

YOUTH WORK AND SCHOOL PARTNERSHIP

BARRHEAD HIGH SCHOOL, EAST RENFREWSHIRE

CONTEXT

A longstanding partnership, established in 1999, supports 120-150 young people each year via CLD workers committing time to delivering programmes in both the school and local community.

WHAT WORK WAS UNDERTAKEN?

A range of targeted and need-led CLD programmes, evolving to address priorities in local context. Current areas of work include:

- Curriculum Duke of Edinburgh programme for S3/S4 targeted boys.
- RespectER (relationships/sexual health and risk taking behaviours programme) for targeted S3/S4 girls
- S4 PSHE Programme, Understanding Parenting Programme (10-week programme S4 pupils as part of their PSHE curriculum focusing on parenting skills, expectations and basic child development).
- Joint Support team - key partner to supporting vulnerable young people and as a result may take on short-term 1-1 or group work programmes.
- Mentors in Violence Prevention

The CLD team also supports the school's self-evaluation process, most recently facilitating the review of the school's PSHE programme.

WHAT IMPACT HAS THE WORK HAD?

The work aims to tackle the attainment gap and nurture young people's health and wellbeing. Young people's skills development, aligned with the youth work skills framework, is monitored, and the CLD team tracks the number of youth awards that young people gain across the programmes offered.

QUANTITATIVE FEEDBACK

In 2020-2021, more than 400 young people in school had access to youth work support. Of these:

- 100% of young people who engaged in youth work in the school setting improved their confidence, communication, teamwork and problem-solving skills
- 97% developed more positive relationships
- 92% developed skills in self-care
- 87% demonstrated improved resilience

A smaller group of 30 young people involved in Mentors in Violence Prevention also improved their leadership, organising and planning skills. Furthermore, 179 youth awards were completed.

QUALITATIVE FEEDBACK

Young people

"I've learned to respect people, listen to them and have more patience. I know how to consider other people's feelings."

"It's helped me calm down, think about how other people are feeling"

"It's helped me open up to people"

"I've learned presentation skills, group work skills and [i'm] much more confident talking to people that I normally wouldn't talk with."

"Being involved with [youth work] has a good impact on my mental health, I feel more secure in myself."

Teachers

"[The youth worker] was able to work with the pupil both within school and in the community. This helped the pupil to manage her emotions more effectively and to return to school and feel supported. This input was incredibly powerful as it meant the pupil was able to confide in [the youth worker] in the community setting about the barriers for school and [the youth worker] could then raise these in school and allow us to remove the barriers for this learner."

"One of our young people was relatively quiet in comparison to other members of the class and after working with the group closely, they helped him feel included. He was able to start voicing his opinion with his peers."

Parent

"I witnessed [my children's] confidence grow, anxieties eased, socialising with their peer groups."