



Testing out WRAP in Largs Academy



"Things always work out in the end. If things aren't working out, then it's not the end"



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At the end of most sections in this report we have asked a question about the project, and left some space for you to write your own ideas, or note things we could have done differently.

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1. Setting the Scene

Children and young people have to deal with lots of things that can affect their wellbeing. Life can be very complicated for everyone, particularly at times of major change, like moving from Primary School to Secondary School. Making new friends, getting used to a new environment and work expectations, combined with all the things that people can have going on at home, can mean that people feel lots of negative emotions, like stress and anxiety.

These kinds of emotions can be completely normal responses to difficult situations. But sometimes, for lots of reasons, they can become so powerful that they start to have a real impact on people's lives, and how they look after themselves. The number of children and young people experiencing these kinds of problems seems to be increasing. The Scottish Youth Parliament produced a report, in which they called mental health problems 'our generation's epidemic'.

Good support at home, in schools, and in communities can help children and young people to deal with negative emotions, and stay well. Giving people the skills and knowledge to do this, instead of waiting for them to get unwell and help them then, is called acting preventatively. The Scottish Government, along with everyone else working in schools, local authorities, and the NHS, thinks that we need to do more of this, to help children and young people be happy and healthy.

2. Acting preventatively

There are lots of things that we can do for ourselves to stay well, like: eating well; exercising; getting enough sleep; and seeing friends.

Sometimes, it is easy to forget about these things, if we are under stress, or unhappy. Wellness Recovery Action Plan® (WRAP®) is an approach to helping people to understand what it is that is important to them to stay well. It involves groups of people working with a facilitator to identify what keeps them well (wellness tools); what they need to do every day to stay well (a daily maintenance plan); what kind of things upset them (triggers); and how they can help themselves if things get really bad.

While there are lots of resources that do similar things to WRAP®, one of the things that makes it quite different is how the facilitators act in the groups. They are not there as professionals who know it all. They are there as equals, who are ready to share their own life experiences along with everyone else, including how WRAP® has helped them.

WRAP® hasn't been used very often with children in schools, in the UK. Along with colleagues in Health Improvement and others, Jacquie Blackwood wanted to try using WRAP® groups in a secondary school. The project team wanted to see if it would help children to stay well, and avoid developing more serious problems.



What kind of things help you to stay well?



3. What we did

The project team had lots of discussions about the school we thought it would be good to try WRAP® with. Eventually, we asked Largs Academy to get involved. They were happy to take part, and at that point Grace Furey became involved in the project team.

We wanted to try out WRAP® with a group of first year pupils, to help them prepare for life in Secondary School (and outside of it). It is important with WRAP® that people choose to take part



in it, so we didn't want to pick people to take part. Nicola, Wilma, Grace ran an awareness session with all the first years, to explore what wellness means, introduce what WRAP® is, and offer people the chance to choose to take part.

They also ran an awareness session for teachers, partly so they understood what the pupils were doing, but also so they could choose to take part in a WRAP® group.

We had originally hoped to involve the parents/carers of the pupils who took part in a WRAP® group. We haven't had a chance to do that so far, but we plan to work more on involving parents/carers in WRAP®. We also wanted to use the project as a catalyst, to help Largs Academy think about how it could help everyone in the school stay well.

Who took part?

196 pupils took part in the awareness sessions run with first years, and 14 pupils volunteered to take part in the WRAP® group. 20 teachers took part in the awareness sessions with teachers. Of these, 13 took part in a WRAP® group.

Where did the groups take place?

The WRAP® group for pupils took place outside of the school, in Largs Sailing club. We thought it was important that people had somewhere comfortable to take part in the group, as they were going to be there for 3 full days. Pupils attended the WRAP® group during the week. The support of Largs Academy, their teachers, and their parents/carers in allowing this to happen, was invaluable. The WRAP® group for teachers took place in the school, over 'twilight' sessions at the end of the day, and on one Saturday morning.



Can you think of anything that we could have done differently?



4. How did we find out if WRAP helped?

We asked the pupils who took part in WRAP to complete a questionnaire at the start of the first session, and after their last one. This questionnaire used parts of an existing one, developed in North Ayrshire.

We collected information during the pupil's WRAP sessions about how people were feeling, and what they were thinking

We asked the teachers who took part in WRAP® to complete a questionnaire at the start of their first session, after their last one, and again a few weeks after that. Part of this questionnaire was the Warwick-Edinburgh Mental Wellbeing Scale. This a commonly used tool for looking at people's wellbeing.

We spoke to the pupils who took part as a group, and to the teachers. We recorded these discussions, with everyone's agreement, and typed up the recordings.

We also spoke to some of the pupils individually. We took written notes of these conversations



5. Pupil's feedback

The questionnaire pupils completed had 3 parts.

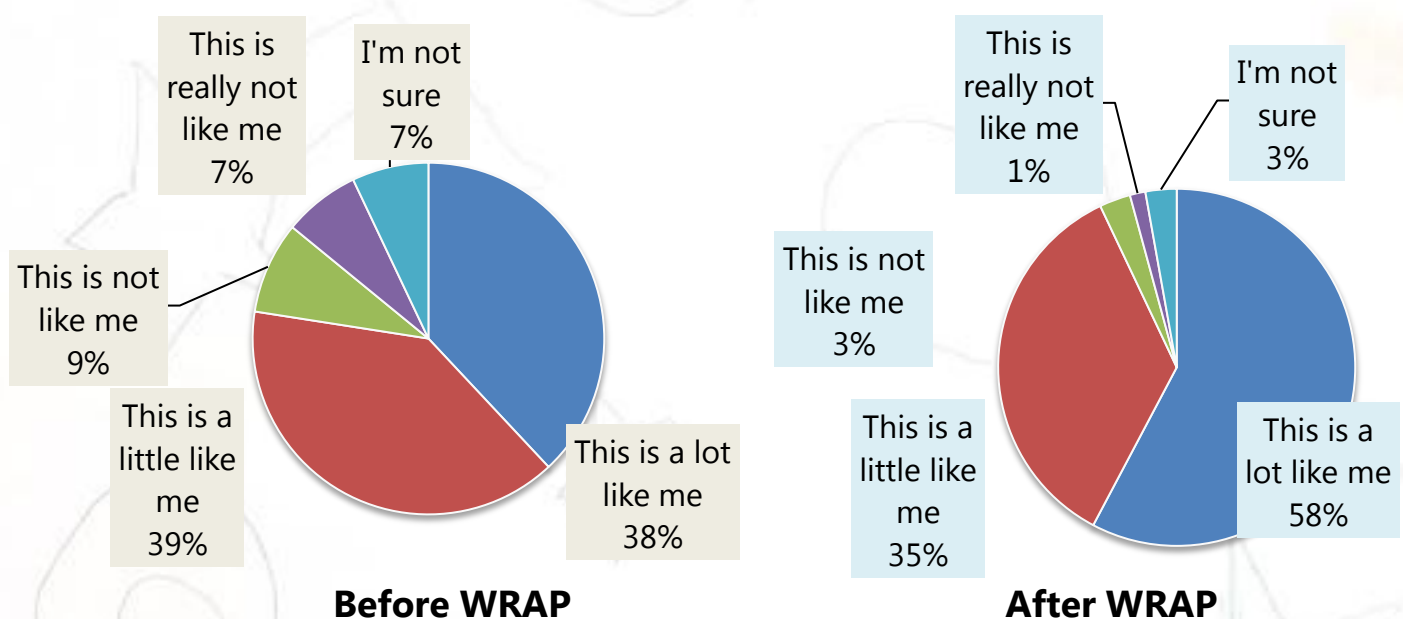
- ★ The first part was a set of 6 positive statements. People had to indicate how much they thought each statement described how they had been in the past 2-weeks
- ★ The second part was a page of 'feelings' words: some were good feelings, and some were not. Again, people had to mark the ones that they felt described how they had been in the past 2-weeks.
- ★ The third part showed 9 faces. Each one showed a different mood. Like the other pages, people had to mark the ones they felt described how they had been feeling.

We'll talk about the results from each of these sections.

6 Statements

For each of the 6 statements, people could provide 1 of 5 answers: This is a lot like me; This is a little like me; this is not like me; This is really not like me; I'm not sure. For each of the 6 statements, we counted up the number of people providing each response. So we could compare people's answers before and after going through WRAP®, we are only reporting information for people who completed both the before and after questionnaires. We had this information for 12 people, apart from 1 statement (the first one), where we only had it for 11.

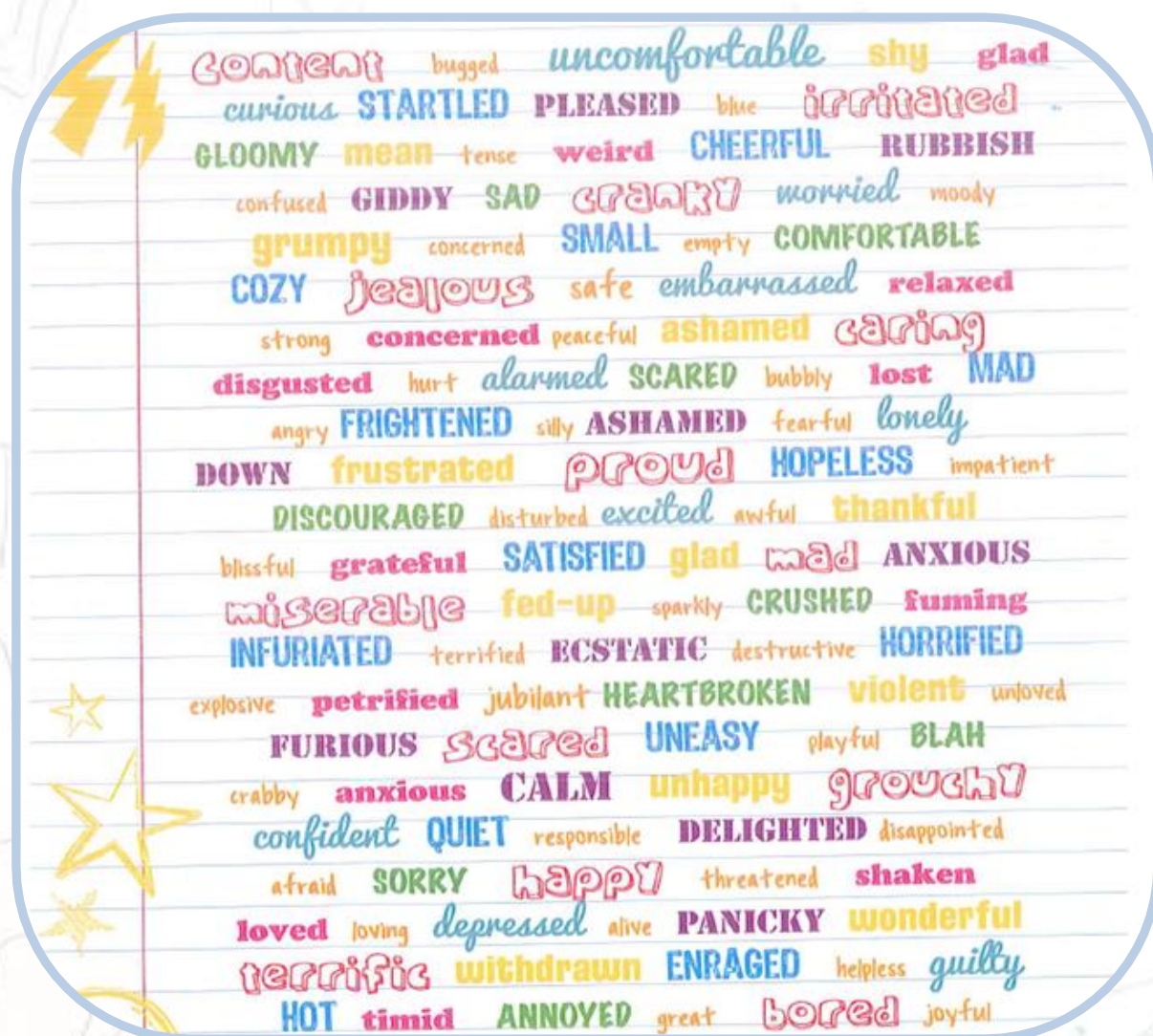
With small numbers of respondents, like we had in the WRAP® groups, it can be difficult to be confident about what the overall direction of change is. If we look at the total number of each response type, across all of the 6 questions, it gives us a bigger set of data to look at, made up of 71 responses. We can then look at the frequency of responses of each type, as a percentage of the total number of responses. The Pie Charts below show us this information.



Looking at people's responses in this way gives us a clear indication of an increase in the proportion of 'This is a lot like me' responses after WRAP®. Out of the 71 responses, 38% were 'This is a lot like me' before WRAP®, compared to 58% after WRAP®.

Feelings Words

The list of feelings words that people could choose from is shown below. People could pick as many words as they wanted. This information was available before and after the WRAP® group for 12 people.



The words in the list were classed as positive or negative feelings words. Positive words were labelled green; negative words were labelled red. If it was possible to interpret a word in both ways, it was labelled orange. Shown on the next page are the words which were chosen by more than 2 people in the group, and the number of people who chose them.

Before WRAP			After WRAP	
Anxious	5		Calm	6
Ashamed	4		Cheerful	6
Confident	4		Excited	6
Curious	4		Happy	6
Fed-up	4		Proud	6
Happy	4		Strong	6
Shy	4		Comfortable	5
Uncomfortable	4		Confident	5
Bored	3		Delighted	5
Bubbly	3		Great	5
Cheerful	3		Joyful	5
Comfortable	3		Wonderful	5
Confused	3		Cozy	4
Disgusted	3		Loved	4
Embarrassed	3		Pleased	4
Miserable	3		Quiet	4
Responsible	3		Responsible	4
Sad	3		Satisfied	4
Scared	3		Bored	3
Worried	3		Bubbly	3
			Glad	3
			Safe	3
			Tense	3

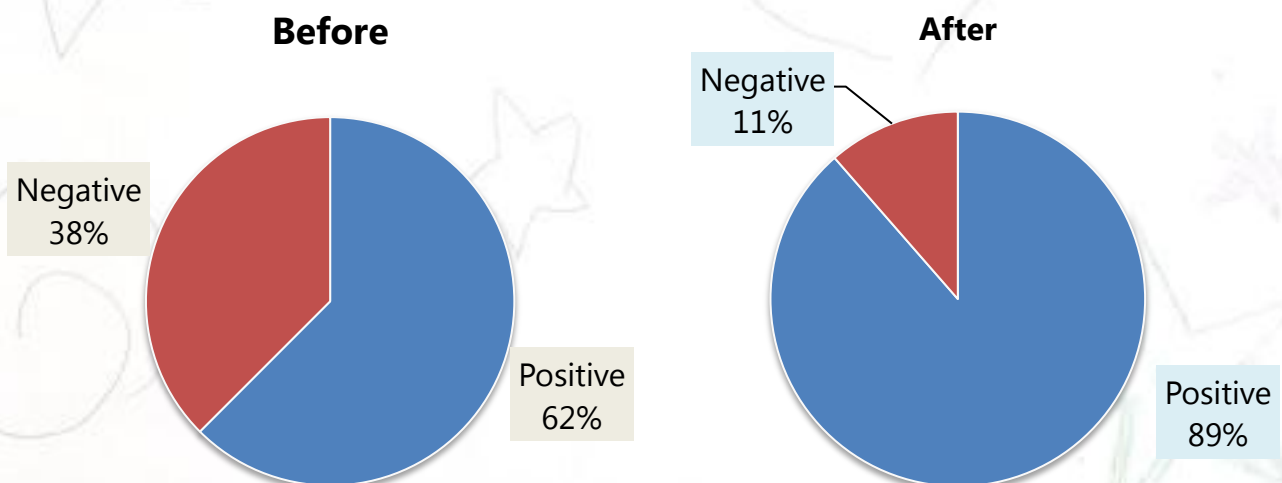
There are positive words in both of the lists. But there are a lot more in the list from after the WRAP® groups. We can also see that the extent of agreement within the group is greater after WRAP®. For example, there is only 1 word which 5 people all picked before WRAP® (Anxious). After it, there are 12 words (all positive) that 5 or more people picked.

Faces

The 9 faces that people could choose from are shown below.



In a similar way to the Feelings words, faces were classed as representing good or bad moods. Good mood faces were 1, 4, 5 and 6. People could pick as many faces as they wanted. One way to describe the responses of the group is to look at the proportion of good and bad mood faces, picked before and after WRAP®. The Pie charts below show this.



Again, there is a clear increase in the proportion of people selecting positive faces after WRAP®.

Discussion with pupils

Thirteen of the pupils who had been in the WRAP® group took part in a discussion about their experience. They talked about the activities and topics they had covered in the group, including early warning signs and daily maintenance plans. People found the discussion of early warning signs, and the kind of things which could trigger low moods, really useful. Understanding those triggers, and identifying better ways of dealing with them, were 2 of the main benefits people saw in WRAP®. Some people also said they felt more able to talk about their feelings, because of doing WRAP®.

For some people, the tools they spoke about in WRAP® were already familiar, but they hadn't been using them regularly. Other tools they spoke about, like the Wellness Chart, had not been regularly used by everyone since the WRAP® group. This was because of lack of time, or not seeing it as relevant.

But people had clearly enjoyed the group, and thought it would be useful for others who might be experiencing things like family issues, stress and anger. It might not be necessary for every pupil to go to a WRAP® group: it was important that doing WRAP® was a choice. But there were parts of WRAP® that everyone should know about, like action plans for crisis, and the message that you are not alone in what you experience, and there are people you can talk to.

Some people had already discussed WRAP® with friends and family. The group thought parents/carers might benefit from WRAP® (but maybe mums and dads could be in separate groups). They also thought teachers would benefit from WRAP®, and if it helped teachers to cope, then it would also end up helping pupils. People weren't sure about teachers leading a WRAP® group: some were worried that the teacher would be judging them, but others thought it could work, if it was a teacher you got on with.

The group thought it was really useful that the WRAP® facilitators shared their own experiences in the group. They also liked where the group took place, and that it was out of school. However, they found the days long and tiring, and some people would have liked more activities, and less sitting at tables.



What did people *actually* say?

What was good about WRAP®?

"...about the daily maintenance plan, and things like that. I do think I learned from that, like I can talk about my feelings and stuff to my parents more..."

"I liked working in groups, to kind of see what other people's opinions are, how they do things."

"I think also, when we got into a big group, we were discussing our triggers, it was like, not just me who feels that way about something, there's also other people. So that kind of helped me to know it's not just me struggling."

What could be changed?

"Cos the thing is, sometimes it would get a little bit boring, just because you were doing it for such a long time I think."

"It's kind of like (R.E.)...you can do it...but you probably couldn't do a whole day of R.E. Cos then you'd get bored, 'cos it's a good subject in a little amount."

Why should teachers do WRAP®?

"Cos they're always stressed."

"Maybe they would calm down a bit, because they're always grumpy."



happy &
confident

Bubbly & Bright!

Individual discussions

Eight people took part in 1-to-1 chats about their experience and use of WRAP®. These discussions were based around a set of pre-prepared questions. Here are the questions, and what people said.

Can you tell me a bit about why you volunteered for the group?

Most people spoke about wanting to learn things they could use to help themselves, but also skills they could share with other people. One person mentioned bullying as something they thought the group might help them to deal with.

What did you like about being in the group?

Sharing, and hearing the experiences of others were frequently mentioned. Some people spoke about the discussion in the big group being good for sharing info, and the smaller group discussions being good for getting to know people better. A couple of people found the smaller groups easier to contribute to.

Was there anything you did not like?

Some people liked all parts of the group. But some people said they found discussion in the bigger group noisy and difficult. Someone also

thought more active work would have been good. Being a bit uncomfortable at the start of the day was also mentioned.

Did you feel able to talk about everything you wanted to?

The bigger group was again, a problem for some: sharing in the smaller group was easier. One person suggested that if it had been done 1-to-1, or if they knew the facilitator better, they would have been more open.

Do you think WRAP will be useful for you at home?

Everybody thought that it would be. They mentioned things like helping them to deal with stress or worry from tests, or family issues. Some people spoke about how it helped them to understand the importance of routines, and being organised.

Do you think WRAP will be useful for you at school?

Everybody agreed with this, but some people were clearer about this than others. Tests, bullying, and falling out with friends were things people thought the techniques they learnt in the group could help with. One person talked about how they could get stressed by new things, and how doing things to make themselves happy could help with this.

Do you do anything different now when you are feeling down?

Most people said they did. Some people spoke to people more now when they were upset. Some took breaks, or did other things to calm themselves down when upset. Being more organised, and doing more physical stuff, were also mentioned.

Have you spoken to your parents/carers about WRAP?

Everybody said that they had. All the parents/carers had been interested, and thought it was a good thing to have done. Two people said their parents had noticed positive changes in them. One person said they had shared the exercises with a parent, to help them with their stress.

Did you learn from others in the group?

Some people said that they did. They learnt more about the other people in the group, and that some of them were experiencing the same things they were.

Personal responsibility

Everybody spoke about taking action to help themselves feel better. Some people spoke clearly about recognising that they had a responsibility to care for themselves, and seek help when they needed it.



Are there other ways we could have looked at outcomes?



6. Teachers feedback

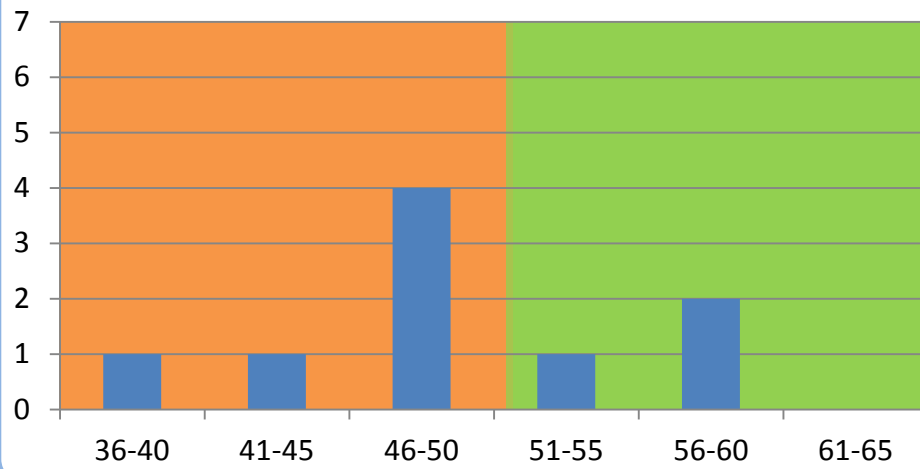
The teachers who took part in a WRAP® group completed 3 questionnaires: one at the start of their first WRAP® meeting; one after their last meeting; and one a few weeks after that. The questionnaires they completed included the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS), and some questions based around the main ideas within WRAP®. The last 2 questionnaires also included some questions about whether people were using what they had learnt in the WRAP® group.

WEMWBS

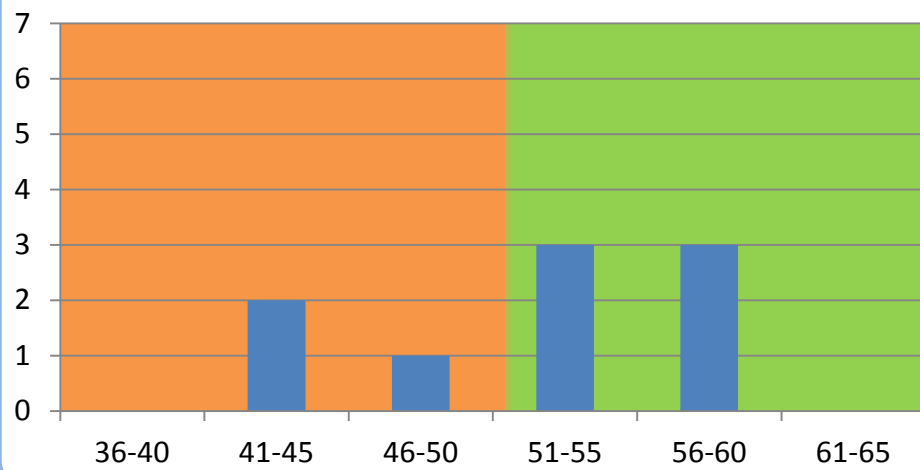
The WEMWBS consists of 14 positive statements about how the person has been feeling. The more they see a statement as describing how they are, the more points they get from it (the minimum number of points for each item is 1, and the maximum is 5). Because the WEMWBS is a well researched and established tool, we are able to add up the scores for each item to arrive at total score for each person. The maximum score is 70, and the minimum is 5.

While there were 13 teachers who took part in the WRAP® group, we only have completed questionnaires at all 3 time points for 9 teachers. The graphs below shows the WEMWBS scores of these 9 teachers grouped into 5 point bands. To help make the results of these clearer, the first 3 5-point bands are coloured orange, and the other 3 are coloured green.

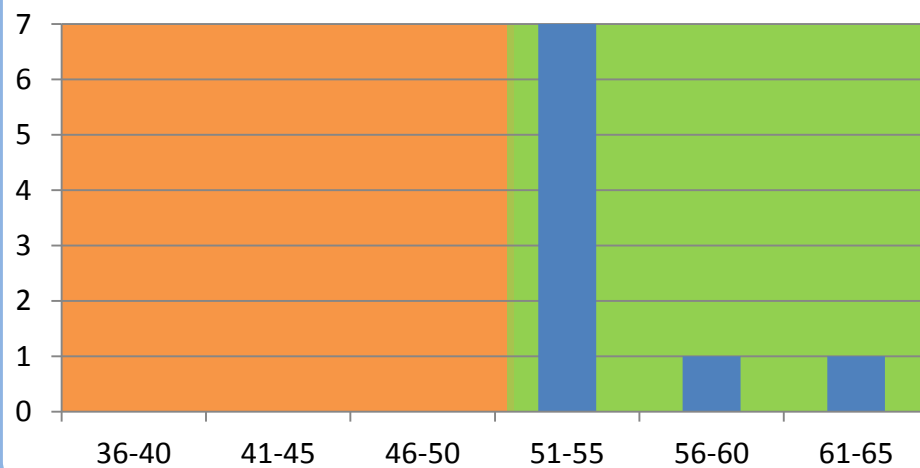
Before WRAP



After WRAP



Follow-up



When we look at these graphs, there are a few things that we can see.

☆ In the 1st graph, most of the scores are in the orange area. In the 2nd graph, most of the scores are in the green area, but there are still some in the orange, and in the 3rd graph, all of the scores are in the green area.

☆ In the 1st graph, the minimum score is in the 36-40 point band, and the maximum is in the 56-60 band. In the 2nd graph, the minimum has gone up a little, to 41-45, but the maximum is the same. In the 3rd graph, the minimum scores are now in the 51-55 point band, and the maximum is now in the 61-65 point band.

Overall, we can say that the graphs suggest that people's scores on the WEMWBS tended to get more positive over time, which is good.

Looking at the average scores for each of the 9 teachers tells us the same story:

Before WRAP	:	49
After WRAP	:	52
Follow-up	:	55

We can see that the average score is higher after going through the WRAP group. Importantly, we can still see that increase at the Follow-up, suggesting that going through the WRAP® group had something of a lasting benefit for people.

WRAP statements

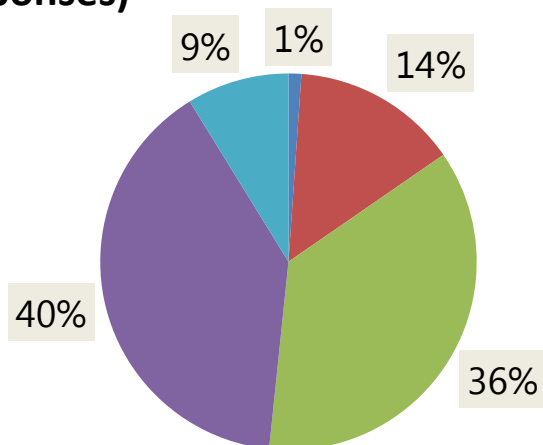
The teacher's questionnaires had 7 statements describing positive feelings or behaviours. For each one, people had to indicate how frequently they did this in their own life using 5 options, from 'None of the time', to 'All of the time'. The easiest way to look at the answers here is to group all the responses like we did for the pupils' statements. The Pie charts on the next page show the frequency of each type of response, as a percentage of the total number of responses at each time.

Before we talk about the results, we need to note again that the number of people responding to each questionnaire is different. We have information from 13 people for the first 2 questionnaires, and from 10 for the last one. This is why it's more appropriate here to compare proportions, than raw frequencies. However, we need to remember that it might be the people for whom WRAP® was least successful, who we don't have information for in the 3rd questionnaire.

What the charts seem to tell us, is that people's responses to the statements appeared to get more positive over time, in some ways. Hardly anyone used the 'All the time' response in the first questionnaire, but in the 3rd questionnaire 46% of responses were 'All the time'. Similarly, the proportion of responses which were 'None of the time', or 'Rarely' was highest in the first questionnaire (15% of responses), lower in the 2nd questionnaire (8% of responses), and lowest in the 3rd (no responses).

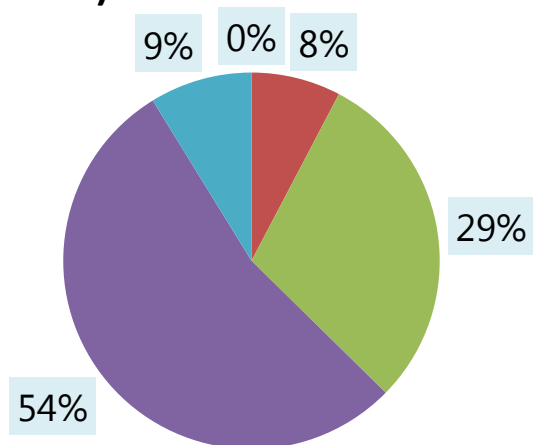
Pre (n=13, 91 responses)

- None of the time
- Rarely
- Some of the time
- Often
- All of the time



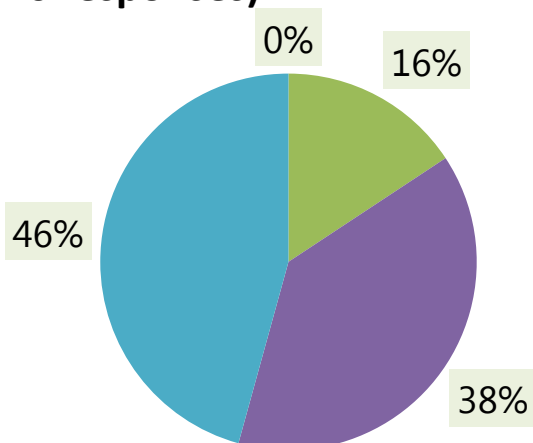
Post (n=13, 91 responses)

- None of the time
- Rarely
- Some of the time
- Often
- All of the time



Follow-Up (n=10, 70 responses)

- None of the time
- Rarely
- Some of the time
- Often
- All of the time



Teachers use of WRAP®

In the Follow-up questionnaire, the teachers were asked if they were using WRAP® in their own lives. Of the 10 people who completed this questionnaire, 9 said that they did. The kind of benefits people described from this included greater awareness of themselves, their own triggers, and what keeps them well. One person wrote about being easier on themselves in some situations (less self critical), and another wrote about being more confident, and less likely to blame themselves for things out-with their control.

I am happy as I am in a safe environment



Discussion with teachers

Nine teachers took part in a discussion about the WRAP® group. All of them were very positive about it, and most of them had continued to use the skills learnt in their day-to-day lives. They had all had some understanding of WRAP® before starting the group: they knew it was about wellbeing, but many of them took part in it because they thought it would be of benefit to pupils, rather than to themselves.

The tools discussed in WRAP® were, in many ways, familiar ones. But it was good to have them named, and organised in this way, and to have existing good habits confirmed. The message in WRAP® about self care was also seen as important. Attending the WRAP® group had helped some of the teachers to see that looking after themselves wasn't being selfish: ultimately, it was going to be beneficial to everyone in their lives.

People spoke about their old habits, and how they used to think they had to just get on with things. WRAP® had made them more conscious of these habits, and shown them it was ok, and important, to change their thinking. Like the pupils, the teachers had valued the group in which WRAP® took place. They saw it as a safe space to share experiences in, and in which they could learn that others had problems similar to their own. The facilitators, and their willingness to share their own experiences, were a big part of this.

A couple of teachers described how WRAP® had helped them to speak up for themselves at work, or manage their workload. People felt that there were probably other teachers who would be less willing to get involved with something like WRAP®. The teachers thought it would be good for a group of staff to do WRAP® together, as a team.

People also saw real potential in WRAP® for pupils, as a tool for helping them to manage issues and better understand themselves. But they were also a bit concerned about fitting in a lengthy WRAP® course on top of all the other things pupils and teachers had to do. There was also the fact that WRAP® was similar to, or fitted nicely alongside, other work happening in schools, around topics like resilience.

There are clear instructions as to how WRAP® should be done, laid out by the people who developed it. Teachers in the discussion understood why these instructions were in place. But they also spoke about how they might get in the way of trying to make the benefits of WRAP® available. Adapting some of the approaches, and working them in alongside existing ones, might be one way of developing things. It would also be good to look at things like 1-to-1 work and pupils acting as mentors. However it was developed, people felt it was important that WRAP®, and similar tools, were provided to pupils and teachers to help them stay well, and not just as a response to them already being unwell.

What did people *actually* say?

The benefits of WRAP®

"By doing the WRAP, and focusing on you, and the different kind of tools and things you can put in place, it makes you think, you know what, it's actually beneficial for everybody else and myself if I have that time for myself."

"Whereas before I would beat myself up for not doing everything perfectly because I'm so busy, I'm spinning so many plates and I feel terrible that I can't do it better, I can't spin my plates better, I can't keep them going, all the wee jobs that you need to do, doing it as well as possible. But I think I've come to the realisation that I am doing my best, and that's ok."

"I do think it's powerful in the group to hear other people say, there are times when I feel stressed, I think that was powerful for me."

Finding a place for WRAP®

"I feel like I'm not advocating WRAP as the be all and end all, it's just a useful set of tools, but there could be something else...just anything that raises awareness of health and wellbeing generally is a good thing."

"I think for me I was made aware of some of the things I was using anyway, that I didn't really think about."

"I think we've got an awful long way to go before it's genuinely accepted, this whole idea of taking care of yourself. I think it's the whole idea of 'man up'."

Making WRAP® work in schools

"I think it's quite a good tool, a sort of tool kit if you like, so I'd be happy to use it if I was trained, I'd be happy to use it with whatever group. Pupils, maybe parents, whatever."

"The challenge with WRAP is the rigidity of the programme, you know, the time it takes to undertake a whole WRAP session with a group."

"So you really have to start thinking about, ok, is WRAP as it's been delivered, right for a school environment?"

The possible benefits of WRAP® for pupils

"And I think the tools from WRAP would be very beneficial to them (pupils), having that knowledge and understanding, and kind of acknowledgement that yeah, they might be struggling, but it's not going to always feel that way, and that they can do things for themselves."



How would you make WRAP® available in a school?



7. A 'whole school approach' to wellbeing

Along with trying out WRAP® with a small group of pupils, we had hoped that this project would help Largs Academy to think about how they help all their pupils and staff to stay well. Largs Academy was already doing lots in relation to this. But it was hoped that the pupils who had been involved in WRAP® would become Wellbeing Ambassadors, who would do things like:

- ☆ Help Primary 7 pupils coming into Secondary, by visiting primary schools or helping in workshops about mental health
- ☆ Presenting information on mental health within assemblies, parent evenings, and to the parent council
- ☆ Delivering presentations to other schools in North Ayrshire who might be thinking about using WRAP®

The Wellbeing Ambassadors have already presented on WRAP® at a local conference about child and adolescent mental health, to 176 people.



Largs Academy has also set up a group of 6th year pupils who will support the Wellbeing Ambassadors, and undertake similar work to them, including:

- Helping to deliver a girl's workshop to S3/4 girls to help build self-esteem (identified through discussion with Guidance teachers and Year Heads).
- Lead and deliver activities as part of wider Health and Wellbeing events, e.g. assist in the S6 anxiety workshop delivered by CAMHS.
- Use their leadership efforts to gain accreditation, e.g. SQA Leadership Award, Saltire, Dementia Friends Award, Mental Health module awards, e.g. from the National Centre for Mental Health.

There are also plans to build on the experience of the teachers who took part in WRAP®. They will meet as a group to help promote wellbeing throughout the academy. As well as this, one of the teachers from the WRAP® group and an Inclusion Worker for the are now trained as WRAP® facilitators, so they can help make WRAP® available to more pupils within Largs Academy.



What else do you think would help a whole school stay well?



8. What happens next?

- ★ When we first planned to try out WRAP® with Largs Academy, we had hoped to involve some of the parents in trying out WRAP® as well. This hasn't happened yet, but we are going to share more information about WRAP® with parents/carers soon, and we hope that some will be interested in trying it out.
- ★ We are going to use some of the funding from QNIS to train 3 WRAP® facilitators for North Ayrshire. They will help to make sure that we are able to keep on providing WRAP® to pupils.
- ★ North Ayrshire Health and Social Care Partnership is also going to invest some money to help make WRAP® available in more schools. The CAMHS Development Officers who helped with this project will also help with that. They have now been trained as WRAP facilitators, so North Ayrshire now has 4 WRAP® facilitators in total.
- ★ We are going to look at ways to work in parts of WRAP® to other elements of school activity. We believe that WRAP® is a great approach, but it takes a lot of time, and the requirements around its use might make it difficult to provide to groups within busy schools.
- ★ We will continue to encourage more joint working between pupils, teachers, CAMHS, and others, to make North Ayrshire's schools places where everyone is supported to be well, and happy.



What other things could we be doing next?



Appendix A. Budget Statement

Item	Detail	Budget	Actual
Staff Costs (detail number of staff and number of hours allocated to project)	WRAP facilitator costs for pupils and teachers WRAP groups	4000	1400
	WRAP facilitator costs for parents group (still to take place)		1750
Travel Costs (detail travel for staff and for participants, including travel to two QNIS workshops)	Hire of minibus to transport pupils to WRAP venue		66
Venue Costs (include hire costs for rooms)	Venue for WRAP sessions		330
Other (materials, postage, evaluation etc)	Stationery materials (Lyreco) used within WRAP and awareness sessions (e.g. Binders, markers, paper).	1000	63.98
	Stationery materials (Amazon)		94.21
	Stationery materials (Other)		22.50
	Cost of places for 3 individuals to become WRAP facilitators (to allow for embedding of WRAP in schools)		1350
Total		5000	5076.69

The funding from QNIS has allowed us as a project team to make an honest impact on initially a relatively small number of people. However, with the training places for 3 facilitators (noted above) which the funding has also supported, a contribution is being made towards the long term sustainability of WRAP delivery within North Ayrshire. For those pupils who participated in the project, outcomes have already been shown to be positive, as demonstrated in their presenting about WRAP at a local conference, to an audience of 176 people. Involving parents in WRAP remains a priority, with investment having been made to ensure this happens in the future. Additional funding to support the project was provided by the Ayrshire CAMHS.