



# Transforming Lives

## EDUCATION

“Our priority is helping children, young people and families make positive, sustainable changes to build a better life. This is how we transform lives for the long term.”

Martin Dorchester  
Chief Executive

We see a world where every child and young person is respected, valued, and has the opportunity to actively participate in all aspects of society.

We work closely with children, young people (aged 0-25 or 26 if care experienced) and their families, who are facing challenges in their lives.

Our trust-based, inclusive model of support is centred on the needs of each child, young person and family who we help make positive life choices and transform their lives, creating better outcomes for them and their communities.

### What We Do

We’re not about prescribed processes or generic programmes. We take a flexible, personalised approach informed by evidence and research. Our support ranges from early intervention and prevention to intensive individual and family support provided by the right people when and where it is needed.

We work with individuals and families referred from social work, education, Police Scotland and more to co-create a package of support based on what they tell us about their circumstances, strengths, needs and goals.

This makes sure their voices are heard and the support we provide is designed specifically alongside them.



### Our Promise

We listen

We make a plan

We build trusting relationships

We keep showing up

We help people move forward

### Amplifying Voices

We work to ensure the voices of the children, young people and families we support are heard by those that make the decisions in their lives.

Over the last four years, this has included our research reports, consultations and briefings. Some of these includem our Poverty Reports (2020, 2022), School’s Report (2021), Voices (2021), National Childhood Bereavement (2022) and more. All can be found on our Publications page of our website.

We pride ourselves on providing wrap-around support to children, young people and families. Most of the children and young people experience challenges to engaging in education and raising their attainment.

Our work is underpinned by Article 29 of the United Nations Convention on the Rights of the Child: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Includem's trauma-informed approach supports victims and perpetrators of violent and aggressive behaviour. Often children and young people are both.

Our scaffolding approach is aligned to The Promise, and we want to continue supporting the goal of ending exclusions for care experienced children and young people and improving their attainment.

Where getting to school is challenging, we travel with children and young people while they build their confidence. If children and young people find it difficult to engage in school-based activities we support them at schools through break-out sessions and emotional, relationship-based approach. We model pro-social behaviour and support children and young people to develop skills to recognise and manage their emotions better. Where appropriate we also engage with their family and wider community supports.

Crucially, our support is tailored to the child or young person and led by them.

Our organisation supports the end child poverty coalition as we recognise the impact poverty has on the health, attainment, and even behaviour of children and young people and support solutions to tackle child poverty in Scotland.

## Spotlight Story: Ellis

(\*name has been changed to protect identity)



Ellis was referred to includem at the age of 13 over their risky behaviours including alcohol, substance abuse and violent behaviour at school.

Ellis' home life was turbulent with their mum and dad recently splitting up, Ellis, their mum and three siblings moved from London to Scotland. Initially, Ellis struggled to understand and manage their emotions which often resulted in angry outbursts. Ellis' mum found this difficult to manage as they were isolated from family and friends and had no support network to call on.

A major issue for Ellis was their response to any authority. Finding this difficult to cope with, Ellis would become defiant, often shouting back at staff and occasionally becoming violent. Ellis felt she was not getting any support from her teachers and inevitably stopped attending.

With includem's support, Ellis received a combination of 1-2-1 support and took part in group activities including baking, walks and includem's Seeds of Hope project which involved young people planting their own trees. Ellis' participation in these activities was to build her confidence and support network. Using includem's A Better Life toolkit, Ellis was able to learn new techniques to recognise triggers and coping measures that they could use in difficult situations. With includem's support, Ellis also explored their risky behaviour and use of alcohol and substance abuse which they considered as coping measures for their difficult life.

It became clear that there was no single issue which was driving the behaviours, rather it was a combination of factors that had brought things to this point. Ellis did not feel supported by mum, who had three other children to look after, and they felt they were getting punished when other siblings were going unchallenged. Includem sought to provide emotional support to Mum whilst offering parenting techniques looking at boundaries, consistency and the need for nurture in relationships.

At the end of includem's support, Ellis was back in school with fewer incidents of angry outburst and was getting on better with their peers.

