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<b>Report To:</b>	<b>Inverclyde Alliance Board</b>	<b>Date: 15 June 2015</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>
<b>Contact Officer:</b>	<b>Elizabeth Robertson / Maggie Paterson</b>	<b>Contact No: 712979</b>
<b>Subject:</b>	<b>Clyde Conversations 25 March 2015: Conference Report</b>	

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to:
- Inform the Alliance Board of the findings of the Clyde Conversations Conference
  - Advise the Alliance Board of proposals to take forward the ideas and to progress the 'offers and asks' emanating from the Conference
  - Seek approval for the recommendation to make Clyde Conversations an annual community planning event.

## **2.0 SUMMARY**

- 2.1 In 2013, the first young people's health and well-being survey was carried out in Inverclyde. All secondary school age young people in Inverclyde's schools were included in the scope of the survey. The high response rate of 83% (3,606 pupils) is unprecedented compared with similar surveys in other authorities.
- 2.2 Following the publication of the report, a range of activities were arranged to communicate the results to schools, Community Planning Outcome Delivery Groups' Parents and community groups as well as other interested organisations. It was agreed that the survey should provide the basis for a Community Planning Conference. It was also agreed that this conference would form part of a programme of events designed to 'co-produce' the 3 year plan for community learning and development in Inverclyde.
- 2.3 The conference took place on March 25<sup>th</sup> 2015. 130 adults comprising professionals from across Inverclyde Alliance, teachers, parents and community representatives, met with 120 young people from Inverclyde's secondary schools. These 250 people met to engage in discussion, debate and challenge, with one goal in mind – working to bring forward actions to improve the Health & Wellbeing of the young people of Inverclyde, and by extension, the whole community.
- 2.4 The success of the conference has served to underline the need to continue to progress action to promote health and well-being. The full conference report contains proposals to take this forward.

- 2.5 A recall session with young people is planned for 23 June 2015. The purpose of this event is twofold, firstly to thank the young people for their participation and secondly, to plan how to take the actions arising from the conference forward and hold partners to account for their delivery.
- 2.6 The report also recommends that Clyde Conversations becomes an annual event.

### **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Alliance Board:
- a. Note the findings of the Clyde Conversations Conference;
  - b. Endorse proposals to take forward the ideas and to progress the 'offers and asks' emanating from the Conference;
  - c. Note that a progress report will be presented to the next meeting of the Alliance Board in October;
  - d. Approve the recommendation to make Clyde Conversations an annual community planning event.

**Patricia Cassidy**  
**Corporate Director**  
**Education, Communities and Organisational Development**

## **4.0 BACKGROUND**

- 4.1 In 2013, the first young people's health and well-being survey was carried out in Inverclyde. All secondary school age young people in Inverclyde's schools were included in the scope of the survey. The high response rate of 83% (3,606 pupils) is unprecedented compared with similar surveys in other authorities.
- 4.2 Following the publication of the report, a range of activities were arranged to communicate the results to schools, Community Planning Outcome Delivery Groups, Parents and community groups as well as other interested organisations. It was then agreed that the survey should become the basis of a Community Planning Conference. It was also agreed that this conference would form part of a programme of events designed to 'co-produce' the 3 year plan for community learning and development in Inverclyde. In addition to staff contributions, the conference received financial support from Education Scotland, Scottish Enterprise and Skills Development Scotland.
- 4.3 In December 2014 a Steering Group was brought together to plan the event. This group included members of staff from the Health Improvement Team (Inverclyde HSCP), from Education and from Community Learning & Development (CLD). Crucially and centrally, however, a number of pupils were selected from each secondary school to also help plan the conference.
- 4.4 The conference comprised a number of workshops. The workshops adopted an 'assets-based' approach. All attendees were asked to bring to the table their "offers" – things within their gift / remit to make positive improvements in the subject area of the workshop. Attendees were also asked to bring their "asks" – things that they felt needed to be done to effect improvements in the topic area, but which they needed other organisations / groups of people to action.
- 4.5 The Conference Report provides:
- An outline of programme for the day
  - Summaries of the workshops contents and findings
  - A record of the commitments made by Partners
  - The next steps in responding to the survey and the conference.
- 4.6 A recall session with young people is planned for 23 June. The purpose of this event is twofold: firstly to thank the young people for their participation and secondly, to plan how to take the actions arising from the conference forward and hold partners to account for their delivery.

## **5.0 PROPOSALS**

- 5.1 The report outlines 4 sets of proposals under the following headings:
- (a) Sustaining and building on involvement of young people
  - (b) Progressing actions through Inverclyde Alliance
  - (c) Progressing actions with Parents
  - (d) Progressing actions with communities.

## **6.0 IMPLICATIONS**

- 6.1 **Legal**  
None

### **Finance**

There will be cost implications associated with a decision to make Clyde Conversations an annual event.

### **Personnel**

None

### **Equality and Diversity**

A key aim of the survey and the conference has been to promote equality and inclusion.

#### **7.0 CONSULTATIONS**

7.1 Consultations took place with 3 community clusters, prior the conference.

#### **8.0 LIST OF BACKGROUND PAPERS**

8.1 None

# #ClydeConversations

INVERCLYDE'S YOUNG PEOPLE'S HEALTH & WELLBEING  
CONFERENCE

Wednesday 25<sup>th</sup> March 2015 – Port Glasgow Town Hall

## Conference Report



# Contents of Report

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	Page Number
1. Introduction	1
2. Poem – The Fence or the Ambulance	3
3. Workshop Summaries	4
- Alcohol and Drugs	5
- Child Poverty	9
- Mental Health	12
- Physical Activity, Nutrition and Tobacco	15
- Repopulation	20
- Respected and Responsible	23
- Sexual Health	26
- Staying Safe	29
- We Care, We Listen, We Act	32
4. Commitments	35
5. Next Steps	39
Annexe 1      Conference Programme	40
Annexe 2      Young People’s Steering Group	41
Annexe 3      Template for distribution of Actions	42

# Introduction

March 25<sup>th</sup> 2015 was a proud day for Inverclyde. On that day, 130 adults: professionals from across Inverclyde Alliance, teachers, parents and community representatives, met with 120 young people from Inverclyde's secondary schools. These 250 people met to engage in discussion, debate and challenge, with one goal in mind – working to bring forward actions to improve the Health & Wellbeing of the young people of Inverclyde, and by extension, the whole community.

## Background

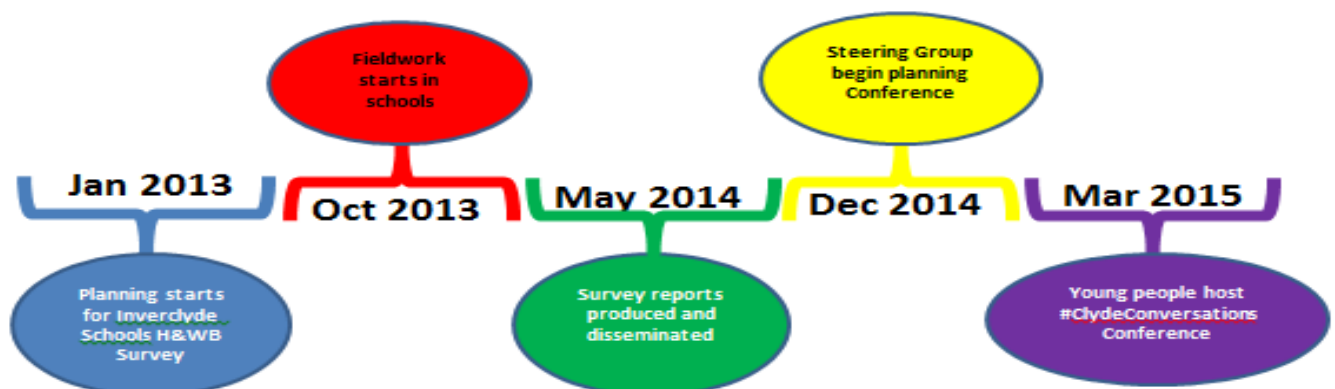
In 2013, the first Young People's Health & Wellbeing Survey was carried out in Inverclyde. This piece of research included responses from pupils from all year groups in each of Inverclyde's 6 Secondary Schools as well as a number of pupils from the authority's ASN schools. 100% of pupils were included in the scope of the survey, rather than selecting a representative sample from the schools.

Inverclyde's Health & Social Care Partnership (formerly the Community Health & Care Partnership – CHCP) funded the research and, with the support of Glasgow's Public Health Resource Unit, Traci Levin Research was commissioned to undertake the fieldwork and analysis of results, which were published and disseminated in an authority report in May 2014.

[http://www.nhsggc.org.uk/media/232366/nhsggc\\_public\\_health\\_inverclyde\\_child\\_and\\_youth\\_health\\_and\\_wellbeing\\_survey\\_2013.pdf](http://www.nhsggc.org.uk/media/232366/nhsggc_public_health_inverclyde_child_and_youth_health_and_wellbeing_survey_2013.pdf)

83% (3,606) of Inverclyde's Secondary school pupils responded to the survey. This response level is unprecedented when compared with similar surveys in other authorities. This success is due to the hard work of school staff in supporting and organising the administration of the survey, engagement of pupils in the process. Inverclyde's success in this piece of work is also due to a deep understanding by Traci Levin Research that we sought, through the survey, to know and understand our young people better. Statistical validity was not the primary purpose of the exercise. The resulting dataset is, however, one of the most robust in Scotland.

The weeks and months following the publication of the report were spent communicating the results with schools, Community Planning Outcome Delivery Groups, Parents and community groups, as well as other interested organisations. During this period, the **SOA6: Best Start in Life for Inverclyde's Young People** group agreed that the survey should become the basis of a Community Planning Conference. It was also agreed that this conference would form part of a programme of events designed to 'co-produce' the 3 year plan for community learning and development in Inverclyde.



In December 2014 a Steering Group was brought together to plan the event. This group included members of staff from the Health Improvement Team (Inverclyde HSCP), from Education and from Community Learning & Development (CLD). Crucially and centrally, however, a number of pupils were selected from each secondary school to also help plan the conference.

The young people, over a number of meetings, named the conference - #ClydeConversations – and agreed on the content of the programme: taking the broad themes of the H&WB Survey as useful organisers.

- Alcohol & Drugs
- Mental Health
- Respected & Responsible
- Sexual Health
- We Care, We Listen, We Act
- Child Poverty
- Physical Activity, Nutrition & Tobacco
- Repopulation
- Staying Safe

When developing the morning plenary session, the young people decided that they would like to host the event, undertake responsibility for the Keynote speech, and include a variety of elements within the programme to help attendees understand the importance of the work they had already done or were planning to do within their schools as a result of the H&WB Survey. On the following page is a poem that was read on the day by Gemma Woods (Inverclyde Academy) and Patricia Cassidy (Inverclyde Council's Corporate Director for Education, Communities & OD) – surely as relevant in 2015 as it was when written (1892).

Thanks are extended to the individual members of the Steering Group, the liaison members of staff within the schools who facilitated communications with pupils throughout the planning process, staff at Port Glasgow Town Hall for practical support to host the conference and to the facilitators (pupils and adults) and scribes who supported the workshops. Thanks are extended also to Skills Development Scotland, Education Scotland and Scottish Enterprise, who made financial contributions to the conference.

## #ClydeConversations

This report outlines the main points of the 'conversation' that took place and sets out the prioritised actions emerging from the day.





## **The Fence or The Ambulance**

### **Joseph Malines, 1892**

*'Twas a dangerous cliff, as they freely confessed,  
Though to walk near its crest was so pleasant:  
But over its terrible edge there had slipped  
A duke and many a peasant;  
So the people said something would have to be done.  
But their projects did not at all tally:  
Some said, "Put a fence around the edge of the cliff"  
Some, "An ambulance down in the valley."*

*But the cry for the ambulance carried the day.  
For it spread to the neighbouring city:  
A fence may be useful or not, it is true,  
But each heart became brimful of pity  
For those who had slipped o'er that dangerous cliff,  
And the dwellers in highway and alley  
Gave pounds or gave pence, not to put up a fence,  
But an ambulance down in the valley.*

*"For the cliff is alright if your careful," they said,  
"and if folks even slip or are dropping,  
it isn't the slipping that hurts them so much  
as the shock down below-when they're stopping,"  
So day after day when these mishaps occurred,  
Quick forth would the rescuers sally  
To pick up the victims who fell off the cliff,  
With their ambulance down in the valley.*

*Then an old man remarked, "it's a marvel to me  
that people give far more attention  
to repairing results than to stopping the cause,  
when they'd much better aim at prevention.  
Let us stop at its source all this mischief, cried he.  
"Come neighbours and friends, let us rally :  
If the cliff we will fence, we might almost dispense  
with the ambulance down in the valley."*

*"Oh, he's a fanatic." the others rejoined:  
"dispense with the ambulance Never!  
He'd dispense with all charities, too, if he could:  
no, no! We'll support them forever.  
Aren't we picking up folks just as fast as they fall?  
And shall this man dictate to us? Shall he?  
Why would people of sense stop to put up a fence?  
While their ambulance works in the valley?"*

*But a sensible few who are practical too,  
Will not bear with such nonsense much longer  
They believe that prevention is better than cure  
And their party will soon be the stronger  
Encourage them, then with your purse, voice and pen  
And (while other philanthropists dally)  
They will scorn all pretence, and put up a stout fence  
On the cliff that hangs over the valley.*

# Workshop Summaries

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Each of the workshops was structured similarly:

All attendees were asked to bring to the table their “offers” – things within their gift / remit to make positive improvements in the subject area of the workshop.

Attendees were also asked to bring their “asks” – things that they felt needed to be done to effect improvements in the topic area, but which they needed other organisations / groups of people to action.

Having discussed the context of the workshop theme, in terms of the H&WB Survey, alongside the offers and asks around the table, the groups (morning and afternoon sessions) then set out a number of actions to drive forward improvement.

In two stages, these actions were then prioritised. Firstly, by those present at the workshop who were asked to prioritise the actions they had agreed on. Secondly, however, attendees were given the opportunity to view the actions from all workshops at the end of the conference. Those present were then able, in a wider perspective, to prioritise any actions from the workshops they had not attended, if they felt they were of particular importance.

The offers, asks, actions and prioritisations from each of the workshops can be found the following pages.

# Alcohol and Drugs Workshops - Context

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## **Alcohol – how many young people drink**

More than half (56%, 2,011 pupils) of pupils said that they never drank alcohol. S1-S2 pupils (lower school) were least likely to drink alcohol (81% never drank) with 51% of S3-S4 pupils (middle school) never drinking and 29% of S5-S6 pupils (upper school).

Eight percent (286 pupils) of pupils said that they drank alcohol once a week or more. Upper school 13%, middle school 9% and 3% in the lower secondary stages.

## **Alcohol – what pupils are drinking**

The most common types of alcohol drink consumed were spirits (46%, 711 pupils); alcohol fizzy drinks (43%, 668 pupils); and cider (42%, 658 pupils).

Boys were more likely than girls to drink:

- cider (46%, 351 boys; 38%, 306 girls)
- beer/lager (47%, 355 boys; 12%, 97 girls)
- fortified wine/sherry (21%, 159 boys; 13%, 104 girls).

Girls were more likely than boys to drink:

- spirits (51%, 406 girls; 40%, 305 boys)
- alcohol fizzy drinks (59%, 471 girls; 26%, 197 boys)
- wine (19%, 150 girls; 12%, 94 boys).

## **Alcohol – getting drunk**

Among those who had ever drank alcohol and were able to say how often they got drunk, three in five (59%, 873 pupils) said that they never/rarely got drunk; 23% (338 pupils) said that they got drunk once or twice a month; and 18% (265 pupils) got drunk once a week or more.

## **Alcohol – where pupils buy it**

The most common means of purchasing alcohol was friends buying it for them (30%, 468 pupils). 19% said that their family buy it for them. 14% ask strangers to buy it for them.

Middle and lower school pupils were more likely than upper school pupils to say that they asked strangers to buy alcohol for them (20% middle school; 17% lower school) with only 7% of the upper school asking strangers to buy alcohol for them.

## Drugs – how many young people have taken drugs

One in 11 pupils (9%, 333 pupils) said that they had ever used drugs or legal highs. Upper school pupils were more likely than middle or lower school pupils to have ever taken drugs (16% of the upper school compared with 12% of the middle school and only 2% of the lower school population).

Boys were more likely than girls to have ever taken drugs (12% v 7%).

*Of those who said they had ever used drugs*, 45% said that they had taken drugs only once; 15% said that they used to take drugs sometimes and did not take them anymore; and a further 15% (46 pupils) said that they took drugs a few times a year. A quarter, (77 pupils) said that they did so at least once a month, with 23 of these pupils (7% of all who had ever used drugs) saying that they took drugs most days.

## Drugs – where do pupils get them from

Those, who had used drugs, were asked, also, where they got them from, the last time they used drugs. Responses were:

- Friend (68%, 205 pupils)
- An acquaintance (22%, 68 pupils)
- Someone else (11%, 32 pupils)
- A stranger (8%, 23 pupils)
- Shop (1%, 5 pupils)
- Brother or sister (1%, <5 pupils)
- Internet (1%, <5 pupils)
- Parents (<1%, <5 pupils)

Those, who had used drugs, were asked whether, on the last occasion, they had used drugs with alcohol. Just under half (45%, 138 pupils) said that they had.

## Drugs – what pupils are taking

Of all pupils who had ever used drugs, 97% (298 pupils) had used at least one of the listed drugs in the last year. This equates to 8% of all pupils. The most commonly used drug was cannabis (89%, 279 pupils) followed by ecstasy (15%, 48 pupils) and cocaine (14%, 42 pupils). Most of those, who said that they took 'other' drugs, said that they took the legal high 'Plant Food'.

## Drugs – how easy are they to obtain

Half of all pupils said that they did not know how to obtain **illegal drugs**. 22% said that it would be easy and 30% said that it would be difficult. Just over half - 54% - said that they did not know how to obtain **legal highs**. 19% said that it would be easy and 28% said that it would be difficult.

Boys were more likely than girls to say that it would be easy to get illegal drugs (25% v 18%).

# Alcohol and Drugs Workshops

## Key Themes

- Education for young people about the short, medium and long term effects of alcohol and drugs on people and legal implications of use / misuse. Learn from real experiences
- Develop on line tool / app / website that works for young people in Inverclyde (Q&A facility built in – “ask an expert”) – all this to make it easier for young people to access local services that they may need
- More hands on education – young people involved in the planning and delivery of learning in this area (peer education - buddies)
- Increase reach into the community, by services, to raise the issues of the impact on people affected by alcohol and drugs.

## Offers

What is being offered?	Who is offering?
Being approachable to young people – support regarding issues of alcohol & drugs, consequences etc.	Kirsty – Police Scotland
More awareness raising in schools	
Be truthful when asked about alcohol and drug use, and don't pressure other people to drink / take drugs	Young people
Looking at Port Glasgow HS as a model for Peer Education	Young People's Alcohol Team
Themed Week / Drama on Cocaine	Police Scotland
ADP website advertised via SOLAS screens in schools	Inverclyde ADP
Take back information from conference to the Culture Change subgroup of ADP to find best people to take work forward	Margaret McConnachie
Analysis of the H&WB Survey in smaller areas to inform new work	
Offer to look at working with schools on the “Shared Responsibility” Programme about the cocaine trade	Jo McManus / Police Scotland

## Asks

What is being asked?	Who is being asked?
Different activities offered in youth clubs each day – if you know there's something different on each day you might attend more regularly	
Tackle the issue of adults buying alcohol for children	
Would young people buy less alcohol if the most popular drinks cost more?	
Health warnings on packaging	
Reduce number of shops with a licence to sell alcohol	Licencing Forum / Board
Buddies in school who are well informed about support	
More police and wardens in known locations at weekends	Police Scotland / Community Wardens
Parents, family and friends to be more responsible for their own use	Everyone
Sporting personalities to support positive lifestyle messages	

## Actions

Adults

Young People

1	Education about the short, medium and long term effects of alcohol and drugs on people. Learn from real experiences. Legal aspects covered	Inverclyde HSCP staff / Police Scotland	66
			12
2	Develop on line tool / app / website that works for young people in Inverclyde (Q&A facility built in – ask an expert) – all this to make it easier for young people to access local services that they may need	Young People / ADP	21
			16
3	More hands on education – young people involved in the planning and delivery of learning in this area (buddies)	Schools / pupils	13
			10
4	Young people signposted to “diversionary activities” – and more of them available	CLD / Other partners / Police Scotland / Community Wardens	8
			3
5	Use of the Young Scot website to disseminate information	Young Scot	5
			1
6	Coffee morning / event for parents to highlight the dangers of alcohol and buying their children alcohol – and find out why they do it (Use I Youth Zones)	Kirsty – Police Scotland CLD	1
			1
7	Shops to be more strict as to who they sell to and the hours when they sell alcohol	Local shopkeepers	2
			0
8	Consideration of the impact of family drug / alcohol use on young people		0
			0

# Child Poverty Workshops - Context

## Societal – Child Poverty

**Poverty affects children's outcomes; pre-birth, post-birth and throughout their childhood**

Figures from: <http://www.endchildpoverty.org.uk/why-end-child-poverty/poverty-in-your-area>

	Jan 2012 report- Mid 2011 estimate of number of children living in poverty	October 2014 report- Estimate of number of children living in poverty BEFORE HOUSING COSTS	October 2014 report- Estimate of number of children living in poverty AFTER HOUSING COSTS
Inverclyde (as a whole authority)	24%	16%	25.6%
Inverclyde East	26%	18.0%	28.5%
Inverclyde East Central	31%	18.3%	29.3%
Inverclyde North	23%	15.4%	24.7%
Inverclyde South	26%	17.9%	28.4%
Inverclyde West	10%	9.6%	15.5%
Inverclyde South West	21%	14.1%	22.6%
SCOTLAND	19.5%	Not included	20.7%

- It is not clear whether the 2012 figures can be compared directly with the 2014 report as those in the 2014 report have been listed before and after housing costs.
- However in 2014 report we can see that in 4/6 wards more than 1 in 4 children are now living in poverty and 3 of these wards Inverclyde East, East Central and South this is nearer to 1 in 3 children (after housing costs).
- Even in areas which are thought of as more affluent many children are still living in poverty after housing costs. In Inverclyde South West- 1/5 children are living in poverty , and in Inverclyde West -1/6 children are living in poverty
- 24% of children in Inverclyde are growing up in poverty, compared to the Scotland wide figure of 20%.

**Children who grow up in poverty in Inverclyde are far less likely to do well at school than their better off classmates, seriously harming their future life chances and perpetuating the cycle of poverty:**

1. 28% of primary school pupils in Inverclyde are eligible for free school meals, compared to a national average of 20%.
  2. At age 16, there is a 16% gap in attainment levels between the poorest pupils and their classmates in Inverclyde.
  3. 15% of the poorest young people in Inverclyde become unemployed immediately after leaving school.
  4. 19% of the poorest young people in Inverclyde go to university, compared to an average of 37% across the Local Authority area.
  5. Around 1,000 children in Inverclyde live in severe poverty - 11% of all children in the area.
- (INFORMATION FROM <http://www.childreninpovertyinverclyde.org.uk/child-poverty-in-inverclyde.html> )

- **What is being done locally to help families out of poverty and stop families from falling into poverty?**

# Child Poverty Workshops

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## Key Themes

- Awareness raising of the issue of Child Poverty
- Work to be undertaken to better understand the “Cost of A School Day”
- Focus on the development of breakfast clubs and school meal provision
- Focus on attainment for all and positive destinations for all
- Promote inclusion for young people – remove financial barriers to this

## Offers

What is being offered?	Who is offering?
Organisations offering Living Wage	CVS / Companies / Council
School Breakfast Club Developments	Education Services
Cooking on a Budget	CLD / Health Improvement
All young people have a post-school destination	Education
All young people supported to stay on in some way until S6	Education
Improve Partnership Working around this issue	Community Planning Partnership
Look at attainment gap	Education

## Asks

What is being asked?	Who is being asked?
More awareness of the issue of child poverty	Schools / Education
More after school activities	Schools / Education / Partners
Transport home from after school clubs	
Living Wage	Local Organisations
More funding for school trips	Schools / Education
Consideration of financial asks of parents	Schools / Education
Supporting pupils to be included through their relationships	Peers (other pupils)
Strengthening signposting for young people leaving school	Guidance teachers / Skills Development Scotland



## Actions

Adults

Young People

1	Awareness raising of what Child Poverty is in Inverclyde and Cost of Living realities	Peer education / info in schools / education department	24
			16
2	Carry Out Research on how much money families are being asked for by schools / support families to become financially included	Education	16
			23
3	Look at cost of school lunch / what pupils get for their Free Meal money in school compared to the shops	Schools / pupils / pupil councils	7
			7
4	Look at uniform costs – particularly with school branding (possible swap shops in-school)	Parent Councils / Schools / Education	3
			6
5	Consider after school activity provision and also issues of access to provision where transport would be an additional cost	Pupils / Schools / Education / Partners	4
			4
6	Raise awareness of the availability of and eligibility for FME / Clothing Grants / EMA	Schools / Education / Local Community / Landlords	4
			2
7	Process for being able to get lunch and also go to free lunch clubs provided by schools		0
			2
8	Places within schools for pupils to eat their food regardless of where it comes from	Education / Schools	0
			2
9	Encourage increased parental involvement with schools	Schools / Education	1
			0
10	Co-ordinated effort to tap into external funding sources to directly address issues of poverty	Partners / Lottery etc.	0
			0

# Mental Health Workshops – Context

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## Emotional Health and Wellbeing

Indicator	%	N
% of pupils who have an illness or disability that limits what they can do	10%	357
% of pupils with a 'total difficulties' score indicating a high level of difficulties.	26%	906

Pupils were also asked whether they had any mental health, emotional illnesses or learning difficulties – 19% reported at least one. The most common was dyslexia which was reported by 11% of all pupils.

Upper and middle school pupils were more likely than lower school pupils to say they had a mental health/emotional illness (6% upper school; 5% middle school; 2% lower school).

Boys were more likely than girls to say they had ADHD (5% v 2%) or ASD / Aspergers (2% v 1%). Girls were more likely than boys to report having a mental health/emotional difficulty (6% v 2%).

## Worries

Pupils were presented with a list of issues and asked which, if any they worried about. 84% of pupils said they worried about at least one thing. The things pupils most commonly worried about were exams (54%), the future (45%) and the way they look (36%). Middle and upper school pupils were more likely than lower school pupils to have any worries (92% upper school; 87% middle school; 75% lower school). Girls were more likely than boys to have any worries (90% v 78%).

## People to Talk To

Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. The types of person with which pupils were most likely to talk easily were friends (88%) and mother/female carer (80%).

# Mental Health Workshops

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## Key Themes

- Increase the awareness raising workshops / training in schools and learning communities
- Ensure that the promotion / support of mental health is seen as everyone's responsibility
- Increase in-school service provision, particularly for school nursing
- Reduce the stigma of mental health in schools.
- Increase the promotion available, young-person-friendly help that is quality assured with information that is current
- Individuals should take some responsibility for their own information gathering/education on mental health

## Offers

What is being offered?	Who is offering?
Staff, pupils (through planned PSE lessons) and parents should be more aware and educated regarding mental health issues	Staff / pupils / parents / SAMH
Presentation available for young people aged 16+	Breathing Space

## Asks

What is being asked?	Who is being asked?
More pupils to create better relationships with teachers	
More therapy routes from school	
More assemblies in school about mental health / external visitors?	Guidance teachers
Mental Health Groups within H&WB Groups in schools	Nurse support
Nurse drop in sessions	
Where do I go for help / advice?	Educational Psychology / Outside agencies
Get older pupils to talk to younger pupils – we're more comfortable with that (someone to approach in confidence)	Senior Pupils
Pupils ask more about the subject and feel more comfortable with their teachers	

## Actions

Adults

Young People

1	Awareness raising of mental health issues to all – parents, staff and pupils (through PSE) – leaflets, media / signs and symptoms	Teachers and other staff need to make connections to benefit pupils	20
			12
2	Mental health addressed through the H&WB groups in schools – how to stay mentally healthy – pupil led	Teachers	10
			8
3	Reduce the stigma of mental health in schools	Senior managers / teachers / pupils	6
			5
4	Make more help available in schools, e.g. School Nurse drop-in sessions, someone to talk to at school	Head Teachers	9
			2
5	Individuals should take some responsibility for their own information gathering / education on mental health	Everyone	1
			3
6	Promote the use of the Safe Spot app	Schools / pupils / educational psychologists	0
			1
7	Staff training already provided – staff need to avail themselves of this and recognise that mental health is a priority for young people	School staff to take up provision offered by Health Improvement Staff	0
			0

# Nutrition, Physical Activity & Tobacco Workshops - Context

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## Physical Activity

Pupils were asked how many minutes of physical exercise per day they thought young people should do to stay healthy.

- 50% correctly identified the recommended target of 60 minutes
- 36% underestimated the target
- 15% overestimated the target.

Upper school pupils were more likely than younger pupils to underestimate the physical activity target (41% upper school; 36% middle school; 32% lower school). Girls were more likely than boys to underestimate the target (40% v 31%).

Pupils were asked on how many days over the last seven days were they had been physically active for a total of 60 minutes or more.

- 35% of pupils met the target of taking 60 minutes or more of physical activity on five or more days per week.
- 58% were active, but not enough to meet the target.
- 7% were not active at all.

Lower school pupils were more likely than middle school or upper school pupils to meet the target for physical activity (42% lower school; 35% middle school; 24% upper school). Boys were more likely than girls to meet the target for physical activity (42% v 28%)

All pupils were asked what would make them more physically active. The most common answers were:

- Pupils choose to do more activities (39%)
- Nothing/no answer/already active enough (29%)
- Better facilities in the community (9%)
- Spend less time on sedentary activities (4%)
- More PE in school/better PE (4%)

Pupils were asked how often they took part in sports or physical activities at clubs (either in school or outside school) –

- 82% pupils said they took part in sports/activity clubs at least once a week
- 3% did so at least once a month (but less than weekly)
- 4% said they did so infrequently
- 12% said that they never attended sports/activity clubs.

Lower and middle school pupils were more likely than upper school pupils to participate at sports clubs at least weekly (90% lower school; 85% middle school; 65% upper school).

Pupils were asked how they usually travel to school. A third used active travel methods (walking/cycling/skating), 41% used public transport and 25% used private personal transport.

## Nutrition

Seven in ten pupils (70%) said that they ate breakfast on the morning of the survey. Lower school pupils were more likely than middle and upper school pupils to have eaten breakfast (77% lower school; 65% middle school; 67% upper school). Boys were more likely than girls to have eaten breakfast (76% v 64%).

Pupils were asked what they had done during the last school lunchtime. The most common responses were –

- They had a school lunch 38%
- bought lunch from a shop/van 29%
- take a packed lunch 24%

Six percent of pupils (226 pupils) said they did not have any lunch.

Girls were more likely than boys to have a school lunch (42% v 33%) or take a packed lunch (29% v 19%). Girls were also more likely than boys to have skipped lunch (8% v 4%).

Those who bought their lunch from a shop/van were asked how much they spent on lunch during their last school lunchtime. 42% said they spent less than £2.00, 42% said they spend £2.00-£2.99 and 16% said they spend £3.00 or more on lunch.

The most common type of drink consumed during the previous lunchtime by pupils was water (30%), followed by fizzy drinks (19%) and then energy drinks (11%)

Pupils were asked how many portions of fruit and how many portions of vegetables they had eaten on the previous day. One in eight (12%) did not eat any fruit or vegetables. A third (33%) met the target of consuming five or more portions of fruit and/or vegetables per day.

Pupils were also asked how many times in the previous day they had consumed sweets or chocolate, chips/fried potatoes and diet fizzy drinks. Overall, 79% had eaten crisps/sweets, 52% had eaten chips/fried potatoes and 54% had consumed diet fizzy drinks.

## Tobacco

Indicator	%	N
% of pupils who are exposed to environmental tobacco smoke	78%	2,736

- 82% said they had **never** tried smoking
- 5% were current smokers

Lower school pupils were more likely than middle or upper school pupils to say they had **never** tried smoking (93% lower school; 79% middle school; 69% upper school).

Upper school pupils were more likely than middle or lower school pupils to be current smokers (9% upper school; 7% middle school; 1% lower school).

*Those who were current smokers* were asked where they usually got their cigarettes/tobacco from. Responses were:

- I get them from someone I know - e.g. friends or family (52%)
- I ask an adult I don't know to buy cigarettes/tobacco from (28%)
- I buy them myself from a shop - e.g. supermarket, newsagent (23%)
- I buy them myself from a van - e.g. ice cream van or burger van (12%)
- I ask someone else under 18 to buy them from a shop (11%)
- I take them from my parents or other adults (9%)
- I get cigarettes/tobacco in some other way (8%)

Current smokers were asked whether they would like to stop smoking. Just under half (45%) said yes; a third (32%) said possibly and 23% said no.

Seven in ten smokers (71%, 137 pupils) said they would know where to get help to stop smoking. Among those who smoked and would know where to get help, responses to where they would go for help were:

- Friend/family (68%)
- Doctor (41%)
- Youth worker (34%)
- Chemist (16%)
- Butt Out Service (11%)
- Teacher (11%)
- Someone else (7%)

42%, (1,498) pupils said that someone else smoked at their home.

78% (2,736) pupils are exposed to environmental tobacco.

# Physical Activity, Nutrition & Tobacco Workshops

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## Key Themes

- Increase the number of sporting events and increase choice of what is offered, based on needs of young people
- Develop the schools champion approach to enable an improved understanding of the need for pupils to participate in sport / physical activity
- Review the food offer in schools – try to get pupils to eat in school rather than at shops, with support to make healthier choices
- From an adult perspective, raise awareness of the consequences of smoking and offer a drop-in for help to stop smoking. This was not supported by any of the young people

## Offers

What is being offered?	Who is offering?
Support for 16-18 year olds – weight management	Weigh to Go Project
Other asks outlined in actions	

## Asks

What is being asked?	Who is being asked?
Train up more young people	
Free healthy foods	
Older people to stop skipping the queue and nicking the chairs	
All schools champion physical activity and understand the need for their pupils to participate in sport / physical activity	



## Actions

Adults

Young People

1	More sports events between schools / choice about what sports you get offered / more clubs in schools / Merit system		20
			6
2	Different food offer in schools – try to get people not to go to the shop and instead make healthier choices / healthy snack van		9
			3
3	Encourage more teachers to join in activities with young people / volunteers and staff to support sports clubs		10
			0
4	More talks in schools about the consequences of smoking etc. / health drop in for help to stop smoking		9
			0
5	Core PE offer after S4	Schools / Education	4
			5
6	App for Young Scot card to follow what's happening – credit on Young Scot card for participating in activities or eating healthy foods		3
			5
7	Listen to what young people want in school – are we offering the right activities?		5
			3
8	Ensure sports leadership / ambassadors programmes are in every school – good role models	Schools / Active Schools / Pupils	1
			3
9	Choose to do more exercise	Young people	0
			1
10	Advertise the I Youth Zone better		1
			0
11	Girls Only Provision to help girls feel more comfortable about participating in sports etc.		1
			0
12	Make parents more aware about cooking healthy meals / more actual cooking in school	CLD / Health Improvement Team / Schools	0
			1

# Repopulation Workshops - Context

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## After School

Pupils were asked what they would like to be doing when they leave school.

**72% 2,343 pupils** said they would like to go into further education (university or FE college)  
Girls were more likely than boys to say they would like to go to further education (80% v 64%)

**23% 732 pupils** said they would like to go into employment (working, apprenticeship or youth training/skill seekers)

**5% 151 pupils** said something else (gap year / training programme)

Only 7 pupils said they would like to be unemployed

## Living in Inverclyde as an Adult

Pupils were asked whether they want to live in Inverclyde when they are an adult.

**20% 708 pupils** said yes

**45% 1,581 pupils** said no

**35% 1,246 pupils** said they did not know

### Why would you like to live in Inverclyde?

- |   |     |            |
|---|-----|------------|
| • family/friends here                               | 36% | 179 pupils |
| • emotional connection to area - 'this is home'     | 35% | 173 pupils |
| • general positive views of area - 'I like it here' | 22% | 112 pupils |

### Why would you not like to live in Inverclyde?

- |   |     |            |
|---|-----|------------|
| • general negative views of area                  | 26% | 380 pupils |
| • no prospects in area/better prospects elsewhere | 15% | 217 pupils |
| • desire to live abroad                           | 13% | 184 pupils |
| • drugs/alcohol/crime in area                     | 12% | 175 pupils |
| • desire to travel/see new places                 | 10% | 147 pupils |

# Repopulation Workshops

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## Key Themes

- Promote Inverclyde to and with young people – challenge current media image
- Promote, develop and expand opportunities to learn and work in Inverclyde post-school
- Develop opportunities for different communities to work together in Inverclyde (intergenerational / young people & professionals etc.)

## Offers

What is being offered?	Who is offering?
Excellent schools / education provision	Inverclyde Council
Volunteering Opportunities	CVS Inverclyde
Sports facilities and amenities	Sport Inverclyde
Awareness of Jobs that are available	Jobcentre Plus
Better matching of skills to jobs	Education (Angela)
Education for the future	
Good quality of life	
Good start to life through good communities – improve life	

## Asks

What is being asked?	Who is being asked?
Better schools	
Promote what we have here	
More Parks	
Information on available jobs / more job opportunities	
More opportunities	
Better utilisation of existing facilities	
Approach young people directly regarding this issue	
Better conditions for local tenants	
Are we investing in the right areas? How do we know?	
More extra-curricular activities	Inverclyde Council
More attractions (other than sports)	Wider community
Better information on council spending priorities	
Jobs for young people	
Young people's groups in each ward	

## Actions

Adults

Young People

1	Young people to arrange a meeting with the Greenock Telegraph to challenge their priorities	Young people / relocation officer	2
			3
2	Promote what Inverclyde has to offer – have a more positive outlook	Everyone!	2
			2
3	Employers event for young people, highlighting opportunities and prospects		0
			2
4	More Parks		0
			1
5	Use Inverclyde Life more		0
			1
6	Adults to respect young people more	Adults	0
			1
7	More intergenerational work	Everyone	0
			1
8	Create infrastructure for investors to generate jobs		1
			0
9	Young people to be included in planning		0
			0

# Respected and Responsible Workshops - Context

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## **Proportion of Pupils Who Engaged in Specific Positive Behaviours in the Last Year**

29%	have taken part in a charity event
23%	did voluntary work
21 %	participated in an organisation such as Scouts/guides
14%	have taken part in the buddying/mentoring programme at school
11%	participated in a faith based activity

Lower school pupils were more likely than middle or lower school pupils to have participated in an organisation such as Scouts/Guides.

Upper school pupils were more likely than middle or lower school pupils to have done voluntary work and taken part in a charity event.

## **Proportion of pupils who engaged in specific anti-social behaviours in the last year**

One in seven pupils had engaged in at least one form of antisocial behaviour. Boys were more likely than girls to have engaged in anti-social activities (20% v 8%). The most common was fighting, in which 10% of pupils had engaged. The next most common form of anti-social behaviour was shoplifting at 3%, followed by vandalism at 2%.

## **Caring responsibilities**

One in five (22% of pupils) had someone in their family household with a disability, long-term illness, drug/alcohol problem or mental health issue. Among those, who had a household family member with at least one of these conditions, three in five (62%) said that they looked after or cared for them. Thus, overall, 14% of pupils were carers for someone in their household. Among carers, 40% (192 pupils) said that they looked after their family member every day.

Among those who looked after / cared for a household family member, 78% said that their caring responsibilities had affected them in some way. The most commonly reported effects of caring responsibilities were:

- It makes me feel good to be able to help (57%)
- I've learned lots of new skills because of my caring (33%)
- Sometimes unable to do homework (23%)
- Makes me tired (23%)
- It makes me feel stressed/anxious (22%)
- Helps me organise my time (14%)

# Respected and Responsible Workshops

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## Key Themes

### Key themes:

- Development and co-ordination of volunteering opportunities:
  - Promotion of activities – including use of Inverclyde Life
  - Extension of MVP
  - Accreditation
  - Partnership working
- Opportunities for young people to have their say (Pupils Councils/Youth Council) and help each other (including peer support and education)
- Stronger infrastructure of support for young people – help at home, someone to talk to, supported study, with drug and alcohol issues, caring responsibilities
- More opportunities for positive activity – especially at weekends

## Offers

What is being offered?	Who is offering?
Continue the work that is ongoing in schools	Schools
Increase development of MVP across more schools	Violence Against Women Co-ordinator
Speak to young people in schools about Inverclyde Life	CVS Inverclyde
Set up groups within schools – peer education survey	
Go into schools to inform them about Saltire Awards	Trust Volunteering
Support young people into employment	YEAP/Inverclyde Life
Awareness raising about addictions / mental health	Youth Services Addiction Workers
Help other young people (esp, young carers) through homework clubs etc.	Young people / pupil councils / Youth Council / Peer Education Groups
Help to promote support available through organisations, screens in schools, social networking, word of mouth	Young people
Detached youth workers used to help promote what is available	CLD

## Asks

What is being asked?	Who is being asked?
Make explicit the charity / voluntary elements of what happens at school	Schools / young people
Support for schools to accredit volunteering activities	CLD / Trust Volunteering
Teachers / pupil councils more aware of local services	School management
Continued implementation of literacy programmes	
Could wardens be used as attendance officers?	Safer Communities
Include the excluded	All
Named Person from agencies on Young Person's Plan	
Support infrastructure for young people – help at home	Schools
Support infrastructure for young people – someone to talk to	Schools
Support infrastructure for young people – supported study	Schools
When trips away are promised – please make sure they go ahead	Schools / Support Services
Money spent on the correct priorities	
Young people having a say on how school funds are spent	Schools / Pupil Councils
Support regarding transport to and from places for YP	
Peer Education Programmes – YP speak better than adults	
More and better advertised events locally	Schools / Carers Centre / HSCP / CLD
More use of social media / Inverclyde Now	
More affordable sports activities	
Programmes that include discussion with young people and adults and have people sharing real life experiences	
Better support from teachers etc with mental health, other issues	Schools, HSCP, other Partners

## Actions

Adults

Young People

1	Wider buddying / mentor opportunities	CLD to broker through YW sub Group	1
2	Organisations to promote what they do on Inverclyde Life	All	0
3	A platform to allow young people to have their say	Inverclyde Radio	1
4	To choose from a wider selection of pupils for buddying	Schools	0
5	Promote young carers DVD through schools / PSE & develop guidance notes to accompany this	HSCP Children & Families Team	0

# Sexual health Workshops - Context

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## **Who do pupils talk to about relationships, sexual health etc.?**

Pupils were asked whether there was anyone whom they could talk to about relationships, sexual health, etc. Nine in ten pupils (89%) had at least one person they could talk to about relationships. The most common categories of person they could talk to were parents/carers (60%) and friends (55%).

Lower school pupils were more likely than middle school or upper school pupils to say that they could talk to a parent/carer or other family member about relationships. Upper school pupils were more likely to say that they could talk to a friend.

Overall, girls were more likely than boys to have someone to talk to about relationships (93% v 85%). Girls were more likely than boys to say that they could talk to a friend (63% v 46%) about relationships.

## **Sexual health and relationship education**

Four in five pupils (79%) said that they had received sexual health and relationship education at school. Of those, who said they had received sexual health and relationship education, 86% said that this had prepared them well for forming and dealing with relationships and 14% said that it had prepared them badly.

Half (49%) of pupils in S3-S6 said that a parent/carer had talked to them about any sexual health and relationship issues. Girls were more likely than boys to say that a parent/carer had talked to them about sexual health and relationship issues (57% v 40%).

## **Sexually active**

Just over one in five (22%) of pupils in S3-S6 said that they had been sexually active in the last month. Upper school pupils were more likely than middle school pupils to have been sexually active in the last month (30% upper school; 16% middle school).

Those, who had been sexually active in the last month, were asked how often they or their partner used contraception/protection. One in five (19%) said that they never did; 23% said that they sometimes did and 58% said that they always used contraception/protection.

31% of pupils had heard of Sandyford. This varied from 67% in the upper school, 34% in the middle school and 3% in the lower school. 6% of pupils had used or attended Sandyford. Again this was higher in the upper school at 14% compared to 5% in the middle school.

## **Sexual orientation**

More than nine in ten pupils said they were only attracted to or mostly attracted to the opposite sex. 2% said they were only attracted to or mostly attracted to the same sex. 2% were equally attracted to both boys and girls. 2% said they were not attracted to either and 1% said they were unsure of their sexuality.



# Sexual health Workshops

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## Key Themes

- Increase staff confidence and competence in teaching SHRE – attitudinal change
- Ensure that learning is fully inclusive of all young people's needs and young people are consulted about content and delivery of SHRE curriculum
- Develop access / support for young males for sexual health support (male only services?).
- Review of SH service provision (venues, times, marketing, access, branding etc.) and increase the targeted provision (i.e. LGBT barrier / stigma reduction)
- Develop support for parents to support young people regarding their sexual health – peer support for parents

## Offers

What is being offered?	Who is offering?
Support from Health Improvement Team – inputs into schools re SHRE (mainstream and ASN) for staff, pupils and parents	Inverclyde HSCP
Support from Police Scotland about (for example) the consequences of alcohol and sex	Police Scotland
Share advice / best practice between schools	
Sexual / emotional health incorporated into Rights Respecting agenda – not a separate issue	Children's Rights Officer / Schools
Option to deliver SH services in I Youth Zones	CLD

## Asks

What is being asked?	Who is being asked?
Easier access to straightforward sexual health information	
Teachers to be more approachable about this subject	Schools
Educate parents	
Who are the 21% of young people who didn't get SHRE? Are they more vulnerable?	
Cultural shift with teachers becoming more comfortable delivering SHRE	
Denominational schools – relevant information that might not be taught in schools	

## Actions

Adults

Young People

1	Increase staff confidence and competence in teaching SHRE – attitudinal change	Sexual Health Working Group	21
			9
2	Gender stereotyping / challenging norms – make learning fully inclusive of all young people's needs	Schools / Young People (with support)	8
			5
3	Access / support for young males for sexual health support (male only services?)	Schools / Sandyford / Other agencies	6
			6
4	Consult young people about content and delivery of SHRE curriculum	Schools / Sexual Health Working Group	6
			6
5	Identify teacher training needs	Sexual Health Working Group	0
			5
6	Training to develop proper peer education in this area (especially for boys) – Look at Blanytyre's "Landed" programme	Sexual Health Strategy / Working Group	3
			2
7	Review of SH service provision (venues, times, marketing, access, branding etc.)	Sandyford / SH Strategy Group	0
			4
8	Targeted provision (i.e. LGBT barrier / stigma reduction)	Sandyford / SH Strategy Group	0
			4
9	Clear pathways to SH services outwith schools	Schools / Sandyford / Other agencies	1
			3
10	Look at different models of delivery of SHRE (internet, leaflets, teacher led)	Schools / Sexual Health Working Group	2
			2
11	Supporting parents to support young people regarding their sexual health – peer support for parents	SH Work with parents group / parents	0
			3
12	Look at Training Calendar – issues with cover / supply – In Service options to be considered	Education	1
			0

# Staying Safe Workshops - Context

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## **Staying safe – from bullying**

80% of pupils when asked whether they had been bullied in the last year said no.

Of the 702 pupils who had been bullied last year, 16% had been bullied at school. Lower school pupils are more likely to have been bullied in school (20% lower school, 17% middle and 8% upper).

Girls were more likely than boys to have been bullied in the last year (24% v 15%) and, specifically, at school (19% v 13%). Two in five (43%) said that they had not reported the bullying; 30% said that they reported it and it made the situation better; and 26% said that they reported it but it did not make the situation better.

One in seven (14%) admitted to having been a bully at least sometimes in the last year. Those who had been bullied in the last year were more likely than others to admit to having bullied others.

Boys were more likely than girls to admit to having been a bully (17% v 12%).

14% of pupils worry about being bullied, and 9% worry about violence/gangs.

## **Staying safe - online**

More than nine in ten (92%) pupils said that they used social networking to communicate with family and friends. 6% reported they had been bullied online last year. (9% girls v 4% boys).

## **Anti-social behaviour**

The vast majority of young people do not engage in anti-social behaviour. However, one in seven (14%) of pupils had engaged in at least one form of antisocial behaviours. The most common was fighting, in which one in ten (10%, 370 pupils) pupils had engaged.

# Staying Safe Workshops

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## Key Themes

Need for overarching stop bullying campaign - Inverclyde Wide

- led by young people with support from CLD Youth Work and school staff
- role for Youth Council to consult with young people on what would work
- Incorporated into activities of uniformed organisations and other clubs
- incorporated into existing programmes – MVP, Girl Power, Boys Groups

Need for clarity around / broad ownership of anti-bullying policy, protocols and implementation

- how bullying is recorded and addressed within individual establishments is shared with young people and partners
- this information used in turn to inform practice development, shared understanding of what is available (including range of offers – mediation, training, accreditation), what is needed (including range of asks – comments box, drop-in support, counsellors) and what is working (need for evidence based to be developed).

Interest in building on MVP, extending remit and role

- extend to address all forms of violence
- promote to all schools, all years
- develop clubs, support groups, buddying opportunities

## Offers

What is being offered?	Who is offering?
Saltire Awards for those volunteering in anti-bullying / staying safe activities	Trust Volunteering
Develop #StopBullying – Inverclyde anti-bullying campaign	Young People / CLD / Other partners
Gies Peace – anti-sectarian / anti-bullying programmes and activities	Gies Peace
Mediation Training to interested parties	Safer Communities
Looking at/ protocols for recording bullying and actioning ways to deal with it	CLD / Schools
Youth Council consult with young people re bullying	Youth Council / CLD Youth Workers
More advice on the Safe Spot App	Safer Communities
Incorporate anti-bullying training with SXP training	Safer Communities (Road Safety)

## Asks

What is being asked?	Who is being asked?
Incorporate Staying Safe into existing programmes (Boys Groups, Girl Power, Youth Council)	CLD Youth Workers / Other Partners
Drop In room at school with support at designated times	Guidance staff / schools
School Nurses trained in recognising and supporting those experiencing bullying / staying safe issues	School Nurses
Counsellors in Schools	Schools / Partner Agencies
MVP mentors supported to retain ongoing buddying role	schools
Clearer guidelines, shared with partners, about who supports pupils who are bullied	Schools
Can people come into schools to talk about experiences of offending / bullying etc.	Schools to source
Exclusions can make things worse for people who have been bullied – are there other options	Schools / Education
Registration Class – good idea to ask pupils if they are OK	Schools
More inputs on bullying in PSE lessons	Schools
Support to raise profile of Youth Council and assist with bullying survey	Youth Council / CLD Youth Work

## Actions

Adults

Young People

1	MVP mentors developed to retain ongoing buddying role	Schools / MVP Steering Group	2
			12
2	Develop #StopBullying – Inverclyde anti-bullying campaign– support from pupils to link groups eg unformed organisations to be part of campaign	Pupils/Partners	3
			3
3	Produce anti-bullying posters	Young People / CLD Youth Work	2
			0
4	Provision of Mediation training	Safer Communities	1
			0

# We Care, We Listen, We Act Workshops

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14% of pupils were carers for someone in their household with 40% of these pupils looking after their family members on a daily basis

89% of pupils said there was someone they could talk to about personal matters. The most common people they could talk to were parents/carers (60%) and friends (55%)

Girls are more likely to have someone to talk to about personal matters (93% girls; 85% boys)

Lower school (S1 – S2) are more likely to have someone to talk than older pupils (66% v 56%)

20% of pupils had been bullied in the last year. Among those who had been bullied, 57% had reported the bullying to school staff. Where bullying had been reported, 53% of pupils said it made the situation better

## Worry

Pupils were presented with a list of issues and asked which, if any they worried about, or whether they worried about something else. Overall, 84% (2,996 pupils) of pupils said they worried about at least one thing.

The things pupils most commonly worried about were exams (54%, 1,922 pupils) and the future (45%, 1,604 pupils).

Girls were more likely than boys to have any worries (90% v 78%), and specifically more likely to worry about:

- Exams (61% girls v 45% boys)
- The future (52% girls v 38% boys)
- The way they look (52% girls v 20% boys)
- Relationships with friends (37% girls v 21% boys)
- Their health (27% girls v 18% boys)
- Relationship with family (20% girls v 12% boys)
- Being bullied (17% girls v 11% boys)

# We Care, We Listen, We Act Workshops

## Key Themes

- Develop service provision to support young people at times of stress, particularly at flashpoints such as exam times
- Develop peer support mechanisms with relevant content
- Build on services working together in a flexible way to support and protect young people
- Improve communications in relation to ensuring young people know where to access the help they require
- Increase the support required for young people to ensure they have a voice and it is listened to, in order to meet their needs
- Ensure work is ongoing for young people to have a positive post-school destination
- Increase intergenerational work in schools / wider community to break down barriers / stereotypes
- Schools and their learning communities to ensure that more work is done to identify and support young carers

## Offers

What is being offered?	Who is offering?
Respite for young carers / children with disabilities	Carers Centre
Social activities for young carers	Carers Centre
Information and advice	Guidance Teachers / Other Agencies
Financial Benefits	
I Youth Zone offer homework clubs/peer education opps	CLD
Young Carers offer homework clubs	Inverclyde HSCP
CLD offer homework clubs	CLD
Safe Spot app available	
Focus West website available	
Write to politicians about stress in young people	Rachel – St Columba's
Platform to raise concerns via radio	Inverclyde Radio
Guidance on how to deal with bullying	CLD and other partners

## Asks

What is being asked?	Who is being asked?
Looking to identify who young carers are	Inverclyde HSCP
What do we need to cover in peer education?	YP – what do they want / need to know?
Flexible systems of support available	
Education on mental health	Inverclyde HSCP
More options for supported study / study strategies	
Worry about exams can be overwhelming	
More done in schools to address issues of bullying	

## Actions

Adults

Young People

1	Work required with staff (locally and nationally) to appreciate / recognise symptoms of stress / concern and know how to support young people		5
			13
2	Develop peer support mechanisms with relevant content	Schools / wider community	7
			9
3	Services working together flexibly to support and protect young people – young people aware of what's on offer to them		6
			7
4	Homework Clubs provision (ask schools about most appropriate content)	CLD / Young Carers	8
			4
5	Move on to work more with schools in identifying young carers	Inverclyde HSCP Young Carers team / schools	2
			5
6	Earlier intervention to support young people – i.e. provision of counselling before things go wrong	Schools / School Health	4
			3
7	Stress alleviation sessions available before exams		1
			4
8	All young people to have a positive post-school destination	MCMC Team and partners	3
			2
9	Activities to support young people to help them re-engage when they “fall through the net”		1
			3
10	Give young people a voice – opportunities available for all whether you get top marks or not		2
			2
11	Careers advice earlier in secondary school (S1 / S2)	SDS / Guidance teams	3
			1
12	Teachers to recognise and encourage pupil strengths	Teachers	0
			3
13	More intergenerational work in schools / wider community to break down barriers / stereotypes		1
			0



# Commitments

All adults in attendance were asked to make a commitment to progress one action, as a result of their participation in the conference. These are summarised below, and have been presented as they relate to Inverclyde's SOA Outcome Delivery Groups.

## SOA 1: Inverclyde's population is stable with a good balance of socio-economic groups

Provide a platform to communicate all elements of information such as events, concerns, provision of services. If it can be said, let us help you say it	Willie Stewart – Inverclyde Radio – 649090
Speak with Corporate Communications about young people meeting with the Greenock Telegraph	Susan Rose
Representatives from the local I-Youth Zones, during workshops, noted that they would help progress this agenda in any way that they can	I Youth Zones

## SOA 2: Communities are stronger, responsible and more able to identify, articulate and take action on their needs and aspirations to bring about an improvement in the quality of community life

A commitment to ensure that young people are safe/feel safe in the community safety strategic assessment	Ian Hanley – Safer Communities
To refresh Child Protection Training for School Crossing Patrollers to include anti-bullying	Eileen Bell
Promote intergenerational work	Geri Sinclair – CVS
Intergenerational Theatre Arts Project – combat aging stigma	Sharon Miller – Beacon
Build up a network between local LGBT groups – youth/further/higher education to show information and knowledge	Scott Bissell – Sandyford
Commit to develop Peer Education in Port Glasgow High	Alan Dick – Head Teacher Port Glasgow High
Join up with health youth colleagues to support LGBT Groups	Siobhan McCready – CLD
Participate in development, training and awareness of MVP in schools across Inverclyde	Sharon Sale Safer Communities
Tie in with MVP and other highly impactful programmes moving forward with our personal development programme	Trust Volunteering
Use of community fire stations, Greenock and Port Glasgow for youth groupings i.e. conference rooms	Mick Hydes Scottish Fire & Rescue

**SOA 3: The area's economic regeneration is secured, economic activity in Inverclyde is increased, and skills development enables both those in work and those furthest from the labour market to realise their full potential**

Promote Saltire Awards for fabulous young people achieving in our community	Trust Volunteering
Promote opportunities for young people who are involved in tutor course continuing through	Bill Clements – CVS Inverclyde
Information sessions on community learning opportunities. Possibly leading to an exclusive young person's group/class	Mark Frith – CLD
To encourage Modern Equal Apprentices Assessable to those who don't have the greatest results	Colette Morrison
I will get an employability newsletter into the schools	Shaun Lundy – Economic Development

**SOA 4: The health of local people is improved, combating health inequality and promoting healthy lifestyles**

I could deliver a 'Get Better Feel Better' class to young people leaving for college/university	Joan Clarke CLD
Deliver Scottish Mental Health First Aid – Young People's Training several times a year so teachers etc. can participate	Tracey Brown
Join up with health youth colleagues to support Disabled Adults Groups	Siobhan McCready - CLD
I commit to working with schools to address the access to facility barriers – ensuring inclusion in physical activity and sports clubs in schools and communities	Alison Dorrian – Active Schools
To confirm that all S5 and S6 pupils have access to physical activity options at school	T Loughran Councillor
Ask for report on free school meal allowance in secondary schools	Stephen McCabe, Councillor
To explore issues around free school dinners	T Loughran Councillor
Raise awareness of Weigh To Go Programme. Identify, motivate and support young people 16-18 who are overweight to make healthier choices relating to food and physical activity	Erin Power – Your Voice
I will write to Angela Constance to ensure that the situation with exam pressures is understood and young people set it up	Geraldine Harron – Community Representative
My commitment is to deliver at least 3 mental health awareness sessions for staff by the end of June 2015	Carol Boag – CHCP
To ensure that specific time is scheduled for teacher in-service days to provide training on sexual health and alcohol and drugs awareness. To be achieve within 12 months	John Mundell – Chief Executive, Inverclyde Council

**SOA 5: A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crime rates**

Ensure that communities and groups are aware of and support young people in reducing alcohol misuse	Vivienne Hearton - CLD
Take action to involve young people in the development of information we develop including website and how we provide information	Margaret McConnachie – Inverclyde ADP
Support Port Glasgow High pupils in developing website and alcohol issues. Support pupils on alcohol and drugs	Elliott Brown – Police Scotland
Will ensure that all schools have information on the Youth Addiction Service within CHCP, what is offered and by whom	Mags Solomon – 4412 CHCP
Real life stories of alcohol and drugs	Sharon Miller – Beacon
To involve young people in planning of alcohol education in community	Louise Gray – CHCP
Making an effort to put more inputs into schools – particularly ‘Consequence’ talks re alcohol	P.C. Kirsty Boyd Police Scotland

**SOA 6: A nurturing Inverclyde gives all our children and young people the best possible start in life**

Take forward in school – course content in PSE, more engagement with CVS, see if we can get school nurse	Denise Crawford
Available for presentation of Inverclyde Carers Centres Services	Frank Molloy – 735180
Riverclyde Homes/Community Work doing a community project with St Stephens and Port Glasgow High	Marie Pearce – CLD
Anti-bullying campaign event at Port Glasgow Campus	Marie Pearce
Ensure all young people know their rights and what they can do/access. Support if they are being denied	Gerry McMurtrie – CHCP
Support in facilitating health and wellbeing groups within secondary schools	Paul Ross CLD
To support development and improvement in RSHPE for children and young people	Elaine McCormick
To ensure we listen more to the voice of young people in child protection especially CSE work	Susan Mitchell - CHCP
Invite PEG from youth zone to discuss way forward re poverty issues	Angela Edwards – Education Services
Child Poverty commit to Early Years and what they ask parents to pay contributions every week	Audrey Pope – Education Services
Commit to ask schools to look at calendar for each session – to manage number of times young people are asked to bring money to fund events etc.	Elsa Hamilton – Education Services

**SOA 7: Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations**

**SOA 8: Our public services are high quality, continually improving, efficient and responsive to local people's needs**

Promote actions to deliver improvements across the service	Cllr James McColgan
That the issues I've been made aware of today stay on the agenda of the community planning partnership.	Karen McCready – Corporate Policy

# Next Steps

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## **(a) Sustaining and building on involvement of young people**

- Recall session with young people (celebration / thanks / forward actions) – 1<sup>st</sup> June 2015
- Embedding Clyde Conversations within pupil and youth voice infrastructure to take forward actions agreed by pupils, parents and partners. Link to emerging Youth Chamber proposed by Young People's Champion.
- Arrange follow-up events (eg link with Youth in the Park) to retain momentum and engagement

## **(b) Progressing actions through Inverclyde Alliance**

- Draft report to Programme Board to agree way forward in principle
- Align and assign accountability to progress offers, asks and actions to SOA Delivery Groups and constituent partnership groupings and services (including CLD Strategic Implementation Group in respect of CLD (Scotland) Regulation 2013). See Annexe 4
- Report progress to Alliance Board by September 2015 and thereafter annually at minimum.
- Propose that Clyde Conversations be an annual event

## **(c) Progressing actions with Parents**

- Share draft report with Parent Councils Chairs and potentially individual Parent Councils
- Align and assign accountability to progress offers, asks and actions to parents as identified through the actions brought forward from the conference
- Promote / shape more direct involvement in future events and developments
- Put in place support as needed

## **(d) Progressing actions with communities**

- Follow up on initial community cluster meetings to discuss survey
- Align and assign accountability to progress relevant offers, asks and actions to appropriate community organisations
- Put in place support as needed

# Annexe 1: Conference Programme

Today's conference has been planned and will be delivered by young people from Inverclyde's Secondary Schools.

The aim of the conference is for young people, partner agencies working in Inverclyde and members of the local community to jointly discuss priorities that have emerged from the Young People's H&WB Survey.

Moreover, this is an opportunity for us to jointly agree Inverclyde's actions and responses to bring about the improvements we want to see across our communities.

<b>9.15</b>	<b>Registration</b>										
<b>9.30</b>	<b>Opening Session</b>										
	<table> <tr> <td>Keynote Speaker / MC</td><td>Amy Shearer, Notre Dame HS</td></tr> <tr> <td>Quiz</td><td>Jennifer Burns, Port Glasgow HS Toni Conliffe, Port Glasgow HS Kirsty McKay, St Stephen's HS Louise Brown, St Stephen's HS</td></tr> <tr> <td>Poem: The Fence or the Ambulance</td><td>Gemma Wood, Inverclyde Academy Patricia Cassidy, Inverclyde Council</td></tr> <tr> <td>Our Work with the Survey</td><td>H&amp;WB Planning Group, St Columba's HS</td></tr> <tr> <td>Drama</td><td>Gemma Wood, Inverclyde Academy Sarah Thompson, Inverclyde Academy</td></tr> </table>	Keynote Speaker / MC	Amy Shearer, Notre Dame HS	Quiz	Jennifer Burns, Port Glasgow HS Toni Conliffe, Port Glasgow HS Kirsty McKay, St Stephen's HS Louise Brown, St Stephen's HS	Poem: The Fence or the Ambulance	Gemma Wood, Inverclyde Academy Patricia Cassidy, Inverclyde Council	Our Work with the Survey	H&WB Planning Group, St Columba's HS	Drama	Gemma Wood, Inverclyde Academy Sarah Thompson, Inverclyde Academy
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Our Work with the Survey	H&WB Planning Group, St Columba's HS										
Drama	Gemma Wood, Inverclyde Academy Sarah Thompson, Inverclyde Academy										
<b>10.40</b>	<b>Tea and Coffee</b>										
<b>11.00</b>	<b>WORKSHOP 1</b>										
<b>12.00</b>	<b>Lunch</b> During lunch please feel free to browse in the marketplace and listen to the musical entertainment provided by our pupils										
<b>12.45</b>	<b>WORKSHOP 2</b>										
<b>1.45</b>	<b>Closing Session</b>										
	<table> <tr> <td>Prioritisation of actions</td><td></td></tr> <tr> <td>Closing Remarks</td><td>Cllr James McColgan, Inverclyde Council</td></tr> <tr> <td>Pupils Return to Schools</td><td></td></tr> <tr> <td>Final Workshop Session</td><td>Patricia Cassidy, Inverclyde Council</td></tr> </table>	Prioritisation of actions		Closing Remarks	Cllr James McColgan, Inverclyde Council	Pupils Return to Schools		Final Workshop Session	Patricia Cassidy, Inverclyde Council		
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<b>3.15</b>	<b>Close of Conference</b>										

**Be Part of the Conversation, Be Part of the Solution**

## Annexe 2: Young People's Steering Group

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The planning for the conference began in December 2014. At that time a number of young people from Inverclyde's Secondary Schools met to design and shape the event.

The individuals involved in this planning group were:

<b>School / Organisation</b>	<b>Steering Group Member</b>
<b>Clydeview Academy</b> Supported by Mrs MacArtney (DHT)	Sian Campbell
	Joe Stewart
<b>Inverclyde Academy</b> Supported by Mrs Allan (DHT)	Alan Devlin
	Sarah Thompson
	Gemma Woods
<b>Notre Dame High School</b> Supported by Mrs Liddell (DHT)	Rhys Docherty
	Amy Shearer
<b>Port Glasgow High School</b> Supported by Mrs Craig (DHT)	Jennifer Burns
	Toni Conliffe
<b>St Columba's High School</b> Supported by Mrs McGurk (PT)	Rachel Robertson
	Anna Dunsmuir
	Aaron Gallagher
<b>St Stephen's High School</b> Supported by Mrs Harkness (DHT)	Louise Brown
	Kirsty McKay
<b>Community Health &amp; Care Partnership</b>	Carol Boag
	Sara McLaughlin
	Gerry McMurtrie
	Brian Young
<b>Community Learning &amp; Development</b>	Maggie Paterson
	Hugh Scott
<b>Education Services</b>	Patricia Cassidy
	Elizabeth Robertson

## Annexe 3: Template for Outlining Actions

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The actions from the conference will require ongoing work from many sectors of the Inverclyde Community. One of the next steps will be to articulate, from the contents of this report, which actions “belong” to which stakeholders. The following is a template to assist with the identification of what should be considered by each group.

PARENTS	
Offers from Parents	
Asks of Parents	
Actions to be taken forward by Parents	
Support required by parents to take work forward	



HSCP STAFF	
Offers from HSCP Staff	
Asks of HSCP Staff	
Actions to be taken forward by HSCP Staff	

YOUNG PEOPLE	
Offers from Young People	
Asks of Young People	
Actions to be taken forward by Young People	
Support required by young people to take work forward	

COMMUNITY MEMBERS	
Offers from Community Members	
Asks of Community Members	
Actions to be taken forward by Community Members	
Support required by community members to take work forward	

SCHOOLS	
Offers from Schools	
Asks of Schools	
Actions to be taken forward by Schools	
Support required by Schools to take work forward	

EDUCATION DEPT.	
Offers from Education Dept.	
Asks of Education Dept.	
Actions to be taken forward by Education Dept.	

CLD STAFF	
Offers from CLD Staff	
Asks of CLD Staff	
Actions to be taken forward by CLD Staff	

SOA 1 - Repopulation	
Actions to be taken forward by <b>SOA 1</b> Outcome Delivery Group	

SOA 2 – Successful Communities	
Actions to be taken forward by <b>SOA 2</b> Outcome Delivery Group	

SOA 3 – Employability & Regeneration	
Actions to be taken forward by <b>SOA 3</b> Outcome Delivery Group	

SOA 4 – Health Inequalities	
Actions to be taken forward by <b>SOA 4</b> Outcome Delivery Group	

SOA5 – Alcohol Misuse	
Actions to be taken forward by <b>SOA 5</b> Outcome Delivery Group	

SOA 6 – Best Start in Life	
Actions to be taken forward by <b>SOA 6</b> Outcome Delivery Group	

SOA 7 – Environment	
Actions to be taken forward by <b>SOA 7</b> Outcome Delivery Group	

Alliance Board / Programme Board	
Actions to be taken forward by <b>Alliance Board / Programme Board</b>	