of the young people since the program started.

Four of the young people have engaged well with varying levels of engagement from another 4. The 9th young person has already exited after refusing to engage with the service but demonstrating significant improvement in attendance for both him and his brother. The school attribute this to the family not wanting to have to work with services.

Analysis of Includem Service Delivery Information

During the reporting period 32 young people received a service. Includem records all activity that relates to young people and then identifies what has been delivered through face to face contacts with young people and families and what is related to case support (e.g. case admin).

In this reporting period **86.5%** of all activities related to supporting young people were delivered face to face.

40.9% of direct support to young people was delivered out of hours; which is out with Monday to Friday 9am to 5pm.

26 out of the 32 young people and families used the Includem 24 hour Helpline to access support at times of need identified by them and this translated into 254 Helpline calls responded to by Includem workers.

Due to the needs and vulnerabilities of the young people and their families, just over one in three of the planned contacts have been missed, cancelled or refused by the young people or their parent/carer. **For every 2 missed, cancelled or refused contacts, Includem have delivered 1 unplanned contact thereby demonstrating the persistency and flexibility of engagement. This is needed to engage with young people who have the most complex needs and families who find it hard to engage with services.** Includem's ability to provide further unplanned contacts was limited by long term staff sickness and subsequent vacancy.

Structured Work Undertaken

Young people have an individualised support plan detailing for them the support that will be delivered by the service to meet the assessed needs and risks, and how this fits with other partners involved in the young person's care plan. This process reflects GIRFEC, is framed around SHANARRI wellbeing indicators and complies with the Regulation of Care (Scotland) Act 2001 and the National Care Standards.

All young people and families are supported and encouraged to take ownership of their individual plans and are involved in the setting of objectives/ targets. Through this process they can make individual choices about what areas of their life they are prepared to work on as well as what targets may be achievable for them. They also have the opportunity to evaluate their progress using Wellbeing Web as an integrated part of work completed through 'A Better Life'.

'A Better Life' is a dynamic series of practitioner modules to use with young people, each containing practice guidance, processes and exercises to compliment and reinforce Includem's relationship based approach.

Techniques for staff when working with families are embedded throughout 'A Better Life'. There is also a specific module focusing on issues relating to working with families. If needed, contacts can be split between young people contacts and parent contacts to focus on the specific needs. Joint contacts can be planned for mediation, to help strengthen relationship and allow young person and parent/carer to practice different strategies.

All of the young people who are actively engaged with the programme are engaged in completing focussed work through structured conversations, discussion and exercises using A Better Life. The needs of the young people have focussed the work on initially engaging young people with Includem, Family Work, Education, Employment and Training and Managing Emotions.

Outcomes and Impact for Young People

Levels of Attendance

Attendance data was not available at time of completion.

Wider Impact on Young People & Families

The 3 case examples below were selected to be representative of the wider impact for a young person and their families.

An example of wider impact on young peoples' wellbeing in the extended family

NS was referred due to her difficult behaviour in the school and the community. At the point of referral she had recently moved from her mother's care to her father's as she did not like the boundaries being put in place by her mother to address her challenging behaviour. N was associating with a peer group

who were engaging in anti-social behaviour in the community such as inciting fighting and targeting houses. School were concerned about the level of care provided by her father, for example he had not sought medical attention for N after she badly injured her hand. N also suffers from epilepsy which had previously been well controlled but there had been a number of fits in recent months. N's attendance was 93% at point of referral, with risk of exclusions due to her difficult and challenging behaviour. N returned to her mother's care before introductions were made.

N was initially difficult to engage due to her shyness. During this period N truanted from school a number of times, on one occasion travelling to Edinburgh with friends. This was particularly risky for N as her epilepsy was unstable at the time.

Once N began to engage, there was improvement in her school attendance and a decrease in her absconding and other risk taking behaviour. N expanded her friendship group and reduced her antisocial behaviour in the community. School reported an improvement in her behaviour and engagement.

Part of the package of support includes a parent contact. These parent contacts quickly identified significant concerns in the family home with N's younger brother's behaviour and their mother's response to this. Includem assisted N's mother to apply for bigger housing, access the GP and CAMHS for assessment and support for the younger brother and to institute behaviour reward charts and other parenting techniques to address his difficult and at times violent behaviour. Includem encouraged mum to be consistent in her parenting and to actively find positives in her son's behaviour.

On two occasions Includem made child protection referrals in relation to N's younger brother and actively worked with N's mother to seek assistance from social work services to gain the appropriate support for her and her son to address the concerns about her parenting and his behaviour. The family are now linked into appropriate services and Includem will plan a staged exit with the family as N's attendance and behaviour have improved and she is no longer participating in antisocial behaviour and the wider family have the support they require to ensure the wellbeing of all members of the family.

An example of wider and positive impact on young peoples' wellbeing in their engagement in the wider community

At the point of referral MS's attendance was 86% however she did not attend classes, staying instead in the support base due to her social anxiety and lack of confidence. M lived at home with her mother and previously witnessed severe domestic violence perpetrated by her father against her mother. M was already working with Women's Aid and had a community based mentor.

From the outset M was reluctant to engage with workers, saying that she felt overwhelmed by the number of services she was expected to engage with and tell her story to. After a period of 8 weeks it was agreed by all agencies that Includem would exit but M could be referred again if the situation changed.

M was discussed at a Joint Support Team meeting a month later where it was identified that she had now withdrawn from all services and was refusing to attend school. It was agreed that Includem would become involved again, with the intervention targeted at M's mother rather than M directly. This approach was agreed as it was thought that much of M's social anxiety was a reflection of her mother's anxiety and there may be a level of collusion in the school refusal.

Three contacts a week were planned and these were carried out in the family home with M's mother. M's mother expressed considerable frustration at the current situation as she was unable to go anywhere without M and this was making daily activities difficult, including getting M's younger brother to and from school.

In this reporting period 30% of M's contacts were missed, cancelled or refused. Each missed, cancelled or refused contact was replaced with an unplanned contact and through this persistence M began to engage with workers when they were in the family home.

Through a long slow process of gaining M's confidence, workers eventually managed to get M out on contacts. Initially these were joint contacts with her mother to activities such as the gym but then were contacts with just M, building M's confidence and giving her mother some much needed respite. M continued to refuse to attend school and was linked to a tutor through the interrupted learners.

M is now working well with the tutor. She has begun undertaking voluntary work in her old primary school where she is much loved by the students. This has been an enormous boost to her confidence. As the primary school is across the road from the high school, M has now started going into school a few days a week to the support base. There is a plan for M to start going into the classroom for some subjects which M is pleased about. M is now going out and about independently in the community and is collecting her little brother from school. M's mother is now starting to apply for jobs, something she could not envisage a year ago when M was always with her.

An example of the wider impact on young peoples' wellbeing where social work involvement was required

GG was referred due to significant concerns about his behaviour both in the school and wider community. G lives at home with his mother, older brother and two younger sisters. He has been diagnosed with ADHD and is heavily medicated for this. G responds to the medication but does not consistently take it. His father refuses to give it to G when he is in his care. G's mother's tenancy is under threat due to G's antisocial behaviour in the community.

Prior to referral to Includem, G alleged that he was physically assaulted by his father. He had visible bruising which the examining doctor assessed as being consistent with the allegation. Social Work was undertaking a child protection investigation and G and his brother were to have no contact with their

father. G had since withdrawn his allegation. The school staff felt that this was due to pressure from the extended paternal family.

G has only been on program for 6 weeks and he and his mother engaged well from the very start. There is already an obvious reduction in G's antisocial behaviour in the community, reducing the risk to the family tenancy.

It quickly became apparent that G was having unsupervised contact with his father despite the ongoing child protection concern. G was reporting that his father and step-mother were regularly threatening to assault him, a threat that has more meaning when he has already been significantly assaulted by his father. G's mother was reporting that Social Work were allowing contact and wanted some level of contact in place as respite for her. G's mother reported that the social worker was recommending that G go and live with his father, something that she did not want to happen. The school and Includem experienced significant difficulty in discussing their concerns with social work and when Includem was able to speak to someone the worker was told that there was no ongoing child protection investigation. Through the persistence of the worker and the established routes of communication Includem have with social work services, Includem were able to influence the situation and a Child Protection Case Conference was convened. The significant risks posed to G and his brother, were agreed and decisions made to manage the identified risks. G's brother's name was placed on the Child Protection register due to his ongoing contact with his father. G's was not as he is currently refusing contact. There is now an allocated social worker for the case and good communication has been established between all agencies.

G and his brother are now safer due to the influence and advocacy of the Includem worker.

Overall when assessing the project success and impact it is a complex picture with young people having very individual risks, needs and engagement with the intervention. Although the key features of the delivery model from Includem are consistent (the flexibility, the out of hours, the persistence, the use of a focussed intervention) each of the young people received an individually tailored package which is reflected in the wider outcomes achieved.

What is clear from discussion between Includem and School staff is that the additional information and assessment provided by Includem has assisted the schools in managing the behaviour and encouraging increased engagement with the school. Some of the positive change has resulted from having richer information and different perspectives from the school, Includem workers and the young person and family. Includem have also played a significant role in brokering social work involvement and allocation when required.

Project Development

Further discussion is required to ensure that the identified referral routes into the project are responsive to need within an appropriate timescale.

The wider impact of the project on the broader family circumstances was envisaged from the start, with the aim that Includem intervention with older siblings would have a positive impact for younger siblings

and potentially prevent them from accessing services at a later date. Consideration should be given as to how tracking and monitoring of the younger siblings can be undertaken to consider the longer term impact of the intervention.

Summary

Includem is currently working with 24 young people, 6 of whom are due to exit, 2 only on in the past weeks and 4 in the early stages of engagement. 12 young people are fully engaged in the support in terms of they are regularly meeting with their Includem workers and are engaging in focussed work. As would be expected with attempting to engage disaffected young people in a new project there has been a high level of missed, cancelled and refused contacts in the early stages, these were replaced with unplanned contacts to encourage engagement.

The previous report identified the significant impact the project had in building better links between families and the school, de-escalating situations in real time in the school environment, creating a better sense of the impact of the home environment on engagement with education and promoting opportunities for these young people to be involved in pro-social activities within their community.

Due to the higher levels of risk presented in the young people referred by Govan High School, the project is now demonstrating impact in the early stages of social work involvement. It is hoped that Includem involvement at an earlier stage through the school environment will reduce the need for long term social work involvement, ensuring minimum intervention and that young people receive the services they need when they need them.

