

An introduction to...

**RE-SET**  
**REVISING YOUTH MINDSET**





Inside this issue...

- Birthday Celebrations
- Churchill Report
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Special points of interest...

- Apex Scotland enjoys double celebration, 30 years as a charity and 10 years of school services.
- RE:SET supports Scotland to tackle Adverse Childhood Experiences.
- How understanding bees can help healing after trauma and loss.

# NEW NAME - SAME VISION



Apex Scotland is pleased to launch the latest development to our school services - RE:SET - Revising Youth Mindset.

After 10 years of the award winning Apex Inclusion service, we are refreshing the Apex Inclusion brand to a name and logo that better describes our Vision, Purpose and Aims. Inclusion remains at the heart of our work; offering ALL young people the opportunity to RE:SET through our statement of intent:



**A**im Higher

**B**ehave Differently

**C**hange your Future

ABC is woven through the fabric of RE:SET and unites all services delivered by Apex Scotland.



RE:SET is the only service of its kind in Scotland, tackling the routes of exclusion through full-time early intervention and prevention services. The RE:SET service is launching exciting new developments and courses to its suite of delivery, including Trauma Sensitive practice, Steps to Excellence, PX2, Mindbuzz, Princes Trust Achieve, Skills for Schools, new partnerships and many more opportunities for young people to RE:SET their lives - it's never too late to RE:SET. Please contact Karen Pryde, Schools Development Manager for more information:

[Karen.pryde@apexscotland.org.uk](mailto:Karen.pryde@apexscotland.org.uk)

# APEX SCHOOL SERVICES CELEBRATE 10TH BIRTHDAY

In February 2007, Apex began delivering its 2 year pilot within Dunfermline High School. Ten years later Dunfermline High remains our flagship service, facilitating visits from interested schools from all over Scotland. Reflecting on its 10 year history, school services have worked with more than 5,000 young people in local authorities including Fife, Dundee, Moray and Aberdeen. Meeting with some young people, 10 years on, they had this to say:

*'I would never have achieved qualifications at school or have had the opportunities I did if I didn't have Apex. It really helped me get through school. I got to go to London and have dinner with Esther Rantzen, won the Apex Self-Development Award and good things happened in my life after I worked with Apex. Before that things weren't good.'*

*'I would never have got qualifications if it hadn't been for Apex, cause I thought I'd fallen too far behind through skiving to catch up.'*

*'My Mum trusted Apex....it helped her get on better with my guidance teacher and the school.'*

*'Apex helped with situations at home, not just in school.'*

When Contribution Vs Attribution is brought into question, it is testimonials, such as these, that provide evidence for why RE:SET exists. Out of the cohort met with, all were in employment, with one full-time at college. Who needs cake, when you have inspirational stories of young people achieving their potential and overcoming adversity as a birthday present?!

Thank you to all our young people and stakeholders for a decade filled with pride - **you inspire us!**

**“APEX IS ONE OF THE CALMEST,  
MOST SETTLED PARTS OF THE SCHOOL.”**

Alan Brown, Deputy Headteacher – Levenmouth Academy

## **APEX SCOTLAND CELEBRATES 30 YEAR MILESTONE**

The Apex Family would like to share a double celebration with our stakeholders.....Not only are school services 10 years old, but Apex Scotland also celebrates its 30th Birthday since it was registered as a charity in Scotland. Over the last 30 years Apex has witnessed and undergone transformational change to retain its position as a respected service provider within the third sector. We are thankful to all who have shaped the history of Apex Scotland and look forward to continuing our support for service users to achieve their goals and milestones. Many happy returns!

## **RE:SET MODEL PROVES HIT ‘DOWN UNDER’**



The schools service, formerly Apex Inclusion, was visited by Social Work Manager, Jackie Anders, from the Education Justice Initiative in Melbourne, Australia. After hearing of the award winning Apex model and its evaluated history of success from a colleague at the University of Edinburgh, Jackie visited the services in Fife, over 2 days, as part of her Churchill Fellowship Award to travel to 3 countries to research models of good practice to inform an early and effective intervention strategy in Australia. As well as visiting states in America, and Scotland, she was also travelling to Denmark to look at their approaches to early intervention. Jackie met with staff from Apex and the school, pupils, Police Scotland, partners we work with and other school staff who form part of the larger picture to support children and young people towards a positive future. Please find the link to read Jackie's full report on her findings, with special attention given to the Apex school service on pages 47-49:

<https://www.churchilltrust.com.au/fellows/detail/3985/Jacqueline+Anders>

# RE:SET ON ADVERSE CHILDHOOD EXPERIENCES

The term Adverse Childhood Experience has been echoing around Scotland for the last few months – largely informed by The Scottish Tour of Resilience, which Connected Baby, Re-Attachment, NHS Scotland and Dartmouth Films gifted to us; highlighting the impact of childhood trauma and begging the question: What are we going to do about it? After attending a screening of the documentary and Panel Session, an attendee made a comment to the RE:SET Manager saying: *'I already knew all of that, I thought it was going to be different – at least give us solutions – I'm disappointed.'* The RE:SET Manager took a moment to gather her thoughts before stating, *'I'm disappointed too.'* The person nodded, assuming their statement was being colluded. However she continued, *'I'm disappointed after watching the documentary, you feel that way. I'm disappointed you didn't see, hear and understand its purpose, and ultimately why you're here tonight. I'm disappointed that tomorrow, you have the opportunity to do something different, but your statement infers it will look very similar to today. Rather than being disappointed, be enquiring'* and smiled. The delegate wasn't wrong, in fact they were right, many of us do know the rhetoric on traumatic events and their impact, but that is the saddest part.....if we know it, how come our society and its structures, continue to perpetuate systems, processes and services, which do not serve what society is telling us we need? That is why the ACE Study, and more importantly, our response to the ACE Study, in a Scottish context, is so important. We have a real opportunity to enquire, test, change and ultimately improve society for this generation and generations of the future. Share the knowledge contained in Resilience with people and communities and they will seek creative solutions: the answers lie with us.

## SCREENING OF RESILIENCE



The RE:SET service purchased the film Resilience as part of our national commitment to support changes in social policy, services and cultures within organisations, communities and families. RE:SET understands the process of change, and whilst, on the surface we can make practical differences, it is the internal transitional changes that are much harder to effect; often resulting in many things subliminally reverting back 'to type.' It is with this knowledge we believe the most effective pathway for change is a combination of large scale campaigns, such as The Scottish Tour of Resilience coupled with local activities for incremental change, such as the local screenings and services offered by RE:SET. If you would like to organise a screening of Resilience in your school, workplace or local area, please contact [admin@apexscotland.org.uk](mailto:admin@apexscotland.org.uk) or Karen Pryde, Schools Development Manager on 0131 220 0130.





## QUEENSFERRY CROSSING: PAVING THE WAY FOR FUTURE REFORM???

With the opening of the Queensferry Crossing taking place at the end of August, commuters and travellers were faced with long tailbacks both North and South of the bridge. On Day 1 there were comments of 'I thought this bridge was supposed to ease congestion, not add to it.' As a commuter on the bridge, it would have been easy to agree that day, but frustration was replaced with admiration and respect for what was achieved in 5 years. Based on the research of a bridge more than 50 years old, facing criticism for not standing up to the demands of modern day transport needs, the decision was taken to start over with a whole new structure. This generated thoughts of ACEs and what structures in Scotland could look like if we applied the same diligence and ethic to the science and research found in the 20 year old ACE Study to society? What new structures could we engineer to meet the needs of our society and future generations? It takes time for results to show, in light of large-scale change - just look at the smoking ban! It took 50 years to implement change after the research and 10 years on, we evidence a 39% reduction in second-hand smoke exposure in adults and 11-year old children, a 17 per cent reduction in hospital admissions for acute coronary syndrome and improvements in the respiratory health of bar workers. The results of real change and real impact takes time. It's never too late to RE:SET.

# RE:SET GO GLASS WALKING

Walking on glass is an exercise in challenging and developing the mind/body connection, offering understanding of how to breakdown sub-conscious and deep rooted fears we carry around with us. No one wakes up in the morning thinking—“I am going to walk barefoot on broken glass today to develop the mind/body connection.” It is something we are introduced to, taught how to accomplish and encouraged to achieve to expand our preconceived perceptions of what we can or cannot achieve. Glass is primarily made up of particles of sand - nothing to be afraid of - however, fire the sand to over a thousand degrees and create glass, then we have a different understanding of its properties, uses and potential dangers. Therefore it is necessary to change the thought processes about glass we have come to accept as the truth during our formative and impressionable years, as well as any associated thoughts related to the glass itself. We often refer to this process as ‘mind over matter,’ but more appropriately it could be conceptualised as ‘mind over mind.’ When we make a decision to alter our thoughts both consciously and sub-consciously, we virtually eliminate the ‘tug of war’ between the minds that is often commonplace in our everyday beliefs. In this instance after merging the minds and refusing to allow any counterproductive ideas to get in the way of the intended goal, the motivated person can walk barefoot with confidence, easily and comfortably above the shards of broken glass. Being able to walk across broken glass is an excellent way to demonstrate that lessons we have learnt in the past don’t always apply to all situations. Walking on glass is great for ‘instant feedback’ – being mindful of signals in our environment that we need to listen to. If it’s sharp underfoot, yes you are probably right, so reposition and move on. Just like in real life! Our Fife drug and alcohol partner—Clued Up—even joined us for the occasion provided by Soulfire!

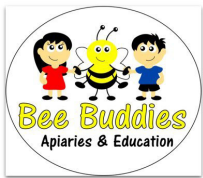


# RE:SET SUPPORTS THE UNCRC



LET'S MAKE SCOTLAND THE BEST PLACE IN THE WORLD TO GROW UP.

Apex school services have been highlighting the work on the United Nations Convention on the Rights of the Child (UNCRC) through its delivery over the last 10 years. Our sessions discuss children's rights and responsibilities, allowing for participants to share their experiences and knowledge with each other. These sessions chime with implementation of the Children and Young Person's (Scotland) Act 2014 (CYPA) to ensure each local authority and its local areas deliver on their responsibilities to children's services planning; giving better or further effect within its areas of responsibility to the UNCRC. RE:SET will continue this work to help maintain the legal framework of the CYPA (Scotland) Act 2014 and all areas of children's rights.



## BEE BUDDIES



Apex continues to deliver group work, one to ones, flexible education programmes, project led and partnership work to increase the resilience of young people to better cope with adversity by providing experiences which are scored through the Wellbeing Web to track progression. To achieve this, Apex deliver activities to support our outcomes including a workshop with local charity Bee Buddies. On a mission to save honeybees from their growing decline, and associated links to trauma and separation, Apex invited local charity, Bee Buddies, to deliver a multi-sensory experience to young people. We extended our invitation to the Department of Additional Support as we had 50 funded places; highlighting inclusion in action. Bee Buddies co-founder Kay Rooney delivered a fascinating multi-sensory learning experience to all pupils who were given the chance to get up close and personal with live bees in a safe observation hive. Pupils learned the importance of honeybees in our Ecosystem, facts about the bees, along with tasting the honey and making candles from the bees wax. Pupils in attendance found it was a fascinating experience, with many asking if Bee Buddies could come back! Feedback included:

*'It was fun, exciting and interesting.'*

*'Bees do a lot more than I actually thought.'*

*'It made me think about my own life.'*



# PRINCES TRUST COURSES

This year we introduced the Prince's Trust Achieve programme to our schools. This flexible programme is aimed at young people who are experiencing challenges with attendance, attainment or motivation and aims to provide the space and attention they need to learn skills, develop confidence, raise aspirations and improve their attitude to learning. Young people have completed SCQF Level 4 in teamwork, career planning, personal development and managing money.

Apex school services were chosen by Princes Trust to pilot a new programme – Skills for Schools – aimed at developing the interpersonal and self-management skills of children aged 11-12 years, arriving from primary school, to help them successfully engage in secondary school. This programme runs for 10 weeks and, similar to Prince's Trust Achieve, young people will utilise these newly acquired life skills in their classrooms and communities.

# FOODBANK CAFÉ CONNECT

Apex school services continue to support their local Foodbanks as a community benefit; building community capacity and social responsibility within our young volunteers. Local people are warmly welcomed by the volunteers who provide a breakfast, access to newspapers and laptops along with advice and support available on any day-to-day issues. The weekly breakfast club costs around £30 per week to run, so the pupils held a raffle to raise money in order to fund an Apex-led event at the Foodbank. The boys were delighted to present staff at the Café Connect with a cheque for £70. Not only did the boys exceed their target of £30, they gained an insight into a volunteering environment where their contributions can make a real difference. Apex school services have been involved with the Foodbank Café for almost 2 years, organising a number of fundraising events. Our partnership allowed for Foodbank co-ordinators to deliver a presentation in Levenmouth Academy, which we extended to mainstream curriculum pupils in S4 on budgeting, which was hugely beneficial for all involved with feedback including:



*“I never really thought about money, I always just expect it to be there, or be found. Now I understand why my mum stresses about it, there’s responsibilities to think about.”*



# “APEX HELPED ME WORK TOWARDS GETTING A JOB WHEN LEAVING SCHOOL”

S4 Pupil, Dunfermline High School

## PX2 AND MINDBUZZ

All RE:SET Inclusion staff are trained facilitators of the hugely successful Steps to Excellence (19 years +), PX2 (14-19 years) and Mindbuzz (11-13 years), courses provided by the Pacific Institute. Courses are credited and levelled at SCQF Level 5 in Developing Effective Thinking Skills, which include goal setting, growing self-confidence and self-esteem and promotes positive choices. Courses are designed to build understanding of how the mind works, through a simple, structured process, based on decades of research in the fields of cognitive psychology and social learning theory. Courses dovetail with RE:SET interventions; appealing to a universal or targeted audience; can be used with parents/carers to build family capacity; complements delivery of other organisations; and supports implementation of the Curriculum for Excellence. Mindbuzz and PX2 foster excellent opportunities for young people to achieve accreditation and appeals to those in education and other trust funders/investors to support our growth and sustainability strategy.. We have delivered pilot courses to young people in each of our delivery locations, which have been well received. Feedback states:



*‘I feel more confident after a Wednesday session because we all build each other up and I like learning about how we think.’*

*‘I’m more confident with my decisions and aware of how I speak and how others talk to me.’*

Courses accelerate improvement in Health and Wellbeing, as in all RE:SET interventions. For more information on courses delivered by the RE:SET service, please contact:

Karen.pryde@apexscotland.org.uk or telephone 0131 220 0130.

# WHO ARE RE:SET?

We are a dedicated school services delivery team committed to working in partnership with schools, children, young people and their families to support individuals who may be experiencing difficulty in and out with the mainstream school setting, to achieve their potential. RE:SET is a best practice example of what The Scottish Attainment Challenge seeks to achieve - equity in educational outcomes by ensuring every child has the same opportunity to succeed, with a focus on closing the poverty-related attainment gap.

Please visit our website for more information on our services:

<https://www.apexscotland.org.uk/apex-services/RESET/>

## VISION OF RE:SET

Every child and young person achieves their potential.

## PURPOSE OF RE:SET

To change the lives of children and young people at risk of exclusion.

## MISSION OF RE:SET

1. Provide services which are person centred, promote equality and diversity and build resilience to inspire young people to recognise their potential.
2. Inform policy, practice and public perception on how best to support children and young people.
3. Provide training to staff, volunteers, children/young people, parents/carers and cross-sector partners to unite behind our Purpose.
4. Build family and community capacity through local and strategic partnerships.
5. Deliver accredited and practical opportunities to children and young people to build portfolio of achievements.



**Apex Scotland**

9 Great Stuart Street  
Edinburgh  
EH3 7TP

Tel: 0131 220 0130

Fax: 0131 220 6796

Email: [admin@apexscotland.org.uk](mailto:admin@apexscotland.org.uk)

Website: [www.apexscotland.org.uk](http://www.apexscotland.org.uk)

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