



# partnerships for prevention

*19 November 2025 Event*

needs mapping:  
workshop report



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# executive summary

West Dunbartonshire Health and Social Care Partnership on behalf of the Planet Youth Coalition commissioned an independent facilitator to design and deliver a workshop as part of the Partnerships for Prevention event in November 2025. The event was an opportunity for partners to strengthen and align work on the Planet Youth approach and to celebrate local prevention and early intervention activity in West Dunbartonshire.

The event brought together a wide range of partners, including schools, Active Schools, West Dunbartonshire Council teams (*including Education, Learning and Attainment, Working4U*), representatives from West Dunbartonshire Health and Social Care Partnership (*including School Nursing, Alcohol and Drug Partnership, Health Improvement, Children and Families, Addiction Services, Violence Against Women & Girls Partnership, and Community Justice*), Haldane Youth Services, Tulloch Trust, Y Sort It, Scottish Families Affected by Alcohol & Drugs, Winning Scotland - National Lead for Planet Youth, The Learning Collective and British Transport Police.

For the workshop, participants worked in groups across two sets of stories: one set focused on three girls - **Greta**, **Margo**, and **Daisy** - and the other, three boys - **Sean**, **Evan**, and **Iain**. They used a needs mapping activity to explore emotional, practical, social, educational and family-related needs across each story. Once the mapping was complete, it was revealed that each set of three stories represented the same young person at different stages of life. This approach encouraged reflection on how early signs of difficulty can be subtle and easily overlooked, becoming more visible as unmet needs accumulate over time.

Across both life journeys, participants identified **52 distinct services and supports** to respond to emerging needs. The mapping activity demonstrated strong local capacity - particularly through school-based support, youth work, and services addressing substance use issues and financial hardship. However, discussion highlighted that access to timely support often depends on early recognition of concerns, which can be challenging when workforce capacity is stretched. Transition points - particularly the move into adulthood - were identified as periods where continuity of support can weaken.

In response, participants made practical commitments to strengthen prevention in their own roles, including starting conversations sooner, supporting whole families, connecting young people to positive opportunities, and improving the visibility and accessibility of services.

The workshop reinforced that prevention is not a single programme or intervention, but a sustained and coordinated effort across the life course. Embedding this approach requires early, consistent and proactive support within young people's everyday environments, alongside ongoing collaboration and shared understanding across partners. The event provided a foundation for strengthening Planet Youth locally; the next step is to carry this learning forward and ensure support remains accessible, joined-up and responsive as young people move through different stages of their lives.

# workshop overview

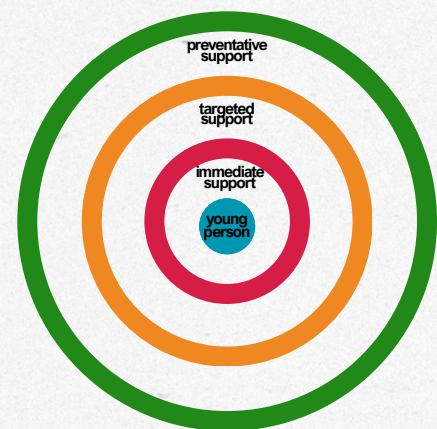
The session was delivered as an interactive, group-based workshop, designed to actively engage participants in analysing the needs of young people, mapping what support could help, and reflecting collectively on opportunities for prevention.

Six composite stories were used to guide participants through a needs mapping activity. These stories were informed by both local Planet Youth data and wider evidence from strategies, organisational reports, action plans, and surveys across the area. They were designed to reflect the realities of growing up in West Dunbartonshire, without representing any individual's personal experiences.

Participants worked in six small groups, split across two sets of stories. One set focused on three girls - **Greta** (aged 10), **Margo** (aged 14), and **Daisy** (aged 17), and the other focused on three boys - **Sean** (aged 12), **Evan** (aged 15), and **Iain** (aged 18). Groups rotated through the three stories in their set, building on the work of previous participants. This ensured that each story benefited from multiple perspectives and supported a shared understanding of how organisations and services could connect around a young person's needs.

In each story, participants were asked to identify emotional, practical, social, educational, and family-related needs and map them on a concentric circle of needs using a Red, Amber, Green system:

- **Red** (Inner Circle): Needs requiring **immediate** or urgent support
- **Amber** (Middle Circle): Needs likely to escalate without **targeted** support
- **Green** (Outer Circle): Needs where there are **preventative** opportunities to support protective factors



Participants then:

- Added **yellow sticky notes** beside the needs their organisation could offer support with
- Added **pink sticky notes** to identify organisations outwith the room, or wider resources, that could support the young person

After completing the story rotations, participants were invited to reflect on what stood out to them across the stories they had worked with. It was then revealed that the three girls' stories - **Greta**, **Margo** and **Daisy** - represented the same young person at different life stages, and the same was true for the three boys' stories - **Sean**, **Evan**, and **Iain**.

The stories were designed in this way to highlight how unmet needs can accumulate over time, and to reinforce that behind every challenge there is an opportunity for prevention. The revelation encouraged participants to reflect on their role in identifying needs early and working collaboratively to provide timely, preventative support.

# the findings: the girls



**Greta is 10 and in P7 at St Mary's. She lives with her mum, dad, and two younger brothers.**

Her mum works as a nurse and often does **night shifts**. Her dad is in the Navy, sometimes **away for weeks at a time**. When they're both working, Greta and her brothers **stay with their granny**, who lives nearby.

Greta's teachers describe her as clever and capable, but say she's been quieter lately. She used to love reading aloud in class, always putting her hand up first, but now she hesitates and keeps her head down. She's still doing well in her classes, but her **confidence seems to have dipped**.

Recently, Greta stopped going to her **dancing class**. She told her mum she's "*grown out of it*" but really it's because some of the other girls started teasing her about **her weight**. The comments made her feel embarrassed and self-conscious. She's started **skipping meals**, and one of her teachers noticed her throwing away her packed lunch.

In the evenings, Greta spends **more time alone** in her room, scrolling on her phone long after she's meant to be asleep. Some mornings, she says her tummy hurts and that she **doesn't want to go to school**.



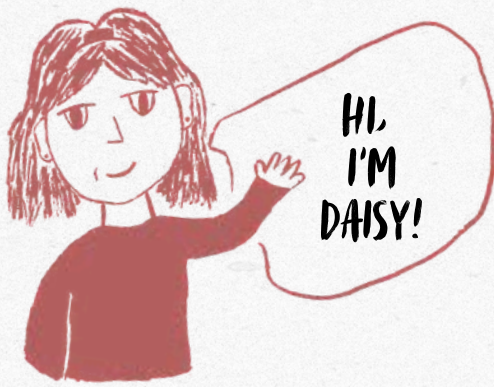
**Margo is 14 and in S3 at St Pete's (St Peter the Apostle). She lives with her mum, dad, and three younger siblings.**

Their house is always full of noise, her brothers arguing over the Xbox, the TV on for her baby sister, and her mum rushing around before heading to work. Margo often **feels invisible** in the middle of it all, especially since **her granny died**; she'd always been the one Margo could turn to.

She's been struggling to keep up at school and has **started skipping classes**. Most nights she stays up late messaging her **boyfriend, who's a few years older**. When teachers ask why she's tired or behind with work, she shrugs it off, saying she's "*just not bothered anymore*".

Margo was bullied when she was younger and has **never fully regained her confidence**. Now, she spends time with a **group of older teenagers** she met through her boyfriend. They invite her to house parties where there's **drinking and drugs**. Margo joins in to fit in, even though she doesn't really want to.

Her mum has noticed the change and has tried to talk to her about her new friends and her boyfriend, but Margo dismisses her. At school, her guidance teacher says she seems **distant and disengaged**.



**Daisy is 17 and in S6. After a few difficult years, she's focused on getting through her final year of school.**

She lives in Old Kilpatrick with her mum and dad who both work long hours, so Daisy helps out at home, getting her younger siblings ready for school and making dinner when her mum's on night shifts.

Last year, Daisy came out of an abusive relationship. Her ex-boyfriend had been controlling - pressuring her to take drugs, telling her what to wear, and making cruel comments about her weight - fuelling insecurities she's had since she was young. Her mum thinks she should speak to someone about what happened, but she feels embarrassed and prefers not to talk about it.

Lately, she's been trying to focus on things that make her feel good. She's joined a local running club and started spending time with new friends she's made there. Running helps her clear her head, and keeps her off social media; she used to spend hours scrolling and comparing herself to others.

Daisy still has days where her confidence dips, but she's beginning to believe things can be different. Her maths teacher has encouraged her to apply for university, but Daisy isn't sure she's smart enough.

# how their needs evolved

Viewed as the same young person at different stages of life, **Greta**, **Margo** and **Daisy** show how unmet needs can accumulate and intensify over time.

## CONFIDENCE

**Greta** is bullied about her weight, making her feel self-conscious and leading to skipped meals, increased insecurities and lower confidence.

**Margo** carries the impact of childhood bullying, which affects her confidence and makes her feel pressured to fit in with older peers.

**Daisy** is recovering from an abusive relationship that intensified her childhood body insecurities, ultimately impacting her confidence and self-belief.

## WITHDRAWAL

**Greta** becomes quieter, hesitates to participate in class, wants to skip school all together, and begins withdrawing from peers and activities.

**Margo** withdraws further, disengaging from school through skipped classes, appearing uninterested, and distancing herself from teachers and trusted adults.

**Daisy**, despite positive engagement in new activities and peer groups, struggles to process past harm and withdraws from her family when they try to talk about it.

# life course reflection: the girls

In **Greta's** story, subtle shifts in behaviour begin to appear - she becomes quieter, less confident, and starts withdrawing from the routines and activities that previously supported her wellbeing. Group participants mapped most of her needs at **Amber** and **Green**, pointing to clear opportunities for early intervention. However, they noted that support at this stage relied heavily on adults recognising small changes and stepping in before concerns deepened.

By adolescence, **Greta** has become **Margo**, and earlier vulnerabilities around confidence and belonging intensify. Group participants mapped primarily **Red** and **Amber** needs, reflecting a move towards more urgent and reactive responses. Disengagement from school and trusted adults makes support harder to coordinate, while she loses a key source of stability through the death of her granny. At the same time, **Margo's** growing attachment to older peers - including an older boyfriend - increases her exposure to harm and substance use, compounding existing risks.

When we meet **Daisy**, the longer-term impact of unmet childhood needs is evident in her confidence, self-belief and sense of direction. She has left an abusive and controlling relationship and is recovering from past substance use. Group participants mapped her needs mostly at **Amber** and **Green**, recognising ongoing vulnerabilities alongside opportunities to reinforce healthier routines. As she approaches adulthood, sustained support and consistent relationships were seen as essential at this crucial transition and to protect the progress she has made.

Read together as the same young person over time, the stories illustrate how needs evolve and intensify - from early withdrawal and reduced confidence, to increased exposure to harm in adolescence, to lasting effects on identity and self-worth. The revelation that the three girls represent one life course reinforces that prevention is not a single intervention, but sustained support over time. It requires trusted adults who recognise early signs, remain alongside young people through periods of change, and provide consistent encouragement to help them thrive as they move through childhood into adulthood.

*The groups who worked on the stories about the girls mapped 30 unique services and supports responding to a broad range of needs. The strongest concentration focused on needs relating to emotional wellbeing and confidence building, school engagement and transitions, and substance use and recovery. Of the 30 supports identified, 7 were present in the room on the day of the workshop, with a particularly strong emphasis on the coordinating role of schools. A further 23 services sat outwith the room, many providing more specialist or crisis-focused support, including domestic abuse services, mental health support, and family-based interventions.*

# the findings: the boys



**Sean is 12 and in S1 at Clydebank High School. He lives with his mum, dad, and baby sister.**

His mum is on maternity leave, and his dad has recently **lost his job** after turning up to work drunk. His **dad's drinking has gotten worse** since then, and Sean hears them **arguing most nights** about money and bills. **He helps out around the house a lot**, often doing his own washing and looking after his baby sister.

Starting the big school has been harder than Sean expected. His teachers say he's bright but **struggles to concentrate in class** and often forgets his homework. He's made some new friends through **playing football** at lunchtime, and one of his teachers said he should join the local team. Sean was excited about this, but when he told his mum, she said they **couldn't afford it right now**.

Lately, Sean has been going to school **without breakfast**. He sometimes steals sweets from the corner shop because he's hungry. He's been caught twice, and the security guard has warned him if it happens again, he'll have to **call the police**.

A health visitor comes to his house to check on his sister. His **mum often gets anxious** during the visits and asks Sean to stay out of the way.



**Evan is 15, he and his mum have recently moved into a small flat in Dalmuir after a few unsettled years.**

It's just the two of them now - his dad isn't in touch, and his little sister lives with another family. His mum works part time at the local shop, but often has to **take days off when she's not feeling well**. She says it's "just exhaustion", though Evan worries it might be something more.

School has been difficult for Evan. He missed a lot during lockdown and never fully got back into a proper routine. Remote learning didn't suit him, and since returning to school he's **struggled to focus and keep up with classes**. He's about to sit his National 5 exams but he feels unprepared and **anxious about the future**, though he tries not to show it.

Before Covid, Evan **loved football**, playing for a local team. When it stopped during lockdown, he **drifted away from his friends** he met and never rejoined the team. These days, he **rarely leaves the house** except for school. Most evenings he **stays up late gaming online**, chatting with people he's never met.

Recently his guidance teacher has called home to share concerns. Evan has been arriving late to school, missing deadlines, and **becoming withdrawn**. He's been in trouble a few times for being on his phone in class and he's **started vaping**. His mum worries he's becoming isolated, but doesn't know how to reach him.

# how their needs evolved

Read together as a single journey over time, **Sean**, **Evan** and **Iain's** experiences highlight how needs evolve, deepen and become harder to address without early support.



**Iain is 18 and lives with his dad in Vale of Leven. He left school at 16 with mixed results - he struggled in subjects like English and Maths but did well in Art and PE.**

After school, he started a college course in **graphic design**, but dropped out after a few months, saying it "wasn't for him". The truth was, he wanted to stay home and look after his mum when she became unwell.

When his mum died last year, **he struggled to cope**. Before she died, she encouraged him to move in with his dad so he wouldn't be alone. His dad helped him get a **plumbing apprenticeship**, which Iain enjoys when there's work, but it's often irregular, leaving him feeling like he **doesn't have a purpose**.

At home, things can be tense. His **dad drinks most nights** and can be unpredictable when he's had too much. When that happens, Iain usually goes out to **smoke weed** in the park. He's been **stopped by the police** a few times but nothing's ever come of it.

Iain **misses his mum but doesn't talk about it**. He's **lost touch with most of his school friends**, and **spends a lot of time alone**. Most days, he feels caught between wanting to move forward and **not knowing how**.

## INSTABILITY

**Sean's** basic needs go unmet, leading him to steal food when hungry. Conflict and his dad's drinking create an unsettled home life affecting his wellbeing.

**Evan's** family breakdown and his mum's declining health create fragility in his life, fuelling anxiety and growing disengagement from school and peers.

**Iain's** lack of stable foundations, compounded by grief and his dad's unpredictable drinking, leaves him feeling stuck and reliant on substances to cope.

## ISOLATION

**Sean's** financial hardship and turbulent home life restrict his access to friends and football. His urgent needs go unnoticed from supports around him.

**Evan's** disrupted family life and loss of routine after lockdown deepen his isolation, drifting from friends and rarely leaving the house - withdrawing further.

**Iain's** disconnection is entrenched, spending most of his time alone, unable to share his feelings, and lacking in direction or purpose.

# life course reflection: the boys

When we are introduced to **Sean**, we meet a young boy under significant pressure. His dad's alcohol use, ongoing household conflict, and financial hardship mean he is taking on caring responsibilities for himself and his baby sister. He sometimes resorts to stealing food to cope with hunger and misses out on accessing positive activities, like football, that could strengthen his protective factors. Group participants mapped his needs mostly at **Red** and **Amber**, emphasising the importance of whole-family interventions and for professionals already involved with the family to recognise cumulative strain and coordinate wrap-around support.

By his teenage years, **Sean** has become **Evan**, and the instability of his childhood manifests in his relationships and routines. With his parents separated, his mum's health declining, and his sister living with another family, his home life feels increasingly fractured. The disruption from lockdown intensifies this, leaving him socially withdrawn, drifting from friends, losing focus at school, and pulling away from his mum when she tries to help. Group participants mapped his needs mainly at **Red** and **Amber**, noting that timely intervention through mentoring and consistent adult support to help him reconnect with school, prepare for exams, and rebuild social connections were critical to restoring stability and promoting his wellbeing.

Entering early adulthood, the cumulative impact of earlier unmet needs is evident in **Iain's** life. Living with his dad, whose unpredictable alcohol use echoes the turbulence of his early life, he struggles with grief following his mum's death. He grows detached from work and relationships, experiences a persistent lack of direction, and increasingly turning to substances to cope. Group participants mapped his needs at **Red** and **Amber**, reflecting entrenched vulnerabilities. They observed that accessing support at 18 is particularly challenging, as adult services often rely on self-referral - a major barrier for someone experiencing low motivation, social withdrawal, and isolation. This increases the likelihood that his needs will escalate rather than improve.

Viewed as one life journey, these stories show how needs mount and intensify over time - from early instability and withdrawal in teenage years, to entrenched isolation in early adulthood. Missed opportunities for timely, coordinated support compound vulnerabilities over time, making stability and connection far harder to rebuild as young people grow into adults.

*The groups working on the boys' stories identified 22 unique services and supports. The strongest focus was on addressing hardship and supporting individuals and families affected by alcohol and substance use. Of these, 6 were present in the room on the day, while a further 16 were mapped outwith the room, including specialist mental health support, opportunities for sport and exercise, and male-specific services.*

## support within the room

### School Support

Schools can support needs through various pathways, including:

- Joint Agency Teams
- Team Around the Child meetings
- Pupil and Family Support Worker
- Police Scotland School Engagement Officer
- Pupil Equity Funding
- Nurture Groups
- Breakfast Club
- Educational Psychologists
- School nurse
- School counselling
- [Active Schools](#)
- [Health Minds resource](#)
- [Seasons for Growth](#)
- [On the Edge resource](#)

### Y Sort It

Supports young people aged 8-25 across West Dunbartonshire.

Offers youth clubs, outreach programmes, young carer support, mentoring and youth work.

### Working4U

Supports people in West Dunbartonshire seeking employment opportunities and provides assistance with benefits and debt issues, help to access learning, gain qualifications and improve digital literacy.

*These are supports\* mapped during the workshop able to help with identified needs. Click the [links](#) to visit the relevant websites.*

### Tullochan

Supports both young people aged 5-25 and those aged 25+ through development programmes, employability sessions, and youth groups.

### Scottish Families Affected by Drugs & Alcohol

Supports anyone affected by someone else's alcohol/drug use in Scotland through a [helpline](#) as well as the [Routes](#) project supporting young people aged 12-26.

### Haldane Youth Services

Helps young people under the age of 18 access after school activities, volunteering opportunities and programmes to build confidence and support transitions.

### Addiction Services

There are various services that sit under the West Dunbartonshire Alcohol Drug Partnership that can offer support for individuals over 18 and families.

### Winning Scotland

Offers [resources for parents](#) and carers on growth mindset.

### Alternatives

Offering various projects focused on rehabilitation, employability and social enterprise initiatives, as well as offering a family support service.

### Who Cares? Scotland

Supports care experienced people to have their voice heard through a [helpline](#) and advocacy.

*\*We recognise a number of partners were unable to attend on the day but are active partners supporting young people and their families in West Dunbartonshire.*

# support outwith the room

## SAMH

A national mental health charity providing mental health support, addiction and employment services and peer support.

## CARA Service

A free and confidential service, providing support to women, children and young people who have experienced or been exposed to domestic abuse, sexual abuse, rape and sexual assault.

Currently not taking referrals, but similar support can be accessed [here](#).

## Family Hubs

Three hubs - in Dumbarton, Bonhill and Clydebank - open from 9.00am until 4pm Tuesday to Thursday with skilled workers who can support families to find resources, supports and services.

## Food Banks

Details on accessing emergency food aid throughout West Dunbartonshire can be found [here](#).

## Henry Programme

Supports families of children aged 0-12 years with engaging the whole family to adopt healthier eating and lifestyle habits.

## Shameless Youths

A youth-led campaign on healthy relationships online with resources available to help start open conversations and information on where to get support.

## ParentLine

Support line and webchat offering emotional, practical and financial help for parents and carers.

## With You

Specialist drug and alcohol community service provider in West Dunbartonshire offering support to anyone over 16 affected by drug or alcohol use, including through 1:1 support, support groups, and support for families and friends.

## Rape Crisis

Providing support and information for anyone affected by sexual violence, including through a national [helpline](#).

## Distress Brief Intervention Service

Offers support for those over 14 who are in distress, including 24-hour follow-ups, self-management guidance, and connection to community and longer-term support.

## Carers of West Dunbartonshire

Supports adult unpaid carers looking after someone in West Dunbartonshire through advice, information, support groups, short breaks and replacement care.

## Street League

Programme for people aged 16-29 who are not in education, employment or training to improve their health and fitness, confidence and mental wellbeing whilst working on personal development goals and employability skills.

### Stepping Stones

Offering support for people who live in West Dunbartonshire, are aged 16 years or over and are experiencing mental health problems, such as, depression, anxiety or stress.

### Men Matter

Offers weekly groups, sessions and activities, facilitated on a peer to peer basis where men can meet in a safe and friendly place, talk openly, be listened to and feel supported.

### Women's Aid

Providing confidential support, information, support and, where appropriate, refuge for women and any accompanying children who have experienced or at risk of domestic abuse in the Dumbarton district.

### LifeLink

Supports young people aged 11-18 to cope with stress and develop ways of overcoming mental illnesses such as anxiety and depression.

### West Dunbartonshire Leisure

Provides leisure facilities to the local area, including fitness suites, swimming pools, health and fitness classes and programmes.

### Men's Shed

Spaces for men to connect, converse and create, including through repairing and restoring and community projects.

### Family Functional Therapy

A specialist service delivered through Action for Children within East and West Dunbartonshire to reduce offending and improve family relations.

### Sacro

A community justice organisation delivering services to reduce conflict, helping people to avoid getting caught up in the criminal justice system, and supporting people whose lives are in crisis.

### Togetherall

Anyone over 16 can access a peer to peer support forum, online courses around grief and stress management, and a 24 hour service for online chat with wellbeing advisors.

### Vale of Leven Trust

Runs weekly events, including social walks, group cycling, and beginner e-bike rides throughout the West Dunbartonshire area.

### Skills Development Scotland

Supports individuals to build their work-based and employability skills, throughout their career journey, from school, into further learning opportunities and employment.

### CEOP

Child Exploitation and Online protection Agency is part of the UK's National Crime Agency to protect children from sexual abuse and grooming through a safety centre for reporting concerns.

*Further local information on supports for young people and families can be found through the [wdwellbeing.info](http://wdwellbeing.info) website.*



West  
Dunbartonshire  
Wellbeing

# looking forward: commitments for change

To conclude the workshop and turn the learning from the session into action, participants were invited to complete the sentence:

**“I will strengthen opportunities for prevention in my work by...”**

There were a total of **42 commitments** made, clustered around several clear themes, highlighting shared priorities for proactive, coordinated support. Collectively, they demonstrate a strong intent from those at the workshop to collaboratively embed prevention in West Dunbartonshire and ensure support is accessible, joined-up, and responsive to young people across their life course.

## increase visibility and accessibility

The most prominent theme across the commitments centred on strengthening awareness of the support landscape in West Dunbartonshire and making services easier to navigate. Participants committed to broadening their understanding of provision beyond their own organisations, building stronger connections with partner services, and increasing the visibility of support so it is clear, coordinated and accessible for young people and families. The local website [wdwellbeing.info](http://wdwellbeing.info) brings together a wide range of information about available services that can support this aim.

“

*Researching in depth what other local agencies can offer to support the individuals we work with.*

**- Participant**

”

“

*Working closely with other partnerships and raising their profiles. Raising awareness.*

**- School Staff**

”

## notice early and act sooner

Many commitments centred on recognising subtle shifts in behaviour or wellbeing and responding before concerns escalate. This reflects learning from **Greta** and **Sean's** stories, where early warning signs were visible but easily missed - with needs left to intensify over time. Participants stressed the importance of acting at the first indication of difficulty, having conversations early, and intervening before challenges become more entrenched.

“

*Continuing to ensure that I am aware of all external services to refer to sooner.*

**- School Staff**

”

“

*By looking at the whole picture and supporting parents and adults to have good conversations early.*

**- The Learning Collaborative**

”

## take a life course perspective

Participants committed to looking beyond immediate circumstances to recognise how needs can build over time. This reflected an understanding that prevention is not limited to a single life stage, but requires sustained, coordinated support that takes account of longer-term impact. Together, these commitments signal a shift from reacting to presenting issues towards anticipating how unmet needs today can shape outcomes across childhood, adolescence and into adulthood.

“

*Thinking of the whole life course and pointing out all prevention activities that could help.*

**- Participant**

”

“

*Feed learning into support for Impact Assessments in terms of possible lifetime effects.*

**- West Dunbartonshire Council**

”

## strengthen protective factors

Participants stressed the significance of creating and maintaining opportunities to help young people build confidence, coping skills, and a sense of belonging. These commitments recognise that prevention is not only about addressing risk, but about actively strengthening the foundations that enable young people to thrive. This echoes the learning from all six stories, where limited access to consistent support and trusted adults left young people more exposed to escalating harm.

“

*Provide a range of programmes to service different needs within the community to increase self-esteem, confidence and physical activity.*

**- Active Schools**

”

“

*Utilising all pathways of support on offer to build as much protection around young people as possible.*

**- Participant**

”

## embed data and lived experience

Strengthening how data, insight, and lived experience inform prevention going forward was evident across several commitments. Participants referenced using Planet Youth findings, local data, and community knowledge to shape service design and delivery. This underscored the value of grounding practice in what young people say matters to them, ensuring support is relevant, responsive, and shaped by their lived experiences.

“

*Use Planet Youth data and include lived experience in service design.*

**- Working4U**

”

“

*By sharing impact, importance and message of true upstream prevention. Keeping hope and being disruptive.*

**- Winning Scotland**

”

## insight from the workshop

The composite stories show how early needs that appear subtly can deepen over time and intensify at key transition points. Collectively, they show that prevention is most effective when support remains visible and accessible throughout childhood, adolescence, and into adulthood. Although fictional, the stories draw on the real challenges faced by young people in West Dunbartonshire, highlighting the importance of spotting warning signs and responding promptly with coordinated support to prevent unmet needs from compounding.

## existing strengths

The workshop findings highlighted several strengths in West Dunbartonshire's approach to prevention. Schools were consistently recognised as coordinating hubs, providing extensive direct support and connecting young people to wider services. Youth work provision was comprehensive, offering a range of programmes that build confidence and promote positive choices. In addition, local services offering employability support, addressing issues relating to substance use and financial hardship were well represented.

## considerations for improvement

While the system's strengths were clear, participants' commitments highlighted opportunities to enhance prevention that could be considered when embedding the Planet Youth approach across West Dunbartonshire. This has been translated into four considerations for partners below:

**1. Agree and adopt shared principles of prevention** in partnership within your organisation and the wider system.

**2. Continue to nurture relationships and strengthen the Planet Youth network,** building on conversations from the event.

**3. Improve collective awareness of services,** ensuring strong knowledge of available support for effective signposting.

**4. Further enable the workforce to act early to address needs** and embed prevention into daily practice and systems.

The Partnerships for Prevention event highlighted that West Dunbartonshire's **greatest asset is the dedication of those working with young people and families every day**. The workshop encouraged participants to reflect on prevention across the life course, recognising how unmet needs can accumulate when support is not provided early or consistently. The commitments made by participants demonstrated this understanding, focusing on noticing warning signs, starting conversations sooner, connecting young people to positive opportunities, and making services easier to access. The challenge now is to embed these intentions into everyday practice, ensuring early, proactive support is an integral part of how services operate, rather than a response triggered only once concerns escalate.



**West Dunbartonshire**  
**Health & Social Care Partnership**



PARTNER *West Dunbartonshire*

Report produced March 2026.

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