



## Scottish Rugby: CashBack School of Rugby Case Study

Irvine Royal Academy – Pupil A, S2, Male  
June 2024



**Please write a brief outline of the young person's life before they took part in CashBack activity, this may include reasons for referral or inclusion in the group. (e.g. health/wellbeing, family life or employment status) (250 Words)**

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Pupil A has dyspraxia (or DCD) and has always had a tricky relationship with sport. He's never felt fit enough or fast enough to keep up with his peers.

Sports days were his worst days, he was always last and no amount of encouragement about 'trying his best' or 'having fun taking part' would shift the belief that he was rubbish, not good enough or a loser. Unfortunately, this was reinforced by peers making fun at him as kids sadly do.

S1 wasn't the greatest start and he'd do anything to get out of PE.

**Summarise the young person's time taking part in CashBack activity, detailing important moments such as challenges, achievements, or turning points. (250 Words)**

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Fast forward to S2 and I was more than a little shocked when he said he wanted to try rugby. After a slow start, this year the changes have been phenomenal.

He is more confident, fitter, stronger, and happier, he has better relationships with teachers, he is hopefully more respectful and his level of resilience is unrecognisable in comparison to last year.

Attending the Glasgow Warriors to be in the Guard of Honour and to play on the main pitch at half-time was seen as "the greatest day of his life" and a "once in a lifetime opportunity".

**Please write how the CashBack activity impacted the young person and what positive destinations they have attained or are going on to. Include any quotes, especially from the young person and from stakeholders. (250 Words)**

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Physically, he has lost weight, he is more conscious of eating healthily, he's stronger and has confidence in what his body can do rather than what it can't.

Mentally, his attitude has changed from a default position of "I can't" to "I can", I will and I'll try my best. He is getting better with the negative thoughts of 'I'm not good enough' and pushing past these to give it a go.

Emotionally, he can take a joke and banter. Before he would immediately become defensive and feel he was being criticised. Now he understands constructive feedback is not criticism and it is a necessary part of life if you want to improve.

Socially, he has developed new friendships with like-minded boys. He has started attending Irvine Rugby club, he is talking about forming a rugby team at his Air Cadets, this from the boy who stayed in his room gaming (which he still does more than I would like) but he's unrecognisable from S1.

## Cashback School of Rugby – Outcome Guidance

**Outcome 1:** *Young people are diverted from antisocial, criminal behaviour and involvement with the justice system*

- Reduction of anti-social or criminal behaviour
- Less inclined to participate in anti-social or criminal behaviour
- Participation in behaviour change sessions/activities
- Less likely to participate in risk-taking behaviour

**Outcome 2:** *Young people participate in activity which improves their learning, employability and employment options (positive destinations)*

- Achieve a positive destination
- Attendance and attainment improve
- Attends a local rugby club

**Outcome 3:** *Young people's health, mental health and wellbeing improves*

- SHANARRI indicators
- Safety, health, achievement, Nurture, activity, respect, responsibility inclusion

**Outcome 4:** *Young people contribute positively to their communities*

- Volunteering/leadership roles
- Achieve community focussed awards
- Supports junior sessions
- YP perception of neighbourhood improves
- Heightened sense of belonging/contribution to their community

**Outcome 5:** *Young people build their personal skills, resilience, and benefit from strengthened support networks and reduce risk taking behaviour*

- Development of social skills
- Resilience of young people
- Strength of support networks
- Positive changes in behaviour, reduce risk-taking behaviour