Technical Report:

An Evidence and Gap Map of research and literature related to systems of support for children and young people who are at risk of or involved in violence

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This map is registered with the Campbell Collaboration. Protocol of the study is currently under peer review and so the final version may contain some differences.

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Abstract

Background

Serious youth violence is a complex issue affecting children and young people (CYP), who are disproportionately more likely than adults to be victims of violent crime in the UK and Ireland. There are a range of interventions and approaches to prevent CYP from being involved in crime and violence. The focus of the literature has mostly been on discrete interventions. The literature on system effects and system-level approaches has not yet been systematically collated. That is the task of this EGM.

Objectives

This evidence and gap map (EGM) identifies and maps existing evidence about how systems of support in the UK and Ireland protect or expose CYP (aged 5-25 years) from involvement in serious youth violence. Mapping this evidence will also help us identify gaps in the existing knowledge base.

Search methods

Systematic literature searches were conducted in databases including social policy and practice (Ovid), Scopus, Medline (Ovid), ERIC (Ebsco), CINAHL (Ebsco), and APA PsycInfo (Ovid). Other specific types of relevant literature, notably Inspection Reports (IRs) and Serious Case Reviews (SCRs), were identified through inspectorate websites and the national repository of SCRs - maintained by the National Society for the Prevention of Cruelty against Children (NSPCC) - respectively. In addition, grey literature searches

were performed through Google, Google Scholar and hand searching of printed journals, websites and books. All references were imported and deduplicated using EPPI-Reviewer. EPPI-Reviewer's machine learning powered search functionality was used to search additional studies from OpenAlex, which uses a training data set based on studies included from database searches.

Selection criteria

We included a range of different types of literature, including evaluations of, and official reports on, the system and systems interventions, as well as primary research about the experiences of children, their families and other stakeholders who interact with the various systems of support which may impact on young people becoming a victim or a perpetrator of violence. Studies were screened based on specific inclusion and exclusion criteria.

Data collection and analysis

The EGM includes a sample of 400 studies across different study designs. These studies were coded to identify the systems and themes that the study related to. Themes included learning about access, engagement and navigation of systems, either within a system or across different systems of support. Other themes were also captured if they were the views of practitioners, or other general commentary All studies were coded using a framework that was developed through a comprehensive, iterative process of piloting and stakeholder consultation. Coded studies were critically

appraised to assess the level of confidence that users of the EGM can have in the study findings.

Main results

We identified 24,203 studies by searching databases, inspectorate websites, the national SRC repository, grey literature searches, and automated searches performed in EPPI-Reviewer. In total 1,125 studies met inclusion criteria after full text screening. We sampled 400 studies for coding and generated the EGM from these studies. Included studies consist of stratified samples for IRs and SCRs, and a random sample of all other remaining eligible studies.

Authors' conclusions

This EGM provides a visually informative, interactive way of locating studies about systems that may impact upon youth violence. This is the first time this different type of literature will have been brought together in this way for systems operating in the UK and Ireland. The EGM will be accessible to relevant policy and research audiences to help them identify and make use of the evidence to inform decision-making. It will also serve as a basis to inform further evidence generation and literature reviews.

Generally, we can have a good level of confidence in the included studies, and there are several topics could benefit from synthesis (e.g. within the criminal justice system and social care systems). Potential evidence gaps have also been identified (e.g. navigating between or within systems of support, studies on Violence Reduction Units (VRUs), co-production, analysis

by gender and studies focusing on children from ethnic minority backgrounds). We have also noted potential ways to improve the strength of the evidence-base, most notably author's acknowledgement of possible biases.

Abbreviations and acronyms

A&E -Accident and Emergency

EGM - Evidence and Gap Map

DfE - Department for Education

YEF - Youth Endowment Fund

CYP - Children and Young People

SV - Serious Violence

UK - United Kingdom

SCR - Serious Case Review

IR - Inspection Reports

NSPCC - National Society for the Prevention of Cruelty to Children

JASON – JavaScript Object Notation

HMIP- HM Inspectorate of Probation

VRU - Violence Reduction Units

YOTs - Youth offending teams

Background

The problem

Violence is, by definition, harmful. Serious youth violence can have long-lasting, complex, and often irrevocable consequences for all involved. These include lost lives, long term physical and/or psychological effects as well as cost to public services (1). Between 2008 and 2019, the total social and economic costs of serious youth violence were estimated to be between £6-11 billion (2). More recently, in the year ending September 2021 in England, there were 44,450 serious violence offences (3). This is the equivalent of around five offences occurring every hour of every day, a problem which extends to children. Young people (aged 16-24) are disproportionately represented as victims of violent crime in England and Wales compared to older age groups (4).

To date, much of the research examining how to prevent children and young people from becoming involved in violence has been centered on discrete interventions, and risk and protective factor approaches (5). Despite the availability and success of some approaches that can affect children's involvement in violence (6), the rate at which it occurs remains a concern. There is scope to improve the quality and availability of "what works" to prevent children from becoming involved in violence in England and Wales both at the level of discrete interventions and within the context of the various systems. Employing a systems approach to support children and their families, may enable users to engage with systems more easily, as well as facilitate different parts of systems in working together to improve

outcomes for young people. Unless children have access to more general support from the system, even the most effective discrete intervention can have limited impact.

In addition, despite their prominence in the literature, risk factors can be ambiguous in practice because they are understood and used differently in different contexts (7). For some young people, using "risk factor" approaches can result in having limited access to secondary and tertiary services as the young people do not fit the standard model of who is considered "at risk", whilst others who appear to experience many of these factors may not actually need support (8). An illustration of this is the perceived link between young people who have been permanently excluded from school and serious violence. Despite permanent exclusion from school being more common amongst children and young people who have been cautioned or sentenced for serious violence offences than the general pupil population (15% and 1% respectively), only 15% of children who have been cautioned or sentenced for a serious violence offence have ever been permanently excluded from school (9). Therefore, prevention programs targeting children who have been permanently excluded may lead to a limited impact on overall violence.

A systems approach can complement discrete interventions by providing an opportunity to co-ordinate support around an individual's specific needs. This is important because children who become involved in violence often have multiple needs. For example, young people cautioned or sentenced for a serious violence offence are more likely than the general pupil population

to be persistently absent, suspended, or excluded from school; attend Alternative Provision (AP); have Special Educational Needs (SEN); be known to children's social care; and be eligible for Free School Meals (9). In addition, Serious Case Reviews (SCRs) illustrate the vast number of interactions both victims and perpetrators of violence often have with professionals throughout their childhood (e.g. Children's Social Care workers, Health Care workers, Housing Services, Teachers, the Police) and therefore the opportunities these professionals have to engage and support young people before violence occurs (10).

Theoretically, taking a systems approach has the potential to meet the needs of children and their families because it can allow for an examination of children's multiple needs and the co-ordination of associated systems of support. As noted, this is important because no single system holds all levers which may affect violence. Therefore, a systems approach can supplement and extend what we already know about preventing children and young people from becoming involved in violence.

Definition of systems

There are many possible definitions of a 'system'. In the United Kingdom 'the system' is often colloquially used to describe government provided services such as health care, education, and justice. Meanwhile, the word 'system' can also be used to refer to an overall approach to meeting a goal, including underlying structures, individual elements and their connections (11). Drawing on these definitions, our definition of a system for this EGM is the functionality of different services working individually and together to

support children at risk of involvement in violence. These services may be broadly categorised as education, health, social care, justice, youth services and welfare, which have all been identified as important in terms of affecting children's likelihood of involvement in violence (12). The delivery of these services can be examined at a national level (such as national policies), as well as locally (namely, local authority areas). In this map, we are interested in functionality across these levels, as well as examining factors including structures, resource flows, relationships and power dynamics, cultural norms and behaviours that uphold or dictate the way that those services operate individually, as well as together.

In line with the definition of 'systems', systems working/approaches highlight the focus on processes rather than activities. For our purpose both the terms 'systems working', 'systems-level interventions/approaches' and 'systems approaches' can be used interchangeably and are set in contrast to discrete interventions. We define discrete interventions as a specific, often time-bound intervention delivered to an individual or specific groups. For example, a new mechanism to co-ordinate services provided to those accessing the family services (e.g. referral to family services) would be categorised as a systems-level approach because the focus is accessing support, rather than the support itself. Such systems approaches will be the focus of this map, unlike, for example, cognitive behavioural therapy which would be classed as a discrete intervention and will not be the focus of this map.

Why it is important to develop the EGM

This EGM was commissioned by the Department for Education (DfE) and the Youth Endowment Fund (YEF), as a part of the DfE-YEF Serious Violence Research Programme. The EGM aims to collect and map the evidence that evaluates, assesses, or describes statutory and non-statutory systems which may impact on youth violence. Systems included in the map will be intended to support youth development, protect CYP from risks associated with youth violence, and support those which have been affected by offending and serious youth violence either directly or indirectly.

Currently, relevant literature on systems is available across a number of platforms, which include scientific databases, government or charity websites amongst others. This dispersal makes it difficult to begin to draw conclusions about good practices, challenges and the perception of different stakeholders. Bringing together this literature can help guide researchers to gaps in the evidence base, helping new research to add to existing knowledge, rather than duplicating what is already known. It is also the first step in being able to summarise what the existing evidence says.

Objectives

By capturing evidence on a wide range of systems of support, this EGM aims to:

- Organise the evidence, including a sample of studies and reports included in an interactive map, and so increase the discoverability, accessibility and use of the evidence. The map will show the studies and reports in a matrix and offer interactive features, such as filters, to access the research of interest.
- Identify the available evidence on systems approaches in the UK and Ireland and so provide an evidence base for literature reviews to draw out key findings to inform policy and practice.
- Identify where there is a lack of evidence and identify opportunities for future research. These gaps may be identified either by system, or in relation to the following areas:
    - Interactions with systems (access, engagement and navigation)
    - Young people and families' experiences of systems
    - Practitioners' experiences of systems
    - General commentary on systems and services
    - Learning about specific groups of children or professionals
    - The types of studies conducted, and the confidence we have in their findings
    - Type of violence
    - Geographic location of system

- Level of the system (local, national)
- Study population

Methods

Definition and purpose of an evidence and gap map

An EGM is defined as a systematic (visual) presentation of the availability of relevant evidence for a particular policy domain (13,14). Evidence shown in EGMs has been identified by performing systematic searches following a pre-specified, published search protocol. The scope of a map is generally broader than that of a systematic review (14).

Retrieved searches are screened based on pre-defined inclusion and exclusion criteria. Studies that meet the inclusion criteria are then coded for data extraction and analysis purposes. A visually interactive map with the selected codes and filters is then generated with the coded studies, usually using an online software package (14,15), though some maps are produced in Microsoft Excel.

Codes are used to categorise and sub-categorise studies using the framework specifically developed for a particular map. Developing a coding framework is therefore very important and can be a time intensive part of developing an EGM. The coding of all included studies is used to generate a JSON file, that is in turn used to generate the map. EGMs can contain different types of study or evidence (14). This EGM contains primary studies and reviews with little restrictions on study design.

Process and timelines for this EGM: This EGM was developed by following a co-production process where the teams from the DfE, the YEF and the Campbell Collaboration Secretariat worked together on scoping, piloting

and coding of studies. The main steps involved in producing this map outlined below in Table 1.

Table 1 - Timeline indicating major steps undertaken for developing this map

Major step	Start date	End Date
Scoping of the map	Aug 2021	Dec 2021
Pilot screening	Aug 2021	Oct 2021
Developing Title Registration Form (TRF) for the review	Sep 2021	Oct 2021
Developing search strategy for database	Oct-2021	Nov 2021
Developing coding framework with pilot coding	Aug 2021	Dec 2021
Developing Review Protocol for publication	Nov 2021	Feb 2022
Searching databases	Nov 2021	Dec 2021
Searching and screening of SCRs	Oct 2021	Oct 2021
Developing a reference codebook with definitions for all codes used in the framework	Jan 2022	Feb 2022
Searching grey literature	Feb 2022	Feb 2022
Searching Inspection Reports from individual websites	Feb 2022	Feb 2022
Automated searches in EPPI-Reviewer	Feb 2022	Feb 2022
Screening of studies based on title and abstract	Nov 2021	Jan 2022

Major step	Start date	End Date
Full text screening	Jan 2022	Feb 2022
Coding of 400 studies for the map	March 2022	March 2022
Summarising 400 studies for the map	April 2022	April 2022
Data analysis	March 2022	April 2022
Generating final map	March 2022	April 2022
Writing final technical report	March 2022	April 2022

Framework development and scope

The coding framework used in this EGM has been developed through a comprehensive, iterative process of piloting with the DfE, the YEF and the research team within the Campbell Collaboration Secretariat. Framework development also involved a consultative process with other stakeholders with expertise in serious youth violence.

The process of developing the framework involved the following major steps conducted over the course of a year:

1. Developing a draft framework

We initially developed a draft framework based on a list of systems provided by DfE/YEF. Codes were identified for different categories and subcategories from the studies included during our pilot screening rounds. Codes were also identified through consultation with stakeholders, including officials from

DfE, the Ministry of Justice, Youth Justice Board, Department of Health and Social Care, and the Home Office. The first framework was a list of broad systems (education, social care, health, justice, welfare and youth sector) and subcategories representing areas of stakeholder interests e.g. safeguarding and attendance. The initial themes that were identified were related to different stages of interacting with systems: access (first entry into a system), engagement (how the system interacts with users, and how users interact with the system that they are currently accessing) and navigation between or within systems of support (how the system directs and/or connects users to other parts of the system and directs users out of the system, and how users perceive this).

2. Piloting of the draft framework

The research team (members from Campbell, the DfE and the YEF) piloted a draft framework to assess the framework's usability and feasibility to capture the required information from the studies eligible for inclusion in the map. Piloting involved coding (categorising) a number of papers and then reaching a consensus about the appropriate inclusion decision and codes of each paper. Where necessary the coding framework was adjusted to either accommodate study content or make coding decisions clearer for coders and users.

3. Refining and defining

By using the iterative process of coding, we identified the labels for all relevant categories and sub-categories believed to be most applicable to meeting the aims of the EGM.

Depending upon the clarity and usefulness of codes in meeting the aims of the EGM, and their applicability to studies of interest, during piloting we merged some categories and split others. An example of this is that initially the focus of the themes was on interactions with a system, however, through piloting we found useful information about practitioner's general experiences of systems, therefore this category was added. We refined the categories in line with piloting over a six-month period until we achieved a suitable coding framework for the map. All the categories used in the final framework were defined to ensure a consistent and a common understanding within the research team and for users of the EGM.

Stakeholder engagement

There has been extensive stakeholder engagement in the preparation of the framework. This has included:

- Consultation with staff of the YEF and the DfE
- Consultation with DfE-YEF Serious Violence Research Programme Steering Group (which include representation from a number of What Works Centres, Government Departments, DfE and YEF colleagues).
- Consultation and piloting of studies with staff from the YEF, the DfE and the Campbell Collaboration.

- Consultation conducted by the DfE and the YEF with stakeholders, including across government from individuals otherwise not involved.
- Consultation from an Expert Advisory Group, including representatives from Redthread, Turing Institute, NHS England, University of Essex, Nuffield Foundation, University College of London, Violence Reduction Unit (VRUs), London School of Economics, and officials across government.
- Consultations included one-to-one conversations, workshops, email exchanges, presentations and feedback at various stages of the project. This included consultation on initial scope, framing of research questions, map testing, map uses and protocol/technical report reviews.

Presentation of the EGM

The presentation of the EGM, including the different column and row headings, and how to interpret the map are described below:

- Column headings: System and system subcategories.
- Row headings: Themes within the literature (interactions with systems of support, practitioner views and general commentaries).
- Filters covering voices of CYP and families, country (of systems), geographical level of system, type of violence, study population, learning about CYP with different gender, ethnicity, and specific characteristics, learning about professionals involved, and study design.

- Segmentation: Segmentation means how the studies were categorised visually using the four coloured tiles in each cell in the map. For the Systems EGM the segmentation of the studies is based on the overall critical appraisal rating of studies and study design.

Each cell of the EGM shows the quantity of studies by study type and critical appraisal. The evidence in each cell varies by system sub-category and the themes the study captures. An example is provided in Figure 1.

Figure 1 - Snapshot of a segment of the map

In Figure 1, the large white square captured within the red box illustrates how many studies are available that feature content on the educational system that specifically relates to behaviour, attendance and exclusions, as well as access to systems of support. An example of an included study here is a review of practitioners' views of school behavioural policies and how children can access services. The pop out box shown to the right of the cell shows there are limited reviews or evaluation studies that feature content about behaviour, attendance and exclusion in the education system as well as insights about accessing systems of support.

We coded studies so that papers could be filtered in the EGM – meaning that only studies with the selected filter are shown. These codes include geographical location of study, type of violence the study relates to, country of system, study population (source of information in study), whether there is substantive content on groups of CYP with specific characteristics, learning about different professionals involved with systems of interest, the study design, and critical appraisal of the study. A list of all codes used to filter the studies along with their definitions is given in Annex 4.

Study eligibility criteria

The studies eligible for inclusion in the EGM were selected using several predetermined criteria. This section of the report outlines these criteria in detail.

Types of study

Excluded study type

Initially, a permissive approach to study design was taken, whereby no type of study was excluded. However, through the refinement process (i.e. piloting) the team identified many papers that were not based on empirical evidence, and therefore less helpful in being able to extract learning relevant for systems. Therefore, such papers were not included in the map. A summary of the types of papers that were excluded are listed below:

- Theoretical reports and papers with no empirical analysis.

- Papers on author opinions, perspectives, viewpoints, reflections, briefing papers, commentaries, and guidance documents.

Included study types

- Evaluations of the system itself or system-level interventions (e.g. case management systems, care co-ordination). This does not include discrete interventions such as specific therapies.
- Primary research looking at lived experience of CYP, families and/or practitioners of systems in the UK or Ireland were included. We only included papers that had sufficient content to code on lived experience of systems (i.e. more substantial than a single line). We also included literature reviews of system-level approaches, issues and challenges, as these articles drew on multiple other papers to provide a summary of a topic/area.
- Inspection Reports, which are official reports by various government agencies. These inspectorates (e.g. HM Inspectorate of Probation, HMIP) regularly publish inspection reports and research studies to promote excellence in probation and youth offending services. These studies have substantive empirical content related to the effects or workings of UK and Ireland systems of support for CYP at risk of SV. This category of study design included inspection reports such as inspection reports on youth offending services in a specific area (e.g. 16), thematic inspections (e.g. 17) and joint inspections (e.g. 18) related to relevant systems.

- Serious Case Reviews (SCRs) are case studies of victims of harm commissioned by local authorities (19). During the piloting and scoping of this map we screened a number of SCRs that were related to abuse and neglect, and/or were concerned with infants and babies. As the scope of the map developed, we decided that SCRs focusing on crime and violence would provide the most relevant information for map users. Therefore, we have only included SCRs which addressed crime and violence. Definitions of crime and violence that we have used for the purpose of this map along with the examples of SCRs coded are given as in Annex 1.

Date

Major reforms took place in the youth justice system in England in the late 1990s. Most notably, the Crime and Disorder Act 1998 removed the extra protection provided to children convicted of a crime aged between 10 and 14 (20), and established the requirement of local authorities to create multi-agency Youth Offending Teams (YOTs). Therefore, to ensure relevance to current systems studies in this EGM were restricted to those dated 2000 or later.

We included individual area-based IRs and annual reports related to inspections published in or after 2018 in this map. This is because inspection reports are produced on a regular basis, and we wanted to include the most recent of these.

Geography and language

- We restricted studies to those which had substantive content on systems in the UK or Ireland. This was done to focus learning to a UK system, and Ireland whose systems are very similar.
- We also restricted studies written in the English language.

Types of systems

The intervention in this map are systems in the UK and Ireland which seek to protect children and young people who are at risk of serious violence. A system, for the purpose of this map, is a set of processes or organizing principles for achieving an outcome. Systems may be made up of various agencies or interventions or operate within one agency or intervention. Both statutory and non-statutory systems are included.

Something may be categorised as a system if it involves:

- A set of processes or organising principles (e.g. multi-agency working)
- The provision of services as a part of the system (e.g. case management, which is distinct from the efficacy of discrete interventions implemented within the system)
- The addition of new services to the system e.g. Accident & Emergency (A&E) Navigators
- The coordination of services delivered by agencies in the system (e.g. referral mechanisms or data sharing).

We have included systems which meet one of the following criteria:

1. Any system (statuary, non-statutory, government, private or voluntary services) that either:

    a. Targets any violence (defined as deliberate interpersonal harm). This includes both involvement in serious violence or specified “at risk” of involvement in serious violence, or

    b. Where a violence related outcome (including offending) or insight is discussed in substantive detail in the context of analysis of how the CYP or their family engaged with the system, or

    c. These may include systems which affect a child's experience as both a victim and a perpetrator of violence.

or,

2. Any system that affects secondary and tertiary interventions for youth offenders, excluding papers where the offending is specified, and it is explicitly stated that it is not violent offending.

or,

3. Any system that affects familial support services[1] (including in care settings) intended to protect children from harm (abuse,

[1] We selected Family Support services for use as a key risk factor for violence in the EGM using the existing evidence base. Family Support services address risk factors for youth violence, including parental supervision, positive parental relationships and, maltreatment which are reliably reported in the literature (21–23). Other factors, such as academic attainment, which were also noted as key factors but were not included for the purpose of this map, as they are already extensively covered in other research repositories.

maltreatment and other violence), and so excluding papers where the familial support service explicitly does not speak to parental supervision, parenting quality or preventing maltreatment.

We took a broad preventative approach in this EGM, so that systems which ameliorate victimisation and perpetration of violence directly or key risk factors for perpetrators or victims of violence were included. The map also included studies of unintended adverse effects of the system on youth offending and serious violence. The map only included studies of systems intended to have a beneficial effect, so, for example, paedophile rings, which might constitute a system of abuse, were not included.

The map included both studies of the system as it is (systems analysis) and studies of systems interventions (i.e. interventions which seek to change the way a system works), but not discrete interventions. For example, 'prisons and probation' are part of the criminal justice system, and so engagement with them is a systems analysis, and a new mechanism to co-ordinate services provided to those accessing the prisons and probation services (e.g. referral to probation services) is a systems approach (systems intervention). However, an intervention, such as arts in prisons, is not a systems approach – this is a discrete intervention, and, as such, is not included in this map.

We included both statutory and non-statutory systems in the UK and Ireland which are intended to support youth development, and protect them from risk factors, and may affect offending and serious youth violence either directly or indirectly.

Systems and themes used for categorising studies

This section of the report describes the systems and themes used to form the x-axis (systems) and y-axis (themes) of the EGM. The EGM is presented with columns representing broad systems and system sub-categories, and rows representing themes of study findings.

Systems Categories and Sub-categories: The system categories and sub-categories with descriptions of the terms used are given below in Table 2.

Table 2 - Description of systems used for categorising studies in the Systems EGM

Studies featuring these systems	
Education **This category captures the education system which is concerned with schools and colleges in the UK and the provision of learning.**	
Behaviour, attendance, exclusions	This category includes systems supporting behaviour in educational settings – including school behaviour policies (24). Poor behaviour can lead to school exclusions where this is warranted (25). School exclusion is defined as a disciplinary measure imposed in reaction to students' misbehaviour by a responsible authority (26). School attendance systems are those which support a pupil's consistent and regular attendance and reduce pupil absences including punctuality to lessons (27).
Safeguarding policies and procedures	Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (28). Systems that support these aims in an educational setting are included in this sub-category.
High needs, additional needs,	These are systems which support high needs in the education system. This includes support for CYP up to age 25 with special educational needs and disabilities (SEND) and

alternative provision (AP), pupil referral unit (PRU), Mental Health, and wellbeing	pupils who are placed in Alternative Provision (AP) / Pupil Referral Units (PRUs) when they cannot receive their education in mainstream or special schools (29).
Curriculum and attainment	Curriculums set out groups of subjects and standards used in educational settings. Systems supporting teaching and learning of subjects and pupil attainment are included in this sub-category. For example, although not exclusively, where progression into higher education is an aim. Attainment is the level to which pupils achieve the standards set in the curriculum (30).
Health **This category relates to national and local health provisions including state and privately funded provisions. Generally, health provisions mean the treatment or management of illnesses or injuries but can include provisions for more general well-being.**	
General Health System	The health system aims to provide and improve healthcare provision, including physical and mental health. This sub-category is used when the remaining health sub-categories are not applicable.
Primary health services (inc. physical and mental health)	Primary care and community care is the first point of access for healthcare for the majority of the population and good community management prevents conditions from escalating. This includes mental health support teams in schools, general practice, physiotherapists, pharmacists, and community mental health services (31).
Hospital services inc. Admissions & Emergencies (A&E)	Hospital services, in this map, are services available in hospital acute healthcare, including A&E (32,33).
Specialised services (e.g. for substance abuse)	Specialised services are defined as those services that serve patients with severe or rare health care needs, including rehabilitation facilities for substance abuse, and in-patient mental health wards. To access these services a referral is often needed (32, 33).

Social Care **This category is generally concerned with children's social care services, which support children with the greatest need – (e.g. children with disabilities, children who have to be protected from harm or who need to be placed in residential or foster care).** **Some young people will remain in social care from age 18, for instance, those with long term care needs, including health conditions, and those who have contact with social services.**	
General Social Care System	This is used as a catch-all code of social care services. For the purpose of this map, this includes any child who is assigned a social care worker or is under the protection of the state (34).
Child protection and safeguarding	Child protection is available to children and young people at risk of harm, including physical, sexual, and emotional abuse as well as neglect, this may include children who are on a Child Protection Plan or Child in Need Plans. Safeguarding is broader than this, and includes protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (35,36).
Transition management	Transitions can occur within the children's social care system. For example, transitions between locations and/or placements. From age 18 people with long term care needs, including health conditions, and social services, move from children's social services to adult social care services. These systems are captured using this code (37).
Looked-after children/foster and residential care	Looked-after children refer to children who are in the care of the state. They may live with foster carers, or in residential care, in the short or long term (35).
Welfare **This category concerns the welfare system, which provides financial and non-financial support, including benefits and housing provisions, parenting programmes and support, to citizens. The welfare system helps people achieve financial independence, improves the life chances of children and families, and provides security in, and savings for, later life.**	

General Welfare System	This is used as a catch-all code of welfare system for items which are relevant but not otherwise captured by the other two sub-categories available.
Family and housing services and support	Family welfare services provide services, financial and non-financial, to improve the life chances of children and families. These may include parenting programmes and support. Another form of welfare, which is largely non-monetary but impacts life chances of children and families are housing services, which provide support for accessing a place to live and supporting people in their homes (38).
Employment support including benefits	Employment and economic support focus on providing financial support, or support towards financial independence, to citizens in need of support, for example people who are unemployed (38). This includes support such as unemployment benefits, support with employment, and dispute resolution processes.
Crime and Justice **This category captures the criminal justice system which is set up to prevent offending and reoffending. This includes all aspects of the process from crime allegedly committed to sentencing and in some cases beyond this period.** **Although this category largely concerns youth justice, some papers may be more relevant across both the adult and youth provisions.**	
Victim and family support	For this map, a victim is defined as someone who has suffered harm, either as a direct, or indirect result of a crime. Any support provided to victims e.g. Victim Support services would be captured under this category. For the purpose of this map, we also include families of children who are involved in crime, including those that are victims.
Youth justice system	This is the part of the government system whose main aim is to prevent offending and reoffending by children and young people (39). For the purposes of this map, we are also including preventative work where no laws have been broken, but the work is performed by teams that typically work with children who have offended, the victims of crime and with anti-social behaviour to deliver positive outcomes for children, young people and communities. This code is used in instances where no other subcode was appropriate.

Custody and sentences	Sentences are given by a youth court to a child from 10 to 17 who is found guilty of an offence. They are treated differently from adults and are given different sentences due to magistrates with greater sentencing powers. Sentences for children may be spent in the community (e.g. Youth Rehabilitation Orders) or in custody (e.g. Detention and Training Orders). The approach to youth sentencing is distinct from that for adults and emphasises restoration and rehabilitation, although those committing the most serious offences still go on to be detained in custody. Custody in this context refers to the state of being held by the police or in the youth custodial estate – a Youth Offending Institution (YOI), Secure Training Centre (STC) or Secure Children's Home (SCH).
Post arrest processing and courts	Post arrest processing is what happens after an arrest is made but before sentencing occurs. This includes the process of going to court, including contact made in between, and both informal and formal diversionary activities within the justice context.
Policing in the community	This is how the police (those who enforce the law) operate within a defined geographic area (community). This would include police led community resolutions.
Violence Reduction Units (VRUs)	Violence Reduction Units lead the strategic co-ordination of the local multi-agency response to serious violence, bringing together various partner organisations to better understand and address the root causes of violent crimes in their areas.
Youth offending teams (YOTs)	Youth offending teams (YOTs) are multi-agency partnerships that deliver youth justice services locally (39, 40). YOTs lead the strategic co-ordination of the local multi-agency response to serious violence, bringing together key partners and various organisations to better understand and address the root causes of violent crimes in their areas.
Community **This category captures provisions that are available within a geographic space and not tied to other systems e.g. youth centres and family hubs.**	
Youth services	Youth services are provisions available to a child or young person under the age of 25. They are typically designed to help young people identify their social and development needs and also involve them in shaping the services designed to meet those needs. This in turn aims to impact

	young people's own skills and life chances to create a better future for themselves and their communities.
Other community services or initiatives	Other community services or initiatives capture any relevant provisions available in a community but otherwise not specifically a youth service. This includes provisions such as family hubs.
Multisector **This category captures papers which either a) where more than one sector (education/health/community/social care) and their relationship is discussed, or b) discuss issues that are relevant across sectors such as co-production, data sharing etc.**	
Whole system and coordinated approaches e.g. public health	'Co-ordination' or 'joining up' is defined as integration between multiple actors within a system, more between systems, to achieve a shared goal or outcome.
Coproduction (co-production means with CYP and their families)	The term co-production can be defined as a method of working in which service providers and users work together to achieve a common outcome (41). Co-production initiatives recognise CYP and their families' skills and needs and aims to provide them with the opportunity to express those needs and shape their support offer. The main requirement of co-production is to break down the barriers between people who use services and professionals. It works with peer and personal support networks alongside professional networks.
Data sharing, information, and intelligence sharing	Data and data sharing /intelligence may be defined as the practice of providing an entity/or entities with information, or access to information, held by another agency or entity (42,43).
General (not specific to a particular system)	
Policy and practices applying across systems	This means commentary on multiple systems but that is not specific or substantial enough to attribute to any specific system listed above.

Themes: We used themes and sub themes to code the experience, perceptions and learning from different perspectives. Details of themes used in the EGM are provided in Table 3.

Table 3 – Description of themes used for categorising studies in the Systems EGM

Theme	Description
Interactions with systems of support	**This category captures learning that can be applied to children and their families and are split into three different phases of interacting with services: access, engagement and navigation.**
Access to a system of support	Learning related to accessing a service in the first place (and factors leading up to this) which may include, for example, knowledge of services and their purpose and eligibility, barriers and facilitators to access, and information on who is eligible to access which services and how to do so.
Engagement with a system of support	Learning related to how CYP and their families engage (or dis-engage) with a service once they have first accessed it. For example, their experience of the service, and/or barriers and facilitators to the use of the service, and their perceptions of the service, and whether and/ how it will help them.
Navigation within or between systems of support	Learning related to moving between, or leaving different services, from either the same agency or different agencies, once within the system.
Practitioner views	**Practitioners included in this category are professionals (e.g. doctor, nurse etc.) practicing within different systems. This code is used when there was sufficient content to code (i.e. central to the document, features a substantial segment or frequently referred to), regardless of what the practitioner experience is, i.e. whether general reflections on systems or specific experiences. This is because even general commentary is informed by a practitioner's view.**
Practitioners working in	The views of practitioners that work in services underpinned by statutory requirements, or services paid

statutory and government services	for by government that are discretionary e.g. National Health Service (NHS), school nursing, social services. The views of these practitioners may be about any service.
Practitioners working in Voluntary and private sector	The views of practitioners that work for voluntary services. This includes those working for non-profits and charitable organisations. The views of these practitioners may be about any service.
General commentary	**This category is used for general systems commentary that cannot be attributed that cannot be specifically attributed to access, engagement or navigation. It usually captures document reviews, general systems commentaries, policy commentary, and the view of others that are not practitioners or CYP/families. General commentary is used, along with the practitioner study population code, if practitioners' views are collected but the paper does not significantly differentiate from general commentary. i.e. if they are collected, so are lots of other types of evidence, and practitioner's views do not substantially feature in the paper.**
Relating to Statutory and Government services	This is commentary on statutory services, or services paid for by government that are discretionary e.g. National Health Service (NHS), school nursing, social services.
Relating to voluntary and private sector	This is commentary on services are that are not provided by and paid for by a government. This includes those provided by non-profit making organisations that are quite often a registered charity e.g. Mencap, National Society for the Prevention of Cruelty to Children (NSPCC).

Types of population

All papers in this EGM will contain information about:

- CYP (between ages 5 and 25 years) who are victims or perpetrators of violence, or at risk of being so.
- Parents, carers, and other family members of CYP.

- Practitioners who work with CYP like social workers, health workers, youth offending services.

Location

We restricted studies to those with substantial content on the UK and Ireland. Therefore, studies either (a) are solely based on systems in the UK and/or Ireland, or (b) examine systems in multiple countries, and have substantive content on systems in the UK or Ireland. We have considered systems interventions applicable at varied levels including local, national, and international levels.

Search methods and sources

Database Searches: We conducted systematic literature searches on multiple databases including Social Policy and Practice (Ovid), Scopus, Medline (Ovid), ERIC (Ebsco), CINAHL (Ebsco), and APA PsycInfo (Ovid). We searched for violence related literature using the search strategies given in Annex 2.

Inspection Reports: Inspection reports are an important source of evidence that can provide useful information related to serious youth violence and how systems work in the UK and Ireland. Her Majesty's (HM) Inspectorates are independent bodies led by HM Chief Inspectors of the various services. HM Inspectorates are responsible for providing independent scrutiny of services they inspect and for publishing regular reports on the findings observed. There are different inspectorates responsible for different services. For example, HM Inspectorate of Prisons for England and Wales (HMI Prisons) is an independent inspectorate responsible for providing independent scrutiny of the conditions for and treatment of prisoners and other detainees. and regular report on the findings observed. HMI Prisons inspect prisons, young offender institutions (YOIs), secure training centers (STCs), immigration removal centers (IRCs), police and court custody suites, customs custody facilities and military detention. Like HMI Prisons, HM Inspectorate of Probation for England and Wales (HMI Probation) is an independent inspectorate that promotes excellence in probation and youth offending services across England and Wales through independent inspections, recommendations, research, and effective practice guidance.

HMI Probation also performs inspections of individual/regional services. Regular thematic reports are published by HMI Probation on key issues in the criminal justice system. HMI Probation also conducts Serious Further Offence (SFO) reviews and produces annual reports.

There are many other inspectorates across the UK and Ireland that work on different services. We searched inspection reports and other relevant studies published by these inspectorates through database searches and through the individual inspectorate websites of England, Wales, Scotland, Northern Ireland, and Ireland.

We systematically compiled inspection reports from HM Inspectorate of Probation, HM Inspectorate of Prisons, HM Inspectorate of Constabulary and Fire and Rescue Services, Ofsted, The Care Quality Commission, HM Crown Prosecution Service Inspectorate, The Criminal Justice Inspection Northern Ireland, Department of Justice for Northern Ireland, The Government of Ireland, Citizens Information, Justice, Children and Young Offenders, Government of Ireland Department of Justice, and Government of Ireland's Department of Children, Equality, Disability, Integration and Youth. In all cases searches were from 2018 onwards.

Serious Case Reviews:

A serious case review (SCR) is mandated in England and Wales whenever there is a death of a child, and violence, abuse or neglect are known or suspected to be a factor in the death (19). SCRs may also be carried out in case of serious but non-fatal child maltreatment. The main aim of an SCR is

to learn lessons to improve the way agencies work both individually and collectively to safeguard and promote the welfare of children. Therefore, these studies are a crucial source of information related to child protection and safeguarding.

We identified some SCRs through database searches. However, to perform a comprehensive search for all relevant SCRs, we also identified relevant SCRs directly from the repository maintained by the National Society for the Prevention of Cruelty to Children (NPSCC)(44). The NPSCC is a leading children's charity in the UK, specialising in child protection. The website states that they are "the UK's only children's charity with statutory powers that allows them to take action to safeguard children at risk of abuse" (45). We screened SCRs directly by reading summaries and full texts as available on the website. Records of searches and screening of SCRs were separately maintained in a Microsoft Excel file.

Grey Literature Searches: We performed grey literature searches through Google, Google scholar, selected websites, and hand searching in printed journals and books. We developed a list of potential sources of information with the help of stakeholders for the grey literature searches (Annex 3). We also used snowballing to identify further relevant literature.

Hand searching: We 'hand searched' the online table of contents of selected journals and books.

Automated Searches: The EPPI-Reviewer software allows the reviewer to find additional studies using an inbuilt automated (machine learning)

search feature. The EPPI-Reviewer study database is based on the OpenAlex dataset, which is a comprehensive research repository (46). The database, which is updated every two weeks, currently contains more than 200 million records. The automated search feature is based on machine learning, where the software learns to identify related studies based on the studies which have already included from database searches. We used this feature to both (a) bring our review up to date by adding additional more recent studies, and (b) to identify additional studies which may have been missed by the database searches.

Data collection and analysis

Screening and study selection

We imported studies identified through different sources including database searches, grey literature searches, and website searches into the EPPI-Reviewer software. Then we followed a deduplication process, to reach the final number of unique studies identified through our searches, noting that duplicates typically remain even after two or three different approaches to deduplication have been applied. The process of deduplication is described below.

Two independent reviewers screened all the studies based on their title and abstracts using the inclusion and exclusion criteria of this EGM. Subsequently, full texts of all eligible studies were retrieved and screened again to check studies still met the eligibility criteria. If there were any conflicts between the two reviewers, these were resolved through discussion or by involving a third reviewer. We have treated multiple reports about a single study as one study.

Deduplication process

Duplicates occur because references are retrieved from multiple sources which can overlap. There can also be other reasons for why duplicates can occur, but often this happens when studies include both a full report and a summary.

Managing duplicates, for example deciding whether a duplicate is in fact an identical study, can be further complicated by a number of factors. For example, different inspection reports can have very similar or even identical titles but not be duplicates. Sometimes multiple papers are written about the same study, by the same authors, with either similar titles but different content, or different titles but similar content.

How we resolve duplicates: EPPI reviewer has a function to remove duplicates, and this is the first step in deduplication. However, this process does not capture all duplicates effectively. Therefore, the following steps were taken to remove further duplicates:

1. Arrange all the references alphabetically in EPPI reviewer (study titles) and manually search for the duplicate titles. Cross check duplicate titles against author names. Studies with same title and author names are checked again by matching PDFs.

2. Arrange all the references alphabetically in EPPI reviewer (short titles based on first author name) and manually search for the duplicate short titles. Cross check duplicate short titles against study title. Studies with same title and author names are checked again by matching PDFs.

3. Export the list in Excel and repeat the same two steps as above.

4. These processes are performed for multiple rounds by different team members until new duplicates are no longer identified

Studies eligible for the map (Annex 7) and studies coded for the map (n=400) have been deduplicated by four reviewers (SJ, HW, GS, and AB),

though not every reviewer was involved in every section. The reviewers worked independently following the systematic process of deduplication as described above.

Though we followed the process systematically to minimize the likelihood of duplicates in the products provided, we cannot guarantee there will be no close or exact duplicates at all.

Data extraction and management

We limited the number of studies that were coded and included in the EGM to 400. This limit was set prior to any searches and was an initial estimation of the likely evidence base (which we estimated to be significantly less populated than 2017 studies in the "Programmes" EGM). The limit was also set because of resource restraints, and because a key aim of the map was to test the feasibility and usability of a systems EGM, as well as provide an overview of the literature. Therefore, a restricted first version of the map was considered appropriate.

Although many more studies than the 400 initially estimated were found to be eligible, we still believe that the map can provide a reasonable overview of the literature. This is because (i) the map is based on a representative sample of that literature; and (ii) the saturation principle for qualitative research may apply.

Saturation is a well-established approach in qualitative primary research. The available literature has mainly focused on how many interviews are sufficient to capture a certain percentage of themes that would be identified

if the whole population were to be interviewed. One of the earliest studies found that most themes were identified in the first five or six interviews (47) and that very little new information was gained once the sample size approached 20. This finding has been corroborated in subsequent analysis. A more recent study also reported that no new information was found after 9-17 interviews or focus groups (48).

Researchers promoting qualitative synthesis have argued that any analysis should be grounded in principles of qualitative research, citing saturation as an example, rather than simply trying to transfer quantitative synthesis approaches on qualitative studies (49). It is further argued that purposive sampling is a common and appropriate approach in various qualitative synthesis traditions to ensure that desired viewpoints are captured.

Saturation in the case of SCRs and inspection reports was planned from the outset. This was because each individual report can be seen as a case study, which, although providing rich information, is likely contain common themes. For the final EGM, a sample of each type of study included after full text screening (including inspection reports, SCRs and studies of other types such as other government reports and journal articles) was used to populate the EGM.

As noted, using the principle of saturation, we have limited the total number of studies to be coded to 400. These 400 studies included studies on inspection reports (20 reports), SCRs (24 reports) and studies other than SCRs and IRs (356 studies). Our sampling approach is described below.

Whilst only 400 studies were coded, all eligible studies identified are listed in a complete reference list (Annex 7).

Sampling approach for the 400 studies:

- **Inspection Reports:** We segregated inspection reports by date, country (England, Wales, Scotland, Northern Ireland and Ireland) and service (inspections on different services like prison, probation, rehabilitation, etc.) to represent each country from the UK and Ireland and service (Figure 2). We then randomly selected inspection reports from each category within the list of all inspection report types identified to a total of 20.

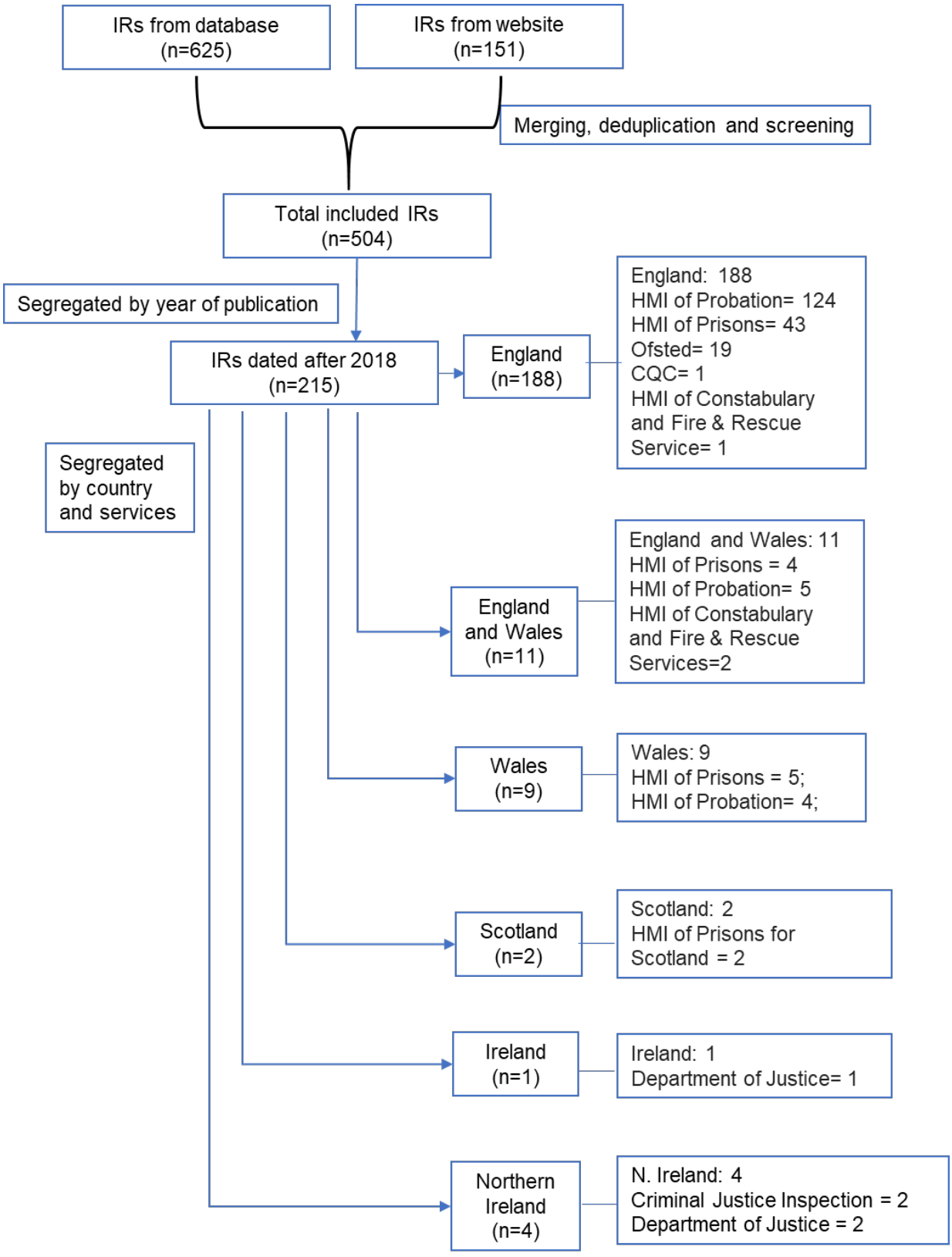
- **Serious Case Reviews:** We purposively sampled 24 SCRs from the SCRs identified as relevant after full text screening. Out of 24 SCRs, 19 were selected based on scoring criteria to include a mix of CYP from different demography (race, gender), geography and other aspects that indicated a higher priority (broadly including consideration of age of child and context). The remaining 5 SCRs were selected randomly from eligible SCRs. SCRs were only coded in the map if a full text could be accessed.

- **Studies other than Inspection Reports and SCRs:** There were 356 studies other than IRs and SCRs that were coded for this EGM. Of these studies, 90 were selected during piloting rounds of screening and coding. The remaining studies (n=266) were randomly selected from

a pool of studies after completing full text screening. This pool was created with all the studies found to be relevant after full text screening (excluding individual SCRs, IRs and studies selected during piloting rounds).

Each study was coded for all identified categories and subcategories by two reviewers, followed by reconciliation to assess and manage disagreements between the reviewers.

Figure 2 - Search results and segregation of Inspection Reports



Critical appraisal tool

We assessed all included studies to determine confidence in study findings using our critical appraisal tool, which can be found in Table 4 below. The tool was developed by the Campbell Collaboration Secretariat for the purpose of this EGM. The 11-item critical appraisal tool was created using principles identified in four existing tools (CASP, SURE, JBI and Keenan-White (KW)). For more information on the development of the critical appraisal tool see Annex 6.

An overall score was given to studies based on their 'lowest' score on any critical item in the critical appraisal tool. This means that if a study was rated 'yes' to every question, a rating of high was given, medium was given to studies that rated 'partially' to at least one critical item and studies were given low ratings when at least one critical item was marked as 'no'.

Item numbers 3 and 4 were not considered critical for contribution to the overall rating because very few studies included acknowledgement of bias. This is because it is not typical in some of the types of papers included e.g. government reports, and so inclusion of these items would mean that nearly all studies were rated as low on account of this one factor, thus losing variation in the measure. Nonetheless we retain the item as there is no *a priori* reason why it should not be applied to these types of study.

In addition, item numbers 10 and 11 were applied only to effectiveness studies as these items were not applicable to other types of studies.

Table 4 - Critical appraisal tool used to assess the confidence in study findings

Item No.	Question	Description of the question	Options for coding
1*	Is the purpose of the research adequately described?	Does the study clearly state why the study was conducted and what was the aim of the study?	Yes Partially No
2*	Is the research methodology adequately described?	Does the study clearly state the methodological approach adopted on which the study is based?	Yes Partially No
3	Are the researcher's own experience, assumptions and possible biases outlined?	Are the beliefs and values of the researcher, and their potential influence on the study declared? Is the potential for the researcher to influence the study and for the potential of the research process itself to influence the researcher and her/his interpretations acknowledged and addressed?	Yes Partially No
4	Is there a conflict-of-interest statement	Does the study have a statement on the conflict of interest?	Yes Partially No
5*	Is the data collection adequately described?	Does the study clearly state how the data was collected, source of data?	Yes Partially No
6*	Is the data collection adequate and appropriate?	Are the data collection methods appropriate for the methodology described?	Yes Partially No
7*	Is the process of data analysis clear?	Does the study clearly state how the data was analysed, which statistical methods were applied, and which tools were used?	Yes Partially No
8*	Are the findings clearly stated?	Does the study clearly state findings of the research?	Yes Partially No
9*			Yes

Item No.	Question	Description of the question	Options for coding
	Are the findings based on the study evidence?	Are the stated findings (within the results section) based on data observed through the adopted methodology?	Partially No
10**	Effectiveness Study - Are there valid comparison groups involved?	Does the study involve a valid comparison group to assess the impact/effectiveness of intervention?	Yes Partially No Not applicable
11**	Effectiveness Study - Was a baseline balance established?	Does the study establish a baseline data to assess the impact/effectiveness of intervention?	Yes Partially No Not applicable
Overall rating Based on lowest rating of critical items (marked *)			High Medium Low

*Essential items for overall score

**Items 10 and 11 were applicable only for effectiveness studies. For rest the code was "not applicable".

Methods for mapping

The EGM was generated using the EPPI-Mapper software, commissioned from the EPPI Centre at University College London by the Campbell Collaboration. EPPI-Mapper is an online tool provided by the EPPI-Reviewer for visualising 'maps' of research evidence (50).

Results of the search

Results of the search are discussed below by type of search conducted.

Pilot Searches

Before running any database searches, 107 relevant studies were identified during the piloting phase. The pilot studies were identified by searching Google and Google Scholar. Search terms were identified by the systems list (Annex 2) and through recommendations made by stakeholders.

Database searches

We found a total of 33,805 studies by searching specific databases. The last search date was 24th December 2021. Table 5 provides the details of different databases searched and the number of studies identified through each search. Multiple sample searches were performed in the database social policy and practice (Ovid) to optimise our search strategy. A draft search strategy was run with key words identified through piloting, which was supplemented with further search terms in subsequent searches e.g. we have added search terms for key professionals working in this area like health professionals, social care workers, etc. All search results were imported to EPPI Reviewer and were deduplicated before coding for recording keeping and the creation of the map.

Table 5 - Search results from different database

Database	Number of studies identified	Search date
Social policy and practice (Ovid)	672	5th Nov 2021
Social policy and practice (Ovid) (optimization strategy)	6548	5th Nov 2021
Social policy and practice (Ovid) (optimization strategy)	6557	24th Dec 2021
Scopus	9785	24th Dec 2021
Medline	3273	24th Dec 2021
ERIC	561	24th Dec 2021
CINAHL	3170	24th Dec 2021
APA PsycInfo (Ovid)	3239	24th Dec 2021
Total	33805	

SCR searches

We identified a total of 1,652 SCRs on the NSPCC website. The last search date for SCRs was 30th September 2021. We excluded 1,513 of 1,652 SCRs as per the SCR exclusion criteria outlined in the methods section and included 139 SCRs. After removing 50 overlapping SCR titles between database searches and the NSPCC website searches, we had a total of 89 additional

SCRs identified from the NSPCC website. In this way, we are certain that at least 139 of the total eligible studies are SRCs because they have been identified directly from the NSPCC website. However, the total list proportion of eligible SRCs may be higher because the full list of studies (Annex 7) has not been examined by study type.

Inspection Report searches

We identified 776 inspection reports from database searches and by searching individual country websites for different inspectorates. Website searches were performed on 8th February 2022. These searches identified a total of 151 additional IRs relevant to the map. We identified 625 IRs through database searches. After merging the searches from websites and databases and deduplication, we had a total of 766 IRs relevant to this map. As there were many duplicate IRs which were not identified by the software, we manually excluded those studies. After full text screening of all eligible IRs, there were 504 IRs eligible for inclusion in this review. For a full illustration of the sampling approach for IRs see Figure 2.

Grey Literature searches

We found 61 additional studies from grey literature searches. These searches were last performed on 8th February 2022. A list of grey literature websites was based on recommendations from stakeholders, as well as author knowledge of databases. A full list of these sources can be found in Annex 3.

Automated searches

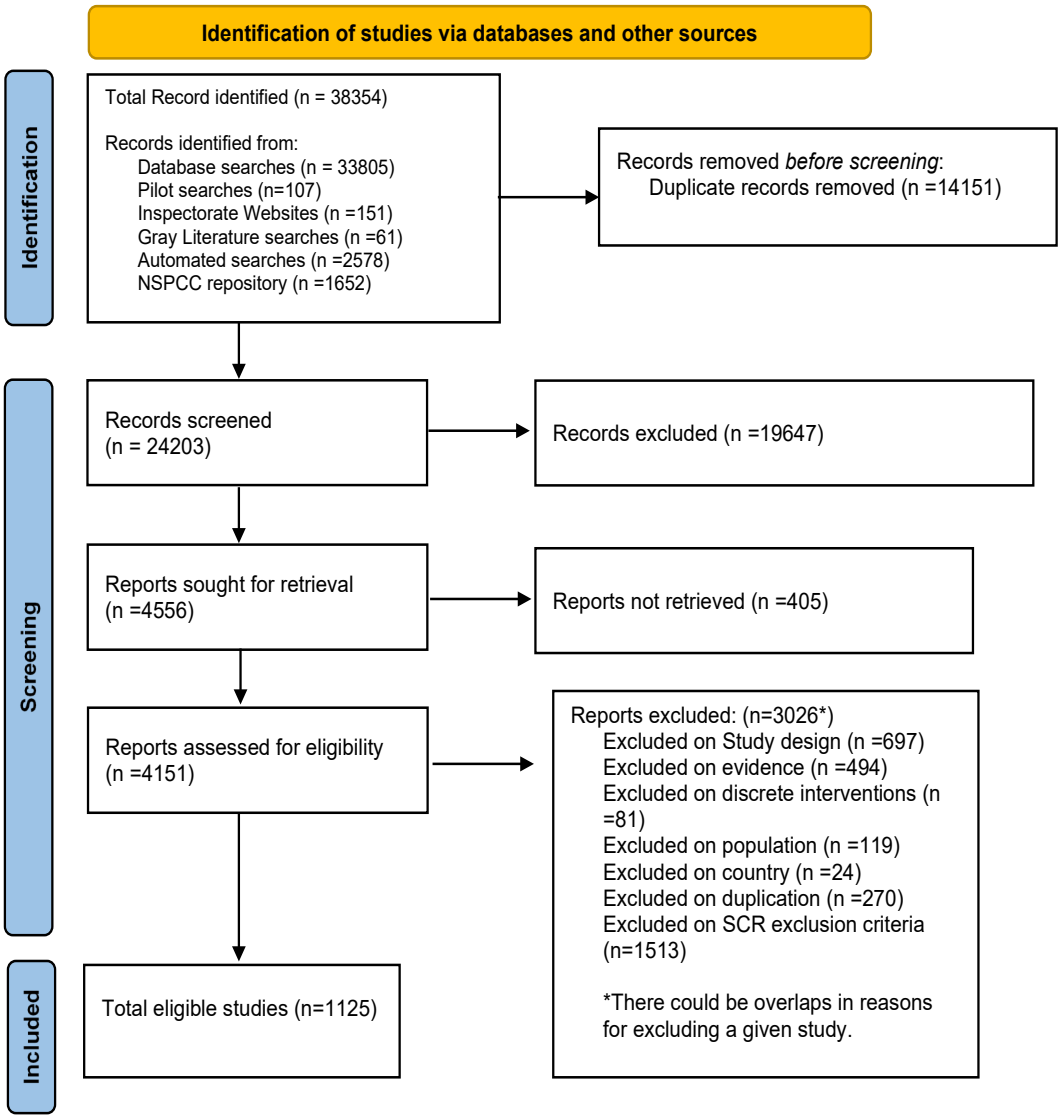
To ensure our review was up to date and to find additional studies, we also conducted a search using the automated search feature available within EPPI-Reviewer. This identified a further 2578 studies in the OpenAlex database. We performed this task on the 8th of February 2022.

Total studies identified

We imported a total of 38,354 studies in to EPPI-Reviewer. Details of study sources and exact numbers of studies retrieved from different sources are given in the PRISMA Flow diagram (Figure 3). This number also includes 1,652 SCRs, which were screened separately. After removing 14,151 duplicate studies in EPPI-Reviewer, 24,203 references remained. After title and abstract screening, 4,556 studies were identified for full text screening. 1,125 studies were included after full text screening.

Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) is an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses. It helps authors improve the reporting of systematic reviews and meta-analyses (51). The PRISMA Flow diagram for identification and screening of studies of this review is given below for reference Figure 3).

Figure 3 - PRISMA Flow Diagram showing results of searches and screening



Excluded studies

Listed in Table 6 are examples of studies that were excluded during the screening process, with justification for excluding them.

Table 6 - Examples of excluded studies with justification

Study title	Reasons for excluding
A Whole School Approach to preventing Violence Against Women and Girls and Serious Youth Violence. Designed by Tender Education and Arts Support by MOPAC (52)	Based on discrete intervention.
Editorial: Safeguarding children--Everyone's responsibility (53)	Excluded on Study design.
Intimate partner violence and child maltreatment: Overlapping risk (54)	Excluded on Country. (Data from US).
Child maltreatment during infancy: atypical parent–infant relationships (55)	Excluded on Population. (Our target age group is 5-25 years).

Studies awaiting classification

There were 405 studies for which a full text was not accessible. These studies were not included in the map, nor in the list of eligible studies.

Studies included in the EGM

We coded 400 studies including different study designs. Out of 37 IRs and related studies, there were 18 area-specific IRs, two annual reports, and remaining were either thematic inspection reports or a core case inspection or an analysis related to IR. There were 26 SCRs and related studies, of which 24 focused on an individual case and two included an analysis related to SCR reviews. Studies other than IRs and SCRs included government reports, research reports, thesis/dissertation reports, books, literature reviews, articles published in journals, studies evaluating systems interventions as given in Table 7 below.

Table 7 - Distribution of 400 coded studies in terms of study design*

Study design	No. of studies
Systems intervention evaluation	51
Serious Case Reviews	26
Inspection reports and studies related to inspections like annual reports, thematic reports	37
Literature and Systematic Review	27
Commissioned primary research report	60
Other commissioned research report	34
Journal papers	149
Other (inc. thesis/ dissertation)	16
Total	400

*All study designs mentioned in this table are defined in filters definitions provided as Annex 4.

Study distribution by category and subcategories (systems and themes) are listed in Annex 5.

Confidence in included studies

We critically appraised all 400 studies using the tool described in Table 4 above. The distribution of studies based on overall rating is as given below in Table 8. Details of how appraisals were conducted can be found in the methods sections above.

Studies in the map that scored an overall medium confidence were slightly higher in number (40%) as compared to the studies rated as high confidence (39%). Remaining studies were scored as having an overall low confidence (22%). Hence, the majority of studies were rated as high/medium (78%) using the appraisal tool. However, this was only after the researcher bias and conflict statements items (item no. 3 & 4, Table 4) were removed as critical criteria for overall rating as the majority of studies did not include these items (79% for researcher bias and 88% for conflict of interest; Annex 5).

The most common reason for studies being marked down to a medium rating on the tool was because the findings of the study were only partially based on the study evidence. The next most common reason was that the data collection was not adequate and appropriate.

The most common reasons for studies rated low on the appraisal tool was data analysis not being clear, followed by data collection not being adequately described.

Table 8 - Distribution of final map studies based on overall critical appraisal rating and study designs

Codes	SIE[1]	SCR[2]	IR[3]	LR[4]	CPRR[5]	OCRR[6]	Journal paper	Other[7]	Total
High	23	25	16	14	20	11	31	14	154
Medium	22	1	13	6	19	17	78	2	158
Low	6	0	8	7	21	6	40	0	88
Totals	**51**	**26**	**37**	**27**	**60**	**34**	**149**	**16**	**400**

SIE[1]- Systems intervention evaluation, SCR[2]- Serious Case Reviews, IR[3]- Inspection reports, LR[4]- Literature and Systematic Review, CPRR[5]- Commissioned primary research report, OCRR[6]- Other commissioned research report, Other[7]- Other (inc. thesis/ dissertation/books)

Map link

The link for online map is provided here.

Discussion

Limitations of the EGM

The key limitations of this EGM include:

1. The EGM and accompanying interpretation of the evidence base is **based on a sample, rather than the entire evidence base**. We have applied the principles of sampling and saturation to include 400 studies within the EGM, although we identified a much larger number of relevant studies (1,125). The decision to include 400 studies was taken prior to any searches and is outlined in the methods section. Given that the map contains about one third of the eligible literature we should interpret the EGM carefully, keeping in mind that the map does not present all existing evidence but a sample of existing evidence. In particular, comments as gaps should not be taken to mean there are no studies.

2. **The scope of the map does not include studies solely based on education systems**. We prioritised the papers which were about violence itself, family services and youth justice in order to capture the most relevant literature in the EGM. For a number of reasons, evidence related to experiences of the educational system were not prioritised. For example, whilst educational factors (such as academic attainment) have been related to young people being at risk or protected from violence (21–23), other organisations such as the Education Endowment Foundation (EEF) have already summarised

much of the literature relating to improving systems for better education attainment (e.g. 56, 57). For this map, papers on the educational system were only included if they discussed violence. Therefore, studies examining educational systems that may be relevant to violence prevention are not included in this map if violence was not specifically discussed.

3. **The scope of the map does not include studies solely based on the welfare system**. Similarly, to the education system, papers related to the welfare system, which may also impact youth violence, are not featured in the map if they do not directly discuss violence. Similarly, papers that may be relevant to parental welfare and do not link to violence or factors such as supervision are again not included in this map, though may be relevant.
4. **The limited focus of sexual violence within the map.** Although we included sexual violence within our definition of violence for this map, this aspect of violence did not extensively feature in the search terms for papers, and therefore, there may be a larger quantity of literature on this topic than is presented in this EGM. This decision was made as policy responses to sexual violence are often separate and different to the responses to other forms of violence.
5. **Some studies could not be accessed**. There were 405 studies that were eligible based on title and abstract screening, which could not have their full text screened as full texts were unavailable. Though some of these studies may have been ineligible upon full text

screening, it is likely that some eligible studies were not included in the full list of eligible studies despite suitability. The most common type of literature which could not be accessed were books. Books are under-represented in our results, which may be due to limited access to these.

These limitations should be kept in mind when considering our conclusions from the map, particularly with regards to educational systems, as well as for sexual violence more broadly. However, as a supplement to the map, we also provide a full list of studies that were eligible but not shown in the map.

Notes on research team conflict of interests and experiences

Conflict of Interest

The author team includes research staff from the Campbell Collaboration Secretariat, the DfE and the YEF. As research staff they are not involved in management or delivery of services and so have no direct conflict of interest in that respect. None of the authors have conducted primary research in the areas studied.

Researcher's experience

Four (GS, AB, EO, HW) of the seven authors are UK nationals, and three (GS, AB, EO) are UK residents. The authors have some direct experience in the system as either professionals or clients. HW worked in an intermediate treatment programme for young offenders for one year (1979-80), led the YEF intervention EGM, and has been co-author of three YEF-commission reviews. SJ is an evidence synthesis specialist with experience in working in

systems thinking and design thinking on different topics. GS has experience in youth offending in the UK as a researcher. ML has worked on mentoring project as a researcher. DA has earlier worked on YEF Programme EGM. AB and EO work in the Department for Education and Youth Endowment Foundation respectively in research positions, though EO has also worked in service delivery for the health and social care sector for 10 years (2011-2021). The lack of prior experience of the Campbell researchers in systems research on youth offending is partly mitigated by the experience of the other team members. This possible limitation can also be portrayed as a strength, as researchers from outside the sector do not come with any prior or strongly held beliefs as to what works and what does not which can influence the work of researchers with more experience in the field. Equally if one researcher does show a specific bias, others in the team can challenge and a less biased decision can be made.

Summary of main map observations

This section summarises the distribution of studies in the map. It should be remembered that the map contains approximately one third of all studies we found, so whereas the map may contain no studies on the topic, there may be such studies in the complete list of references. The main findings from the map are discussed in more detail under the axis labels (systems and themes) as well as filters separately.

Systems

The majority of papers featured content on the 'crime and justice system' (61%) and social care system (42%). This is unsurprising since the scope of the map was focused on violence and family services. However, when examining sub-systems some possible evidence gaps may be indicated.

For example, in the 'crime and justice system' an evidence gap can be seen when comparing YOTs and VRUs. Very few papers discussed Violence Reduction Units (VRUs) (only 1%), which may suggest a gap in the literature about the role of VRUs. This is in contrast to youth offending teams which were featured in about a quarter (25%) of all papers. This discrepancy is likely because the VRUs have only been implemented since 2019 in England and Wales (58), and since 2018 in Ireland (59), though these have been in place since 2005 in Scotland (60). Even though a gap may be somewhat expected, it is still important to highlight where studies could usefully contribute to the evidence base.

Similarly, under the ‘social care system’ there were fewer studies related to transition management (2%) as compared to the other subcategories of social care system; e.g. child protection and safeguarding accounted for 28% of the studies in the map. This could be a feature of the sample but could also indicate a genuine gap in literature on transitions. Anecdotally, we found that most of the studies in the map (like published articles, inspection reports, etc.) focused on a particular service rather than transitions.

Aside from the criminal justice and social care system, papers including content on ‘multi sector’ learning were also common (more than 39% of total studies). Upon closer inspection of sub-categories, we found that studies tended to be clustered under ’whole system and coordinated approaches’ (36% of all papers). This suggests that there is an evidence base in which we can begin to draw out learnings about such approaches, though this would need to be done through literature reviews because an evidence and gap map cannot tell us what the evidence says.

However, in the ‘multi-sector’ category, co-production was significantly less populated (3% of total papers). Again, this may be a feature of the sample, however, it is possible that there is limited literature on this approach that focuses on violence or family services and is based in the UK or Ireland. This may be because very local solutions to violence in the community have only recently started to develop (e.g. this study on neighborhood Interventions (61)).

In the education category, there are very few studies in the 'curriculum and attainment' subcategory (1%). However, this can be explained as the result of the scope which deliberately did not focus on the education system.

Themes

If we look at the themes of the map, within the category of interactions with system of support, we observed more than twice the number of studies on access and engagement (both at about 48%) as compared to the navigation within or between the systems of support (22%).

Coordinated approaches was one of the most populated columns in the map (36% of all papers in the map). However, fewer than 19% of these papers extracted learning related to navigation within or between services; that is, overall, 7% of studies features content on coordinated approaches *and* extracted learning related. One explanation for this is that these papers tended to describe the coordinated approach, rather than extract learning about its performance or how users experience it. This indicates that there might be a genuine gap about how to improve navigation within or between services, though an examination of the full literature list is needed to confirm.

For both practitioners' views and general commentary, more evidence exists for services related to the 'statutory and government services' as compared to the services related to the 'voluntary and private services'. Though this may simply reflect the fact that in most areas services are provided by the state rather than by other sectors.

Interaction between systems and themes

If we look at the combinations of systems and themes in this map, the most heavily populated cell is that on the 'youth justice system' (a subcategory under the systems of crime and justice) and 'practitioners working in the statutory and government services' (a subcategory under the themes of practitioner's views; n=120, 30% of the total studies in the map). This suggests that there may be a lot of learning which is relevant for/from practitioners in the youth justice system.

We found no study that is related to both 'hospital services including admissions and emergencies' (systems) as well as 'CYP's navigation within or between the systems' (themes). These studies may not have been sampled, and/or this may be because some of the available literature on hospital services and navigation could be classified as a discrete intervention, rather than a systems intervention. For example, 'Red Thread', who are a team of youth workers that provide assistance to children who are victims of violent crime by connecting them with relevant services, could be classified as a discrete intervention rather than a systems intervention and therefore do not appear in the map. This function essentially is a 'navigation' function. From the YEF's work in diversion and the YEF's Programme EGM, we are aware that there is some literature on this topic (62,63) therefore in this case we do not interpret the lack of literature relating to navigation in hospitals to be a true gap in the literature, but a reflection on the interpretation of inclusion and exclusion criteria.

In this Systems EGM we also did not find any study related to VRUs (systems) and CYP's navigation (theme). This may be attributed to the fact that both these rows and columns individually were comparatively sparsely populated.

Filters

Our observations of the filters are discussed under each filter type where we can draw some conclusions or observations. Therefore, not all filters are discussed below. However, where they are discussed, filters are presented in the order they appear in the map. Though not every filter is discussed, analysis for each of the filters can be viewed in Annex 5 and contains a summary of the number of studies under each category.

Voices of children and families

Just under half of the papers (43%) in the EGM contain primary data from children and/or their families, and the majority of these papers were rated as high or medium quality using our critical appraisal tool. Children's voices were captured in just over one third of studies, whereas families' voices were captured in a smaller proportion of studies (17%). Although children and family voices are captured in a large proportion of papers in the EGM, these filters do not quantify the extent to which children or their families' voices are central to the paper.

Types of violence

When type of violence is specified, the most common type of violence is 'maltreatment, coercive control and other violence'. This may simply be

because this a broader category than 'physical violence' or 'sexual violence'. Further unpacking this category may be necessary before any firm conclusions can be drawn. However, given that there are a number of studies for each type of violence, different types of systems responses to different types of violence could therefore be further explored.

Study type

Literature reviews feature least in the map (see Table 7), with the exception of 'other' types of studies, and SCRs (which were deliberately capped as per the saturation approach described in the methods section). Although it may be reasonable to expect a lower number of reviews compared to other types of studies, (because reviews summarise other types of studies), this represents less than 7% of the total number of studies in the map. When compared to the YEF's Programme EGM where a specific type of review (systematic reviews) represent approximately 13% of the total map, this indicates a possible gap in the literature.

Critical appraisal

Although the majority of the literature was noted to be high or medium confidence (see above) some items on the critical appraisal tool were not included in this overall rating. The majority of papers did not include either a conflict-of-interest statement (88%), or address researcher's own bias (79%). Although we took the decision to exclude these items in the overall appraisal to allow greater differentiation, encouraging this practice going forward would strengthen the overall evidence base and can improve transparency.

Learning by gender

When examining whether papers separated learning by gender, in this map we found that more than half of the studies did not specify learning any gender-specific learning (59%). This may because principles apply to all genders, because a subgroup analysis may have been inappropriate (i.e. lack of adequate sample), because it was not deemed a priority or because it was simply missed. However, this could indicate an opportunity to fill an evidence gap if researchers were to consider sub-group analysis by gender, or studies specific to different genders.

Learning about ethnicity

Similar to learning by gender, a very low count (n=15, 4%) was noted for studies focusing on children from ethnic minority backgrounds (see Annex 5). To note, unlike analysis by gender above, learning about ethnicity was only included if the majority of the sample included children and/or families from an ethnic minority community. This is because during piloting a number of studies did examine learnings for children and families from subgroups but the studies were unable to draw any conclusion about these subgroups, or where an initial conclusion was drawn, the sample size was extremely low which questioned its validity. Further analysis about whether other studies which did not focus on children from ethnic minority backgrounds, but where conclusions may be valid because of large sample size (e.g. national surveys), may be helpful. However, even with this consideration, it is likely that this is an evidence gap in the systems literature,

especially when considering that a similar gap was also found in the YEF Programmes EGM (64).

Learning about children with other specific characteristics

In terms of learning about different experiences of children with other specific characteristics, more than half of the total studies in the Systems EGM contains learning about children who have entered the criminal justice system (Annex 5). This is perhaps unsurprising as the scope of the map is centered on violence but does suggest there might be useful learning that how systems work for children who have already entered the criminal justice system. However, the map itself is not able to extract what those learning could be because a map cannot tell us what the evidence says - only where it exists and what types of studies there are. Nevertheless, users can begin to draw some conclusions by reading underlying studies within the map.

Similarly, almost half the papers also feature learning about children at risk of exploitation. In contrast, interventions on 'gangs and criminal networks' and 'child exploitation' interventions were notable gaps identified in the YEF's Programmes EGM (65). This suggests that while research has been conducted for this group of children, this may have not necessarily translated into interventions. However, more clarity about what the learning is and what further learning would be helpful can be drawn out through literature reviews, which are also contained within the map.

On the other hand, there were fewer studies containing learning for looked after children as compared to other subcategories of this filter. Although papers with learning about looked after children represent about 15% of total

papers in the map, considering that the map is skewed in favour of the social care sector and that looked after children are overrepresented in the criminal justice service (9), this percentage could still be considered low.

Equally, learning for 'disadvantaged' children was surprisingly sparse considering the term is often used to describe a broad range of characteristics (66) and was broadly defined in this work (Annex 4). This may have been a chance occurrence within the sample of 400 or could reflect the fact that systems studies with learning about 'disadvantaged children' do not tend to comment directly on violence and therefore would have been unlikely to meet the criteria for this map.

Learning about professionals

Finally, in terms of learning about types of professionals (either from their own experience or relevant for them) most of the papers feature learning for 'youth offending workers and custody professionals' and 'social care workers' (Annex 5). This again is likely a reflection of our scope which was skewed towards violence and family services. As with other categories above, what the learning is cannot be determined by the map, though users are able to read a number of literature reviews that are included in the map.

Most common authors in the map

For this analysis we considered an author as a "common author" if there were three or more studies from the same author (as a first author) included in this map. Though we identified common authors by looking at first author

names, we also reported additional studies (if any) by the same author as a co-author.

Stephen Case: The most common author in this map is Stephen Case with seven studies (67–73). Studies by Case focus on youth offending, preventive approaches and he has published a number of papers using data from Wales (e.g.68,71). One study by Case critically examines the evidence bases of the different versions of positive youth justice developed in England and Wales (Children First, Offenders Second) and the USA (Positive Youth Justice Model)(73). Another study by Case discussed the evidence-base underpinning a 'Child First' approach, which has been adopted by the Youth Justice System in England and Wales (69). A further study on 'Child First' evaluates the implementation of 'Child First' principles in England and Wales (72). Finally Case has written a book, *Youth Justice: a critical introduction*, which is included in this map and contains learning about youth justice, including more specifically the youth violence systems in England and Wales (70).

Nicky Stanley: The second most common author is Nicky Stanley with five studies in this map (74-78). Stanley has published on a range of topics related to child protection and safeguarding including mental health of looked after children and domestic violence. He examines mental health problems in looked after children, and the service response to those needs, in two English local authorities. He has found that severe mental health problems in looked after children tend to be associated with disruption to care placement and among other difficulties (75). Another study explores

risk assessment and management in relation to children and families experiencing domestic violence; in particular, the communication and collaboration between child protection services, the police and independent domestic violence services (76).

Lesley McAra: The map includes four studies by Lesley McAra. McAra's work focused on youth crime and justice system and all four studies were based on findings from the Edinburgh Study of Youth Transitions and Crime (79 - 82). McAra explores children's experience of policing, drawing on findings from the Edinburgh Study of Youth Transitions and Crime (82). McAra argues that certain categories of young people can be treated unfairly by the police. She further states that there are unfair distinctions made by police that result in different treatments received by children depending on their socio-economic status (82). In another similar study, McAra challenges the evidence-base that is often used to justify the evolving models of youth justice across the UK (in Scotland, England and Wales) (79). This article suggest the system should address some key facts about youth crime in order to deliver justice in youth justice system (79). In another study McAra assessed the effectiveness of the Scottish model of youth justice in which she emphasized the value of minimum intervention and maximum diversion to avoid labelling of young people (81). There was one further study using the Edinburgh Study cohort which explored the factors leading to offending, to see the difference between male and female offending and to come up with new theories which explain offending behaviours (80).

Kevin Haines: We found three studies by Kevin Haines, which all had Stephen Case (most common author of the map) as a co-author (83–85). One of these studies focused on approaches which aim to prevent youth offending in Swansea schools (85). This article discusses the role of "promoting prevention" in preventing youth offending. Promoting Prevention is multi-agency partnership in Swansea that involves both the statutory and voluntary sectors (85). Another article by Haines analysed Youth Justice Board reconviction data and concluded the 'Children-First' model was promising practice for reducing reconviction rates in young people who have offended, compared to the 'Scaled Approach' in pilot areas (83). This article also reports that practice was not consistent across different Youth Offending Teams (83). Another article by Haines discusses the development of the Swansea Bureau. This article highlights a reduction in the numbers of young people entering into the Youth Justice System for the first time and a reduction in reconvictions as positive outcomes of the model and explains how the model achieves this (84).

Monica Barry: There are three studies by Monica Barry (86–88) in the map, which all concern youth offending, desistance and criminal justice system in Scotland. All three studies are published as journal articles. In her studies, Barry emphasizes involvement of young offenders, to seek their advice on why young people desist from crime or what constitutes effective criminal justice policy. She also concludes that rather than just focusing on the containment and behaviour modification of young offenders, government policies should focus on desistance as a crime-control policy.

Sean Creaney: We found three studies by Sean Creaney (89-91). Creaney emphasizes the importance and benefits of participation for young offenders. One paper argues that if young people are given a voice and provided with the opportunity to influence how a service is implemented it is more probable that the child will be 'rehabilitated'. Furthermore, participation has many benefits for the individual child as it not only increases the levels of engagement and compliance with a particular form of intervention or programme, but by being involved in the process, the child's self-esteem increases, making 'motivation to change' more likely (89). In another study Creaney examines young people's experiences of youth justice supervision with particular reference to the efficacy of participatory practices (91). And in the third paper, Creaney critically explored the benefits, limitations and challenges of using young offenders as peer mentors (90).

Maria Livanou: We found three studies by Maria Livanou. Livanou's work focuses on transitioning from child and adolescent to adult services across England and Wales (92-94). One of the papers reports that young people who have offended experience a range of difficulties in transitioning from forensic child and adolescent mental health services in England and Wales (94). Another paper by Livanou examines characteristics and pathways of young people in forensic medium secure services discharged to adult services (93). Finally, Livanou examined the experiences and outcomes of young people transitioning between adolescent medium secure services to adult or community settings, with findings suggesting that ongoing

participation in the transition process is appreciated by young people and their carers (92).

Most common authors among Serious Case Reviews:

Charlie Spencer: Out of 26 Serious Case Reviews included in this map, three were written by Charlie Spencer, either alone or with a team (95–97). Two of these SCRs are for the Croydon Safeguarding Children Board and one for the City and Hackney Safeguarding Children Partnership during 2019-2020. All three reviews were violence-based SCRs involving cases of fatal stabbing, drug ingestion and road accidents. Spencer highlighted the need for a holistic approach to the child and family complemented by an integrated multi-agency response in these reviews.

Inspection Reports:

We found area specific inspection reports as a useful source of information related to the youth justice system in England and Wales. These inspection reports are led by HM Inspectors, supported by a team of inspectors and colleagues from across the Inspectorate.

Mike Lane: Three of such area specific inspection reports were led by HM Inspector Mike Lane, supported by a team of inspectors and colleagues from across the Inspectorate (16, 98, 99). These reports were based on inspections carried out at the Cardiff, Brighton and Hove, and Kirklees youth offending service (YOS) programme during 2020-21. The inspections rated Cardiff YOS as 'Inadequate', Brighton and Hove YOS as "outstanding" and Kirklees YJS was rated as 'Requires improvement'.

Conclusions

The Systems EGM is the largest repository of literature that examines different types of evidence on systems in the UK and Ireland that may affect youth violence. This is an important development as it will make this evidence more accessible and will enable policy makers, policy analysts, researchers, and commissions to make better use of the available evidence.

A first conclusion we can draw is that there is a sizeable body of literature on systems approaches and interventions to prevent the involvement of children and young people in serious violence.

We have been able to gain the following insights from the map by coding all included studies. Although the conclusions we can draw from the map may be limited because it contains only a sample (400) of the eligible literature (1,125), what it does suggest is that:

- **We can have confidence in the majority of study findings, though recognition of researcher's own bias was not consistently acknowledged within studies in the map**. A total of 78% studies were rated as high/medium on the critical appraisal tool. However, this was once we had removed items related to researcher's own experiences and conflict of interest statements from the overall rating. These were absent in more than 78% of the literature. Although we felt that including these items in the overall critical appraisal rating would reduce the insights gained from critically appraising studies, we do think that they are important for improving our confidence in the overall literature.

- **The majority of papers featured content on the 'crime and justice system' (61%), social care system (42%) and multi-sector insights (39%).** This is likely a reflection of the scope of the map, which aimed to find studies linked to violence prevention, including more general offending and familial support services as support targeted toward those at risk of involvement in violence. The effects of the scope are also reflected in the types of professionals referenced in the literature we mapped; more than 50% of papers have learning relevant for 'youth offending workers and custody professionals' and 'social care workers'.

The Systems EGM also found some possible gaps in the research evidence:

- In general, we found **few literature reviews (just 7% of total papers),** suggesting that not much work has been undertaken to summarise the existing literature.
- Only 3% of the total papers in the map **were dedicated to co-production**. Of these studies only one was a high or medium quality evaluation and none were high or medium quality reviews. This suggests a gap in our knowledge about co-production approaches to reducing young people's involvement in violence.
- **Very few papers discussed Violence Reduction Units (VRUs) (just 1%),** which may suggest a gap in the literature about the role of VRUs. This is in contrast to youth offending teams which were featured in about a quarter of all papers. This may be partly because VRUs were set up in 2019 in England and Wales and 2005 in Scotland, whereas

youth offending teams have been established for longer. Despite this, the map does highlight an evidence gap is still an area that further evidence can usefully contribute.

- **Few studies broke down their findings by gender or race.** Most of the studies (59%) did not analyse by demographics and less than 4% of the total papers included children who were recorded as being from ethnic minority backgrounds. This may point to a gap in the literature which could be filled by more papers including some analysis of how children's experiences might be affected by characteristics like race or gender.
- Compared to the themes of access to and engagement with systems of support (which both featured in approximately 48% of the papers), **few papers included an investigation of the way young people and their families navigated through different systems (23%).**
- Most of these studies were based on professional views of systems of support (58%) and document reviews (44%). Many of the studies do include data about children and young people (36%) and their families (17%), however, it is unclear to what extent this was a focus of each individual paper.

Aside from the map itself, a separate list of all the studies which were found as eligible for this review (including those studies also which were not included in the map) is available here. This can also be used by researchers to help them locate relevant studies more easily compared to searching different databases.

Differences between protocol and review

There are no changes from protocol to final review.

Annex 1 - Definition of SCR codes, with examples of coded SCRs

Neglect

Child neglect may be defined as "the persistent failure by the parents to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development" (100).

It may also occur when children are unintentionally harmed by parents or caregivers due to their ignorance or behaviour. Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

Example - Frankie: serious case review.

Death of a 3-year-old boy in July 2016. Frankie was a hospital inpatient for life threatening asthma leading up to his death and died within 24 hours of discharge. Frankie was seen at home twice post birth but was not immunised and did not attend the two-year developmental check. Frankie had twelve hospital admissions associated with severe asthma from the age of 20-months, until his death. Parents were reluctant to fully comply with medical advice and prescribed medication for Frankie; they feared steroids

and declined or reduced numerous medications over various hospital admissions.

Abuse

Abuse may be defined as "somebody may abuse … a child by inflicting harm […]. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others."(100).

Example - Serious case review: Child V

Concerns that an infant was seriously harmed due to fabricated or induced illness (FII) in 2017. Child V was admitted to hospital for observation. On the day of admission Mother was observed to physically abuse Child V, following which Child V became looked after by the local authority.

Sexual abuse

Child sexual abuse may be defined as the "forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening" (36).

Example - Report of the serious case review regarding Child D

Grooming and sexual abuse of an adolescent girl over many years. The abuser was sentenced to 26 years in prison, made subject of a lifetime Sexual Harm Prevention Order and will be on the sex offenders register for life.

Substance Abuse

Substance Abuse may be defined as “the continued misuse of any psychoactive substance that is harmful or hazardous to a person’s wellbeing health, social situation and responsibilities” (101).

Example: Concise child practice review report: CYSUR 2/2017

Death of a 15-year-old child. A police investigation into the young person's death leading to a medical cause of death being recorded as MDMA toxicity and the coroner concluding a verdict of 'misadventure'.

Violence

We define violence to mean ‘interpersonal harm’, including a range of ‘aggressive’ acts (e.g. from verbal abuse to serious assaults). This definition is adapted from similar definitions (102, 103).

Example - Frankie: serious case review

Death of a 15-year-old boy in the summer of 2018. Frankie was fatally stabbed when attacked by a group of adolescent males in London.

Crime

Crime may be defined as “an offence which goes beyond the personal and into the public sphere, breaking prohibitory rules or laws, to which legitimate punishments or sanctions are attached, and which requires the intervention of a public authority” (104).

Example: Serious case review summary: Child Y

Death of an adolescent boy due to a fatal stabbing. Child Y's murder believed to be linked to a feud between local gangs. He had several

managed school moves, including one to a Pupil Referral Unit. Moved in with aunt after physical punishment by father; Children's Services involved, and Interim Supervision Order made. Victim of a stabbing and admitted to hospital. Allocated support worker from Safer London Gang Exit Service (SLGE).

Annex 2 - Search strategies used for database searches

1. **Social Policy and Practice (Ovid) <202110> - Searched 24th December 2021**

1 (violen* or ((knife or weapon* or "sharp object*") adj3 (carrying or crime*)) or maltreat* or ill-treat* or "ill treat*" or offend* or aggress* or exploit* or gang or "drug* lines" or "county line*").ti,ab,de. (29642)

2 (child* or schoolchild* or youth* or adolescen* or teen* or juvenile* or "young people" or "young person*" or famil* or parent* or perpetrator* or abuser* or victim*).ti,ab,de. (142501)

3 (england or britain or uk or "united kingdom" or wales or cymru or scotland or ireland or ulster or eire).ti,ab,de,cp. (172857)

4 (belfast or london or edinburgh or cardiff or birmingham or manchester or liverpool or bristol or leeds or exeter or plymouth or glasgow or leicester or newcastle or norwich or nottingham or southampton or portsmouth or sheffield or stoke-on-trent or swansea or wolverhampton or bradford or (york not "new york") or salford or oxford or cambridge or londonderry or derry or dundee or coventry or croydon or "tower hamlets" or hackney or haringey or newham or doncaster or enfield or southwark or brent or lambeth or sandwell or middlesbrough or knowsley or kingston or hull or norfolk or suffolk or barking or dagenham or cumbria or kirklees or lewisham or "blaenau gwent" or islington or tyneside or walsall or hartlepool or blackpool or burnley or blackburn or darwen or aberdeen or brighton or cork or dublin or limerick or galway or waterford or mayo or donegal or fingal or leinster or kildare or meath or munster or wexford or kerry or wicklow or louth or clare).ti,ab,de. (37543)

5 ("west midlands" or yorkshire or hampshire or tyneside or bournemouth or poole or merseyside or teeside or sunderland or "medway town*" or "tees valley" or "east midlands" or "east anglia").ti,ab,de. (4701)

6 3 or 4 or 5 (183190)

7 ((education* or school*) adj3 (attend* or exclusion* or exclud* or suspen* or behavi* or need* or wellbeing or "well being" or "mental health" or curricul* or attain* or achiev* or safeguard* or "safe guard*" or "alternative provision" or "pupil* referral" or training or welfare)).ti,ab,de. (17742)

8 (health or (child* adj3 (protect* or safeguard* or "safe guard*" or (keep* adj2 safe))) or hospital* or "sharp object injury" or "acute trauma" or "accident and emergency" or "A & E" or ((drug* or substance* or alcohol) adj2 ("use" or abuse or misuse))).ti,ab,de. (110519)

9 ("social care" or (child* adj3 (protect* or safeguard* or "safe guard*" or "look* after" or "early help" or "family help" or "family rights" or "in need" or "social worker*" or (keep* adj2 safe))) or (transition* adj3 manag*) or ((foster* or residential) adj (care or home* or accommodation))).ti,ab,de. (46727)

10 (family or families or housing or employment or (job* adj2 seek*) or (child* adj3 (benefit or benefits or grant or grants or maintenance or welfare or support*) adj2 service*) or "free school meal*" or "universal credit" or "employment and support allowance*" or "personal independence pay" or ((council or social) adj2 hous*) or "housing association*").ti,ab,de. (115808)

11 (crime or "secure state" or justice or custod* or sentences or sentencing or convict* or (arrest* adj4 (court or courts or process*)) or ((police or policing) adj4 (communit* or neighbourhood* or local)) or (violence adj4 (reduc* or prevent*)) or "youth offending team*" or "stop and search" or "hot spot*" or "secure estate" or "secure accommodation" or

((community or mandatory or behavio*) adj2 order*) or "system wide" or ((victim* or famil*) adj3 support*) or ((crim* or offend*) adj3 "at risk")).ti,ab,de. (28849)

12 ((communit* or youth or local or neighbourhood*) adj3 (service* or initiative*)).ti,ab,de. (17476)

13 (((system* or coordinated or co-ordinated or multi-system* or multisystem* or multi-sector* or multisector* or multi-agenc* or multiagenc* or "joined up" or integrated) adj3 approach*) or coproduction or co-production or ((data or information or intelligence) adj3 (share* or co-share* or sharing or co-sharing))).ti,ab,de. (5593)

14 (((health or social or welfare or "law enforcement" or custod* or police or magistate* or judges or judicial or ((communit* or local) adj3 (volunt* or sector*)) or education* or teaching) adj3 (practitioner* or worker* or profession* or officer*)) or teacher*).ti,ab,de. (33717)

15 or/7-14 (243904)

16 (((social or youth or education* or health) adj3 (practitioner* or worker* or professional*)) or teacher*).ti,ab,de. (31657)

17 1 and 2 and 6 and 15 (7282)

18 limit 17 to yr="2000 -Current" (6548)

19 1 and 2 and 6 and 16 (827)

20 limit 19 to yr="2000 -Current" (780)

21 18 or 20 (**6557**)

2. **Ovid MEDLINE(R) and Epub Ahead of Print, In-Process, In-Data-Review & Other Non-Indexed Citations and Daily <1946 to December 23, 2021> - Searched 24th December 2021**

1 (violen* or ((knife or weapon* or "sharp object*") adj3 (carrying or crime*)) or maltreat* or ill-treat* or "ill treat*" or offend* or aggress* or exploit* or gang or "drug* lines" or "county line*").ti,ab,kw. (455153)

2 violence/ or domestic violence/ or child abuse/ or child abuse, sexual/ or intimate partner violence/ or spouse abuse/ or physical abuse/ or exposure to violence/ or aggression/ or agonistic behavior/ or adverse childhood experiences/ or bullying/ or cyberbullying/ or gender-based violence/ or crime victims/ (120407)

3 1 or 2 (509166)

4 (child* or schoolchild* or youth* or adolescen* or teen* or juvenile* or "young people" or "young person*" or famil* or parent* or perpetrator* or abuser* or victim*).ti,ab,kw. (3096370)

5 adolescent/ or child/ or family/ or family conflict/ or parents/ or fathers/ or mothers/ or single parent/ (3101720)

6 4 or 5 (4871636)

7 (england or britain or uk or "united kingdom" or wales or cymru or scotland or ireland or ulster or eire).ti,ab,kw. (259365)

8 (belfast or london or edinburgh or cardiff or birmingham or manchester or liverpool or bristol or leeds or exeter or plymouth or glasgow or leicester or newcastle or norwich or nottingham or southampton or portsmouth or sheffield or stoke-on-trent or swansea or wolverhampton or bradford or (york not "new york") or salford or oxford or cambridge or londonderry or derry or dundee or coventry or croydon or "tower hamlets" or hackney or haringey or newham or doncaster or enfield or southwark or brent or lambeth or sandwell or middlesbrough or knowsley or kingston or hull or norfolk or suffolk or barking or dagenham or cumbria or kirklees or lewisham or "blaenau gwent" or islington or tyneside or walsall or hartlepool or blackpool or burnley or blackburn or darwen or aberdeen or

brighton or cork or dublin or limerick or galway or waterford or mayo or donegal or fingal or leinster or kildare or meath or munster or wexford or kerry or wicklow or louth or clare).ti,ab,kw. (179788)

9 ("west midlands" or yorkshire or hampshire or tyneside or bournemouth or poole or merseyside or teeside or sunderland or "medway town*" or "tees valley" or "east midlands" or "east anglia").ti,ab,kw. (11847)

10 united kingdom/ or exp channel islands/ or england/ or london/ or northern ireland/ or scotland/ or hebrides/ or wales/ or ireland/ (397966)

11 or/7-10 (660461)

12 ((education* or school*) adj3 (attend* or exclusion* or exclud* or suspen* or behavi* or need* or wellbeing or "well being" or "mental health" or curricul* or attain* or achiev* or safeguard* or "safe guard*" or "alternative provision" or "pupil* referral" or training or welfare)).ti,ab,kw. (101577)

13 (health or (child* adj3 (protect* or safeguard* or "safe guard*" or (keep* adj2 safe))) or hospital* or "sharp object injury" or "acute trauma" or "accident and emergency" or "A & E" or ((drug* or substance* or alcohol) adj2 ("use" or abuse or misuse))).ti,ab,kw. (3477685)

14 ("social care" or (child* adj3 (protect* or safeguard* or "safe guard*" or "look* after" or "early help" or "family help" or "family rights" or "in need" or "social worker*" or (keep* adj2 safe))) or (transition* adj3 manag*) or ((foster* or residential) adj (care or home* or accommodation))).ti,ab,kw. (27489)

15 (family or families or housing or employment or (job* adj2 seek*) or (child* adj3 (benefit or benefits or grant or grants or maintenance or welfare or support*) adj2 service*) or "free school meal*" or "universal credit" or "employment and support allowance*" or "personal

independence pay" or ((council or social) adj2 hous*) or "housing association*").ti,ab,kw. (1113665)

16 (crime or "secure state" or justice or custod* or sentences or sentencing or convict* or (arrest* adj4 (court or courts or process*)) or ((police or policing) adj4 (communit* or neighbourhood* or local)) or (violence adj4 (reduc* or prevent*)) or "youth offending team*" or "stop and search" or "hot spot*" or "secure estate" or "secure accommodation" or ((community or mandatory or behavio*) adj2 order*) or "system wide" or ((victim* or famil*) adj3 support*) or ((crim* or offend*) adj3 "at risk")).ti,ab,kw. (111552)

17 ((communit* or youth or local or neighbourhood*) adj3 (service* or initiative*)).ti,ab,kw. (28773)

18 (((system* or coordinated or co-ordinated or multi-system* or multisystem* or multi-sector* or multisector* or multi-agenc* or multiagenc* or "joined up" or integrated) adj3 approach*) or coproduction or co-production or ((data or information or intelligence) adj3 (share* or co-share* or sharing or co-sharing))).ti,ab,kw. (80812)

19 (((health or social or welfare or "law enforcement" or custod* or police or magistate* or judges or judicial or ((communit* or local) adj3 (volunt* or sector*)) or education* or teaching) adj3 (practitioner* or worker* or profession* or officer*)) or teacher*).ti,ab,kw. (232033)

20 (((social or youth or education* or health) adj3 (practitioner* or worker* or professional*)) or teacher*).ti,ab,kw. (217921)

21 absenteeism/ or schools/ or mental health/ or social welfare/ or child welfare/ or child advocacy/ or child custody/ or foster home care/ or child protective services/ or foster home care/ or child, foster/ or human rights/ or child advocacy/ or social support/ (225399)

22 substance-related disorders/ or alcohol-related disorders/ or inhalant abuse/ or narcotic-related disorders/ or substance abuse, intravenous/ or substance abuse, oral/ or "wounds and injuries"/ or battered child syndrome/ or wounds, stab/ (205301)

23 health personnel/ or allied health personnel/ or caregivers/ or medical staff/ or nurses/ or nurse practitioners/ or family nurse practitioners/ or pediatric nurse practitioners/ or nurses, community health/ or general practitioners/ or pediatricians/ or physicians, family/ or physicians, primary care/ or lawyers/ or school teachers/ or police/ or social workers/ (211684)

24 social justice/ or judicial role/ or mandatory reporting/ or law enforcement/ or social control policies/ or juvenile delinquency/ or underage drinking/ (34420)

25 or/12-24 (4843058)

26 3 and 6 and 11 and 25 (4099)

27 limit 26 to yr="2000 -Current" (**3273**)

3. Scopus – Searched 24th December 2021

(TITLE-ABS-KEY (violen* OR ((knife OR weapon* OR "sharp object*") W/3 (carrying OR crime*)) OR maltreat* OR ill-treat* OR "ill treat*" OR offend* OR aggress* OR exploit* OR gang OR "drug* lines" OR "county line*")) AND (TITLE-ABS-KEY (child* OR schoolchild* OR youth* OR adolescen* OR teen* OR juvenile* OR "young people" OR "young person*" OR famil* OR parent* OR perpetrator* OR abuser* OR victim*)) AND ((TITLE-ABS-KEY (england OR britain OR uk OR "united kingdom" OR wales OR cymru OR scotland OR ireland OR ulster OR eire)) OR (TITLE-ABS-KEY (belfast OR london OR edinburgh OR cardiff OR birmingham OR manchester OR liverpool OR bristol OR leeds OR

exeter OR plymouth OR glasgow OR leicester OR newcastle OR norwich OR nottingham OR southampton OR portsmouth OR sheffield OR stoke-on-trent OR swansea OR wolverhampton OR bradford OR (york AND not "new york") OR salford OR oxford OR cambridge OR londonderry OR derry OR dundee OR coventry OR croydon OR "tower hamlets" OR hackney OR haringey OR newham OR doncaster OR enfield OR southwark OR brent OR lambeth OR sandwell OR middlesbrough OR knowsley OR kingston OR hull OR norfolk OR suffolk OR barking OR dagenham OR cumbria OR kirklees OR lewisham OR "blaenau gwent" OR islington OR tyneside OR walsall OR hartlepool OR blackpool OR burnley OR blackburn OR darwen OR aberdeen OR brighton OR cork OR dublin OR limerick OR galway OR waterford OR mayo OR donegal OR fingal OR leinster OR kildare OR meath OR munster OR wexford OR kerry OR wicklow OR louth OR clare)) OR (TITLE-ABS-KEY ("west midlands" OR yorkshire OR hampshire OR tyneside OR bournemouth OR poole OR merseyside OR teeside OR sunderland OR "medway town*" OR "tees valley" OR "east midlands" OR "east anglia"))) AND ((TITLE-ABS-KEY ((education* OR school*) W/3 (attend* OR exclusion* OR exclud* OR suspen* OR behavi* OR need* OR wellbeing OR "well being" OR "mental health" OR curricul* OR attain* OR achiev* OR safeguard* OR "safe guard*" OR "alternative provision" OR "pupil* referral" OR training OR welfare))) OR (TITLE-ABS-KEY (health OR (child* W/3 (protect* OR safeguard* OR "safe guard*" OR (keep* W/2 safe))) OR hospital* OR "sharp object injury" OR "acute trauma" OR "accident and emergency" OR "A & E" OR ((drug* OR substance* OR alcohol) W/2 ("use" OR abuse OR misuse)))) OR (TITLE-ABS-KEY ("social care" OR (child* W/3 (protect* OR safeguard* OR "safe guard*" OR "look* after" OR "early help" OR "family help" OR "family rights" OR "in need" OR "social worker*" OR (keep* W/2 safe))) OR (transition* W/3 manag*) OR ((foster* OR residential) W/1 (care OR home* OR accommodation)))) OR (TITLE-ABS-KEY (family OR families OR

housing OR employment OR (job* W/2 seek*) OR (child* W/3 (benefit OR benefits OR grant OR grants OR maintenance OR welfare OR support*) W/2 service*) OR "free school meal*" OR "universal credit" OR "employment and support allowance*" OR "personal independence pay" OR ((council OR social) W/2 hous*) OR "housing association*")) OR (TITLE-ABS-KEY (crime OR "secure state" OR justice OR custod* OR sentences OR sentencing OR convict* OR (arrest* W/4 (court OR courts OR process*)) OR ((police OR policing) W/4 (communit* OR neighbourhood* OR local)) OR (violence W/4 (reduc* OR prevent*)) OR "youth offending team*" OR "stop and search" OR "hot spot*" OR "secure estate" OR "secure accommodation" OR ((community OR mandatory OR behavio*) W/2 order*) OR "system wide" OR ((victim* OR famil*) W/3 support*) OR ((crim* OR offend*) W/3 "at risk"))) OR (TITLE-ABS-KEY ((communit* OR youth OR local OR neighbourhood*) W/3 (service* OR initiative*))) OR (TITLE-ABS-KEY (((system* OR coordinated OR co-ordinated OR multi-system* OR multisystem* OR multi-sector* OR multisector* OR multi-agenc* OR multiagenc* OR "joined up" OR integrated) W/3 approach*) OR coproduction OR co-production OR ((data OR information OR intelligence) W/3 (share* OR co-share* OR sharing OR co-sharing)))) OR (TITLE-ABS-KEY (health OR social OR welfare OR "law enforcement" OR custod* OR police OR magistate* OR judges OR judicial OR ((communit* OR local) W/3 (volunt* OR sector*)) OR ((education* OR teaching OR school*) W/3 (practitioner* OR worker* OR profession* OR officer* OR teacher*)))) OR (TITLE-ABS-KEY (((social OR youth OR education* OR health) W/3 (practitioner* OR worker* OR professional*)) OR teacher*))) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017) OR LIMIT-TO (PUBYEAR , 2016) OR LIMIT-TO (PUBYEAR , 2015) OR LIMIT-TO (PUBYEAR , 2014) OR LIMIT-TO (PUBYEAR , 2013) OR

LIMIT-TO (PUBYEAR , 2012) OR LIMIT-TO (PUBYEAR , 2011) OR LIMIT-TO (PUBYEAR , 2010) OR LIMIT-TO (PUBYEAR , 2009) OR LIMIT-TO (PUBYEAR , 2008) OR LIMIT-TO (PUBYEAR , 2007) OR LIMIT-TO (PUBYEAR , 2006) OR LIMIT-TO (PUBYEAR , 2005) OR LIMIT-TO (PUBYEAR , 2004) OR LIMIT-TO (PUBYEAR , 2003) OR LIMIT-TO (PUBYEAR , 2002) OR LIMIT-TO (PUBYEAR , 2001) OR LIMIT-TO (PUBYEAR , 2000))

9,785 document results

4. **APA PsycInfo (Ovid) <1806 to December Week 3 2021> Searched 24th December 2021**

1 (violen* or ((knife or weapon* or "sharp object*") adj3 (carrying or crime*)) or maltreat* or ill-treat* or "ill treat*" or offend* or aggress* or exploit* or gang or "drug* lines" or "county line*").ti,ab. (228159)

2 exp Virtual Violence/ or exp Violence/ or exp Exposure to Violence/ or exp School Violence/ or exp Intimate Partner Violence/ or exp Domestic Violence/ or injuries/ or battered child syndrome/ or exp Dating Violence/ or exp Violence Prevention/ or exp Aggressive Behavior/ or exp Aggressiveness/ or exp Physical Abuse/ or exp Verbal Abuse/ or exp Sexual Abuse/ or harassment/ or sexual harassment/ or bullying/ or cyberbullying/ or school violence/ or victimization/ or exp Crime Victims/ or exp Childhood Adversity/ or exp child abuse/ or child abuse reporting/ (234648)

3 1 or 2 (355131)

4 (child* or schoolchild* or youth* or adolescen* or teen* or juvenile* or "young people" or "young person*" or famil* or parent* or perpetrator* or abuser* or victim*).ti,ab. (1297667)

5 (england or britain or uk or "united kingdom" or wales or cymru or scotland or ireland or ulster or eire).ti,ab. (85632)

6 (belfast or london or edinburgh or cardiff or birmingham or manchester or liverpool or bristol or leeds or exeter or plymouth or glasgow or leicester or newcastle or norwich or nottingham or southampton or portsmouth or sheffield or stoke-on-trent or swansea or wolverhampton or bradford or (york not "new york") or salford or oxford or cambridge or londonderry or derry or dundee or coventry or croydon or "tower hamlets" or hackney or haringey or newham or doncaster or enfield or southwark or brent or lambeth or sandwell or middlesbrough or knowsley or kingston or hull or norfolk or suffolk or barking or dagenham or cumbria or kirklees or lewisham or "blaenau gwent" or islington or tyneside or walsall or hartlepool or blackpool or burnley or blackburn or darwen or aberdeen or brighton or cork or dublin or limerick or galway or waterford or mayo or donegal or fingal or leinster or kildare or meath or munster or wexford or kerry or wicklow or louth or clare).ti,ab. (39388)

7 ("west midlands" or yorkshire or hampshire or tyneside or bournemouth or poole or merseyside or teeside or sunderland or "medway town*" or "tees valley" or "east midlands" or "east anglia").ti,ab. (2001)

8 or/5-7 (118047)

9 ((education* or school*) adj3 (attend* or exclusion* or exclud* or suspen* or behavi* or need* or wellbeing or "well being" or "mental health" or curricul* or attain* or achiev* or safeguard* or "safe guard*" or "alternative provision" or "pupil* referral" or training or welfare)).ti,ab. (105235)

10 (health or (child* adj3 (protect* or safeguard* or "safe guard*" or (keep* adj2 safe))) or hospital* or "sharp object injury" or "acute trauma" or "accident and emergency" or "A & E" or ((drug* or substance* or alcohol) adj2 ("use" or abuse or misuse))).ti,ab. (838427)

11 ("social care" or (child* adj3 (protect* or safeguard* or "safe guard*" or "look* after" or "early help" or "family help" or "family rights" or "in need" or

"social worker*" or (keep* adj2 safe))) or (transition* adj3 manag*) or ((foster* or residential) adj (care or home* or accommodation))).ti,ab. (27977)

12 (family or families or housing or employment or (job* adj2 seek*) or (child* adj3 (benefit or benefits or grant or grants or maintenance or welfare or support*) adj2 service*) or "free school meal*" or "universal credit" or "employment and support allowance*" or "personal independence pay" or ((council or social) adj2 hous*) or "housing association*").ti,ab. (452738)

13 (crime or "secure state" or justice or custod* or sentences or sentencing or convict* or (arrest* adj4 (court or courts or process*)) or ((police or policing) adj4 (communit* or neighbourhood* or local)) or (violence adj4 (reduc* or prevent*)) or "youth offending team*" or "stop and search" or "hot spot*" or "secure estate" or "secure accommodation" or ((community or mandatory or behavio*) adj2 order*) or "system wide" or ((victim* or famil*) adj3 support*) or ((crim* or offend*) adj3 "at risk")).ti,ab. (148354)

14 ((communit* or youth or local or neighbourhood*) adj3 (service* or initiative*)).ti,ab. (20655)

15 (((system* or coordinated or co-ordinated or multi-system* or multisystem* or multi-sector* or multisector* or multi-agenc* or multiagenc* or "joined up" or integrated) adj3 approach*) or coproduction or co-production or ((data or information or intelligence) adj3 (share* or co-share* or sharing or co-sharing))).ti,ab. (29808)

16 (((health or social or welfare or "law enforcement" or custod* or police or magistate* or judges or judicial or ((communit* or local) adj3 (volunt* or sector*)) or education* or teaching) adj3 (practitioner* or worker* or profession* or officer*)) or teacher*).ti,ab. (306412)

17 (((social or youth or education* or health) adj3 (practitioner* or worker* or professional*)) or teacher*).ti,ab. (292973)

18 exp school attendance/ or exp school truancy/ or advocacy/ or foster care/ or social support/ or juvenile justice/ or child custody/ or joint custody/ or protective services/ or drug abuse/ or "substance abuse and addiction measures"/ or "substance use prevention"/ or allied health personnel/ or health personnel/ or home care personnel/ or teachers/ or elementary school teachers/ or high school teachers/ or junior high school teachers/ or middle school teachers/ or special education teachers/ or law enforcement personnel/ or legal personnel/ or police personnel/ or attorneys/ or exp social workers/ or medical personnel/ or dentists/ or nurses/ or physicians/ or psychiatric hospital staff/ or clinicians/ or mental health personnel/ (298099)

19 or/9-18 (1578398)

20 3 and 4 and 8 and 19 (3711)

21 limit 20 to yr="2000 -Current" (**3239**)

5. **<u>CINAHL Complete (Ebsco) – Searched 24th December 2021</u>**
6. **<u>ERIC (Ebsco) – Searched 24th December 2021 using same strategy:</u> 561**

S17 S1 AND S2 AND S6 AND S16 **Limiters - Published Date: 20000101-20211231**

3,170

S16 S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15

2,748,502

S15 TI(((social or youth or education* or health) N3 (practitioner* or worker* or professional*)) or teacher*) OR AB(((social or youth or education* or health) N3 (practitioner* or worker* or professional*)) or

teacher*) OR SU(((social or youth or education* or health) N3 (practitioner* or worker* or professional*)) or teacher*)

174,488

S14 TI(((health or social or welfare or "law enforcement" or custod* or police or magistate* or judges or judicial or ((communit* or local) N3 (volunt* or sector*)) or education* or teaching) N3 (practitioner* or worker* or profession* or officer*)) or teacher*) OR AB(((health or social or welfare or "law enforcement" or custod* or police or magistate* or judges or judicial or ((communit* or local) N3 (volunt* or sector*)) or education* or teaching) N3 (practitioner* or worker* or profession* or officer*)) or teacher*) OR SU(((health or social or welfare or "law enforcement" or custod* or police or magistate* or judges or judicial or ((communit* or local) N3 (volunt* or sector*)) or education* or teaching) N3 (practitioner* or worker* or profession* or officer*)) or teacher*)

186,558

S13 TI(((system* or coordinated or co-ordinated or multi-system* or multisystem* or multi-sector* or multisector* or multi-agenc* or multiagenc* or "joined up" or integrated) N3 approach*) or coproduction or co-production or ((data or information or intelligence) N3 (share* or co-share* or sharing or co-sharing))) OR AB(((system* or coordinated or co-ordinated or multi-system* or multisystem* or multi-sector* or multisector* or multi-agenc* or multiagenc* or "joined up" or integrated) N3 approach*) or coproduction or co-production or ((data or information or intelligence) N3 (share* or co-share* or sharing or co-sharing))) OR SU(((system* or coordinated or co-ordinated or multi-system* or multisystem* or multi-sector* or multisector* or multi-agenc* or multiagenc* or "joined up" or integrated) N3 approach*) or coproduction or co-production or ((data or information or intelligence) N3 (share* or co-share* or sharing or co-sharing)))

28,916

S12 TI((communit* or youth or local or neighbourhood*) N3 (service* or initiative*)) OR AB((communit* or youth or local or neighbourhood*) N3 (service* or initiative*)) OR SU((communit* or youth or local or neighbourhood*) N3 (service* or initiative*))

56,082

S11 TI(crime or "secure state" or justice or custod* or sentences or sentencing or convict* or (arrest* N4 (court or courts or process*)) or ((police or policing) N4 (communit* or neighbourhood* or local)) or (violence N4 (reduc* or prevent*)) or "youth offending team*" or "stop and search" or "hot spot*" or "secure estate" or "secure accommodation" or ((community or mandatory or behavio*) N2 order*) or "system wide" or ((victim* or famil*) N3 support*) or ((crim* or offend*) N3 "at risk")) OR AB(crime or "secure state" or justice or custod* or sentences or sentencing or convict* or (arrest* N4 (court or courts or process*)) or ((police or policing) N4 (communit* or neighbourhood* or local)) or (violence N4 (reduc* or prevent*)) or "youth offending team*" or "stop and search" or "hot spot*" or "secure estate" or "secure accommodation" or ((community or mandatory or behavio*) N2 order*) or "system wide" or ((victim* or famil*) N3 support*) or ((crim* or offend*) N3 "at risk") OR SU(crime or "secure state" or justice or custod* or sentences or sentencing or convict* or (arrest* N4 (court or courts or process*)) or ((police or policing) N4 (communit* or neighbourhood* or local)) or (violence N4 (reduc* or prevent*)) or "youth offending team*" or "stop and search" or "hot spot*" or "secure estate" or "secure accommodation" or ((community or mandatory or behavio*) N2 order*) or "system wide" or ((victim* or famil*) N3 support*) or ((crim* or offend*) N3 "at risk")

184,399

S10 TI(family or families or housing or employment or (job* N2 seek*) or (child* N3 (benefit or benefits or grant or grants or maintenance or welfare or support*) N2 service*) or "free school meal*" or "universal credit" or "employment and support allowance*" or "personal independence pay" or ((council or social) N2 hous*) or "housing association*") OR AB(family or families or housing or employment or (job* N2 seek*) or (child* N3 (benefit or benefits or grant or grants or maintenance or welfare or support*) N2 service*) or "free school meal*" or "universal credit" or "employment and support allowance*" or "personal independence pay" or ((council or social) N2 hous*) or "housing association*") OR SU(family or families or housing or employment or (job* N2 seek*) or (child* N3 (benefit or benefits or grant or grants or maintenance or welfare or support*) N2 service*) or "free school meal*" or "universal credit" or "employment and support allowance*" or "personal independence pay" or ((council or social) N2 hous*) or "housing association*")

443,412

S9 TI("social care" or (child* N3 (protect* or safeguard* or "safe guard*" or "look* after" or "early help" or "family help" or "family rights" or "in need" or "social worker*" or (keep* N2 safe))) or (transition* N3 manag*) or ((foster* or residential) N1 (care or home* or accommodation))) OR AB("social care" or (child* N3 (protect* or safeguard* or "safe guard*" or "look* after" or "early help" or "family help" or "family rights" or "in need" or "social worker*" or (keep* N2 safe))) or (transition* N3 manag*) or ((foster* or residential) N1 (care or home* or accommodation))) OR SU("social care" or (child* N3 (protect* or safeguard* or "safe guard*" or "look* after" or "early help" or "family help" or "family rights" or "in need" or "social worker*" or (keep* N2 safe))) or (transition* N3 manag*) or ((foster* or residential) N1 (care or home* or accommodation)))

41,802

S8 TI(health or (child* N3 (protect* or safeguard* or "safe guard*" or (keep* N2 safe))) or hospital* or "sharp object injury" or "acute trauma" or "accident and emergency" or "A & E" or ((drug* or substance* or alcohol) N2 ("use" or abuse or misuse))) OR AB(health or (child* N3 (protect* or safeguard* or "safe guard*" or (keep* N2 safe))) or hospital* or "sharp object injury" or "acute trauma" or "accident and emergency" or "A & E" or ((drug* or substance* or alcohol) N2 ("use" or abuse or misuse))) OR SU(health or (child* N3 (protect* or safeguard* or "safe guard*" or (keep* N2 safe))) or hospital* or "sharp object injury" or "acute trauma" or "accident and emergency" or "A & E" or ((drug* or substance* or alcohol) N2 ("use" or abuse or misuse)))

2,428,259

S7 TI((education* or school*) N3 (attend* or exclusion* or exclud* or suspen* or behavi* or need* or wellbeing or "well being" or "mental health" or curricul* or attain* or achiev* or safeguard* or "safe guard*" or "alternative provision" or "pupil* referral" or training or welfare)) OR AB((education* or school*) N3 (attend* or exclusion* or exclud* or suspen* or behavi* or need* or wellbeing or "well being" or "mental health" or curricul* or attain* or achiev* or safeguard* or "safe guard*" or "alternative provision" or "pupil* referral" or training or welfare)) OR SU((education* or school*) N3 (attend* or exclusion* or exclud* or suspen* or behavi* or need* or wellbeing or "well being" or "mental health" or curricul* or attain* or achiev* or safeguard* or "safe guard*" or "alternative provision" or "pupil* referral" or training or welfare))

75,436

S6 S3 OR S4 OR S5

429,782

S5 TI("west midlands" or yorkshire or hampshire or tyneside or bournemouth or poole or merseyside or teeside or sunderland or "medway

town*" or "tees valley" or "east midlands" or "east anglia") OR AB("west midlands" or yorkshire or hampshire or tyneside or bournemouth or poole or merseyside or teeside or sunderland or "medway town*" or "tees valley" or "east midlands" or "east anglia") OR SU("west midlands" or yorkshire or hampshire or tyneside or bournemouth or poole or merseyside or teeside or sunderland or "medway town*" or "tees valley" or "east midlands" or "east anglia") Limiters - Published Date: 20000101-20211231

5,941

S4 TI(belfast or london or edinburgh or cardiff or birmingham or manchester or liverpool or bristol or leeds or exeter or plymouth or glasgow or leicester or newcastle or norwich or nottingham or southampton or portsmouth or sheffield or stoke-on-trent or swansea or wolverhampton or bradford or (york not "new york") or salford or oxford or cambridge or londonderry or derry or dundee or coventry or croydon or "tower hamlets" or hackney or haringey or newham or doncaster or enfield or southwark or brent or lambeth or sandwell or middlesbrough or knowsley or kingston or hull or norfolk or suffolk or barking or dagenham or cumbria or kirklees or lewisham or "blaenau gwent" or islington or tyneside or walsall or hartlepool or blackpool or burnley or blackburn or darwen or aberdeen or brighton or cork or dublin or limerick or galway or waterford or mayo or donegal or fingal or leinster or kildare or meath or munster or wexford or kerry or wicklow or louth or clare) OR AB(belfast or london or edinburgh or cardiff or birmingham or manchester or liverpool or bristol or leeds or exeter or plymouth or glasgow or leicester or newcastle or norwich or nottingham or southampton or portsmouth or sheffield or stoke-on-trent or swansea or wolverhampton or bradford or (york not "new york") or salford or oxford or cambridge or londonderry or derry or dundee or coventry or croydon or "tower hamlets" or hackney or haringey or newham or doncaster or enfield or southwark or brent or lambeth or sandwell or middlesbrough or knowsley or kingston or hull or norfolk or suffolk or

barking or dagenham or cumbria or kirklees or lewisham or "blaenau gwent" or islington or tyneside or walsall or hartlepool or blackpool or burnley or blackburn or darwen or aberdeen or brighton or cork or dublin or limerick or galway or waterford or mayo or donegal or fingal or leinster or kildare or meath or munster or wexford or kerry or wicklow or louth or clare) OR SU(belfast or london or edinburgh or cardiff or birmingham or manchester or liverpool or bristol or leeds or exeter or plymouth or glasgow or leicester or newcastle or norwich or nottingham or southampton or portsmouth or sheffield or stoke-on-trent or swansea or wolverhampton or bradford or (york not "new york") or salford or oxford or cambridge or londonderry or derry or dundee or coventry or croydon or "tower hamlets" or hackney or haringey or newham or doncaster or enfield or southwark or brent or lambeth or sandwell or middlesbrough or knowsley or kingston or hull or norfolk or suffolk or barking or dagenham or cumbria or kirklees or lewisham or "blaenau gwent" or islington or tyneside or walsall or hartlepool or blackpool or burnley or blackburn or darwen or aberdeen or brighton or cork or dublin or limerick or galway or waterford or mayo or donegal or fingal or leinster or kildare or meath or munster or wexford or kerry or wicklow or louth or clare) Limiters - Published Date: 20000101-20211231

79,161

S3 TI(england or britain or uk or "united kingdom" or wales or cymru or scotland or ireland or ulster or eire) OR AB(england or britain or uk or "united kingdom" or wales or cymru or scotland or ireland or ulster or eire) OR SU(england or britain or uk or "united kingdom" or wales or cymru or scotland or ireland or ulster or eire) Limiters - Published Date: 20000101-20211231

379,579

S2 TI(child* or schoolchild* or youth* or adolescen* or teen* or juvenile* or "young people" or "young person*" or famil* or parent* or perpetrator* or

abuser* or victim*) OR AB(child* or schoolchild* or youth* or adolescen* or teen* or juvenile* or "young people" or "young person*" or famil* or parent* or perpetrator* or abuser* or victim*) OR SU(child* or schoolchild* or youth* or adolescen* or teen* or juvenile* or "young people" or "young person*" or famil* or parent* or perpetrator* or abuser* or victim*)

Limiters - Published Date: 20000101-20211231

1,394,377

S1 TI (violen* or ((knife or weapon* or "sharp object*") N3 (carrying or crime*)) or maltreat* or ill-treat* or "ill treat*" or offend* or aggress* or exploit* or gang or "drug* lines" or "county line*") OR AB (violen* or ((knife or weapon* or "sharp object*") N3 (carrying or crime*)) or maltreat* or ill-treat* or "ill treat*" or offend* or aggress* or exploit* or gang or "drug* lines" or "county line*") OR SU (violen* or ((knife or weapon* or "sharp object*") N3 (carrying or crime*)) or maltreat* or ill-treat* or "ill treat*" or offend* or aggress* or exploit* or gang or "drug* lines" or "county line*") Limiters - Published Date: 20000101-20211231

125,389

Annex 3 - List of grey literature sources

We searched the following websites / organisations / papers as grey literature searches for this EGM.

1. Home | Achieving for Children [Internet]. [cited 2022 Apr 12]. Available from: https://www.achievingforchildren.org.uk/

2. Mair JS, Mair M. Violence Prevention and Control Through Environmental Modifications. http://dx.doi.org/101146/annurev.publhealth24100901140826 [Internet]. 2003 Nov 28 [cited 2022 Apr 12];24:209–25. Available from: https://www.annualreviews.org/doi/abs/10.1146/annurev.publhealth.24.100901.140826

3. Cassidy T, Inglis G, Wiysonge C, Matzopoulos R. A systematic review of the effects of poverty deconcentration and urban upgrading on youth violence. Health Place [Internet]. 2014 [cited 2022 Apr 12];26:78–87. Available from: https://pubmed.ncbi.nlm.nih.gov/24412655/

4. De Vries SLA, Hoeve M, Assink M, Stams GJJM, Asscher JJ. Practitioner review: Effective ingredients of prevention programs for youth at risk of persistent juvenile delinquency--recommendations for clinical practice. J Child Psychol Psychiatry [Internet]. 2015 Feb 1 [cited 2022 Apr 12];56(2):108–21. Available from: https://pubmed.ncbi.nlm.nih.gov/25143121/

5. How we DIVERT young people away from crime and towards opportunity | London City Hall [Internet]. [cited 2022 Apr 12]. Available from: https://www.london.gov.uk/city-hall-blog/how-we-divert-young-people-away-crime-and-towards-opportunity

6. Continuation of clinically embedded youth support in Major Trauma Unit | London City Hall [Internet]. [cited 2022 Apr 12]. Available from: https://www.london.gov.uk/what-we-do/mayors-office-policing-

and-crime-mopac/governance-and-decision-making/mopac-decisions-0/continuation-clinically-embedded-youth-support-major-trauma-unit

7. Serious Violence Strategy [Internet]. Serious Violence Strategy. 2018 [cited 2022 Apr 12]. p. 1–111. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-violence-strategy.pdf

8. Fagan AA, Catalano RF. What Works in Youth Violence Prevention: A Review of the Literature. Res Soc Work Pract. 2013 Mar 1;23(2):141–56.

9. NSPCC Learning. Isolated and struggling, Social isolation and the risk of child maltreatment, in lockdown and beyond [Internet]. 2020 [cited 2022 Apr 12]. p. 132. Available from: https://learning.nspcc.org.uk/media/2246/isolated-and-struggling-social-isolation-risk-child-maltreatment-lockdown-and-beyond.pdf

10. Braga AA, Weisburd D, Turchan B. Focused deterrence strategies effects on crime: A systematic review. Campbell Syst Rev. 2019 Sep 1;15(3).

11. Braga AA, Turchan B, Papachristos A V., Hureau DM. Hot spots policing of small geographic areas effects on crime. Campbell Syst Rev. 2019 Sep 1;15(3).

12. The summary of the final report on the Intensive Supervision and Surveillance Programme BACKGROUND.

13. Florence C, Shepherd J, Brennan I, Simon TR. An economic evaluation of anonymised information sharing in a partnership between health services, police and local government for preventing violence-related injury. Inj Prev [Internet]. 2014 [cited 2022 Apr 12];20(2):108–14. Available from: https://pubmed.ncbi.nlm.nih.gov/24048916/

14. HOME | YV Commission [Internet]. [cited 2022 Apr 12]. Available from: https://www.yvcommission.com/

15. Safeguarding Children Affected by Gang Activity and/or Gang-Related Serious Youth Violence Multi-agency Protocol and Practice Guidance. 2016 [cited 2022 Apr 12]; Available from: www.islingtonscb.org.uk

16. Domestic homicide review - GOV.UK [Internet]. [cited 2022 Apr 12]. Available from: https://www.gov.uk/government/collections/domestic-homicide-review

17. Five ways homeless young people are affected by violence and exploitation | Centrepoint [Internet]. [cited 2022 Apr 12]. Available from: https://centrepoint.org.uk/about-us/blog/five-ways-homeless-young-people-are-affected-by-violence-and-exploitation/

18. Hidden in Plain Sight – Gangs and Exploitation – NYA [Internet]. [cited 2022 Apr 12]. Available from: https://www.nya.org.uk/resource/hidden-in-plain-sight-gangs-and-exploitation/

19. News and Press | Power The Fight [Internet]. [cited 2022 Apr 12]. Available from: https://www.powerthefight.org.uk/news-and-press/

20. Breaking the cycle of youth violence | Local Government Association [Internet]. [cited 2022 Apr 12]. Available from: https://www.local.gov.uk/publications/breaking-cycle-youth-violence

21. To reduce crime requires more than a policing or criminal justice response – NYA [Internet]. [cited 2022 Apr 12]. Available from: https://www.nya.org.uk/to-reduce-crime-requires-more-than-a-policing-or-criminal-justice-response/

22. Teachers/other education/welfare - Case studies by sector - Work-related violence - HSE [Internet]. [cited 2022 Apr 12]. Available from: https://www.hse.gov.uk/violence/hslcasestudies/havering.htm

23. The relationship between family violence and youth offending | Local Government Association [Internet]. [cited 2022 Apr 12]. Available from: https://local.gov.uk/publications/relationship-between-family-violence-and-youth-offending

24. Vulnerability and violent crime interventions | College of Policing [Internet]. [cited 2022 Apr 12]. Available from: https://www.college.police.uk/research/vulnerability-violent-crime-interventions

25. Serious Violence Duty Preventing and reducing serious violence Draft Guidance for responsible authorities. 2021 [cited 2022 Apr 12]; Available from: https://www.gov.uk/government/collections/the-police-

26. You searched for systems approaches to reducing youth crime - Groundwork [Internet]. [cited 2022 Apr 12]. Available from: https://www.groundwork.org.uk/?s=systems+approaches+to+reducing+youth+crime

27. The Public Health Approach to Serious Youth Violence - Healthy Surrey [Internet]. [cited 2022 Apr 12]. Available from: https://www.healthysurrey.org.uk/community-safety/news/the-public-health-approach-to-serious-youth-violence

28. Gang and Serious Youth Violence Prevention - Groundwork [Internet]. [cited 2022 Apr 12]. Available from: https://www.groundwork.org.uk/services/gang-and-serious-youth-violence-prevention/

29. Centre for Reviews and Dissemination - Centre for Reviews and

Dissemination, University of York [Internet]. [cited 2022 Apr 12]. Available from: https://www.york.ac.uk/crd/

30. Serious youth violence - Youth Justice Resource Hub [Internet]. [cited 2022 Apr 12]. Available from: https://yjresourcehub.uk/serious-youth-violence.html

31. Search | Cochrane Library [Internet]. [cited 2022 Apr 12]. Available from: https://www.cochranelibrary.com/search?cookiesEnabled

32. Search [Internet]. [cited 2022 Apr 12]. Available from: https://apps.who.int/iris/discover?query=systems+approaches+to+reducing+youth+violence

33. Search - UCL Discovery [Internet]. [cited 2022 Apr 12]. Available from: https://discovery.ucl.ac.uk/cgi/search/advanced

34. Youth serious violence | The National Lottery Community Fund [Internet]. [cited 2022 Apr 12]. Available from: https://www.tnlcommunityfund.org.uk/insights/youth-serious-violence#segment-3

35. Dartington Service Design Lab [Internet]. [cited 2022 Apr 12]. Available from: https://www.dartington.org.uk/

36. EU-Compass for Action on Mental Health and Well-being [Internet]. [cited 2022 Apr 12]. Available from: https://ec.europa.eu/health/non-communicable-diseases/mental-health/eu-compass-action-mental-health-and-well-being_en

37. Our councils – UKRI [Internet]. [cited 2022 Apr 12]. Available from: https://www.ukri.org/councils/

38. Home - Youth Justice Resource Hub [Internet]. [cited 2022 Apr 12]. Available from: https://yjresourcehub.uk/

39. 19 rzeczy, które zdecydowanie powinieneś wiedzieć o odchudzaniu

[Internet]. [cited 2022 Apr 12]. Available from: https://www.cepes.ro/19-rzeczy-ktore-zdecydowanie-powinienes-wiedziec-o-odchudzaniu-pl/

40. European Platform for Investing in Children (EPIC) - Employment, Social Affairs & Inclusion - European Commission [Internet]. [cited 2022 Apr 12]. Available from: https://ec.europa.eu/social/main.jsp?catId=1246&langId=en

41. WWC | Find What Works! [Internet]. [cited 2022 Apr 12]. Available from: https://ies.ed.gov/ncee/wwc/

42. Promising Practices | RAND [Internet]. [cited 2022 Apr 12]. Available from: https://www.rand.org/well-being/social-and-behavioral-policy/projects/promising-practices.html

43. Evidence Based Programs - Social Programs That Work Social Programs That Work [Internet]. [cited 2022 Apr 12]. Available from: https://evidencebasedprograms.org/

44. Homepage - What Works Wellbeing [Internet]. [cited 2022 Apr 12]. Available from: https://whatworkswellbeing.org/

45. Centre for Homelessness Impact [Internet]. [cited 2022 Apr 12]. Available from: https://www.homelessnessimpact.org/

46. Wales Centre for Public Policy | WCPP [Internet]. [cited 2022 Apr 12]. Available from: https://www.wcpp.org.uk/

47. What Works for Children's Social Care [Internet]. [cited 2022 Apr 12]. Available from: https://whatworks-csc.org.uk/

48. Public Policy Institute for Wales [Internet]. [cited 2022 Apr 12]. Available from: http://ppiw.org.uk/

49. Education Endowment Foundation | EEF [Internet]. [cited 2022 Apr 12]. Available from: https://educationendowmentfoundation.org.uk/

50. Birmingham City Council Homepage [Internet]. [cited 2022 Apr 12]. Available from: https://www.birmingham.gov.uk/

51. Contextual Safeguarding Network – The Contextual Safeguarding programme, and the team who deliver it, are part of the International Centre: Researching child sexual exploitation, violence and trafficking (IC) at the University of Bedfordshire [Internet]. [cited 2022 Apr 12]. Available from: https://contextualsafeguarding.org.uk/

Annex 4 – Definitions of filters used for coding studies

Voices	
Voices	This category will be used to assign each study a code (or codes) to see what the source of information in the study was.
Children and young people's voice	When primary data is collected from CYP.
The voices of families	When primary data is collected from Families.
Country (of system)	
Country (of system)	This category will be used to assign each study a code as per the country where the intervention did take place. Country Filters are as given below.
UK (not specified)	This code is applicable for the studies where it is confirmed the intervention did take place in the UK, but country is not specified.
Scotland	This code is applicable for the studies where the intervention took place in Scotland.
England and Wales	This code is applicable for the studies where the intervention took place both in England and Wales.
England	This code is applicable for the studies where the intervention took place in England.
Wales	This code is applicable for the studies where the intervention took place in Wales.

Northern Ireland only	This code is applicable for the studies where intervention location is specified as Northern Ireland.
Ireland (Republic of Ireland)	This code is applicable for the studies where intervention has taken place in the Republic of Ireland.
Not specified/not applicable	This code is applicable for the studies where the country of intervention is not mentioned/not clear/not applicable.
Geographical level (of system, not study)	
Geographical levels	By geographical levels we mean the study is pertaining to which area in particular. Filters are as given below.
National	This filter will be applied when the study intervention or the incident pertains to the whole country (in the UK, England, Wales, Scotland, NI and Ireland).
Local	This filter will be applied when the study intervention or the incident does not pertain to the whole country but only to a smaller place like a city, a state, etc.
Type of Violence	
Type of Violence	This code is used to see the study is focused on which type of violence.
Physical	Physical crime e.g. gun and knife crime, murder, assault etc.
Sexual	Sexual violence including sexual abuse, rape, etc.
Maltreatment, coercive control and other violence	Power abuse and harm, exploitation, etc.
Not reported or not specified	When a particular type of violence cannot be identified.
Study population (source of data for the study)	

Study Population	This category will be used to assign each study a code (or codes) to see what the source of information in the study was.
Children and young people's voice	When primary data is collected from CYP.
The voices of families	When primary data is collected from Families.
Professionals	When primary data is collected from Professionals.
Policy makers (decision makers)	When primary data is collected from Policy makers.
Document review	When the source of information is a document e.g. literature, case files, existing reports, previous surveys, etc.
Study Design	
Study Design	This code will be used to mention the type of study.
Systems intervention evaluation	This code will be used for a document or report that evaluates a systems intervention for effectiveness/cost effectiveness/feasibility/independent evaluations. E.g. "National Evaluation of the Troubled Families Programme: Final Synthesis Report" (105) Such evaluations will only be coded for Systems intervention evaluation and not for Commissioned primary research report or other Commissioned research report (even if it is a Commissioned research report).
Serious Case Reviews	This code will be used for Serious Case Reviews (SCRs) established under the Children Act (2004) to review cases where a child has died or suffered serious harm and abuse,

	or neglect is known or suspected (19). These SCRs are accessed through the NSPCC Library.
Inspection reports	This code will be used for reports generated through commissioned inspections published by established inspection bodies. E.g. Inspection reports published by HM Inspectorate of Probation for promoting excellence in probation and youth offending services across England and Wales. These reports include independent inspections, recommendations, research, and effective practice guidance. E.g. "An inspection of youth offending services in Kirkless" (16).
Literature and Systematic Review	This code will be used for literature reviews and systematic literature reviews published in journals and/or academic websites. Reviews published as journal articles will be coded only for Literature and Systematic Review and not for journal articles.
Commissioned primary research report	This code will be used for reports of commissioned primary research where primary data was collected, and findings are described. This code will not be used for Systems intervention evaluation (even if it is a Commissioned primary research report).
Other commissioned research report	This code will be used for reports of commissioned research where primary data was not collected. E.g. "Rules of Engagement: Changing the heart of youth justice" (106). This code will not be used for Systems intervention evaluation (even if it is a Commissioned research report).
Journal paper	This code will be used for an article published in an academic journal. Such an article could be an original article based on primary research and findings, a review of existing literature, policy review, opinion, perspective, etc. Reviews

	published as journal articles will be coded only for Literature and Systematic Review and not for journal articles.
Other	Any other form of included evidence that does not get covered under the study design filters given above will be coded as 'other'. E.g. Thesis/dissertation reports.
Learning about CYP by gender	
Learning about CYP by gender	This category will be used to assign each study a code depending upon the focus of the study on a particular gender, if any.
Male	When major learning is from male CYP
Female	When major learning is from female CYP
Other Gender	When major learning is from CYP of other gender
Gender not specified	When no gender is specified
Learning about Ethnicity	
Studies focused on ethnic minority communities	This code is used when the study focused on minority communities. E.g BAME community, etc.
Learning about children and young people with other specific characteristics	
Learning about children and young people with specific characteristics	This category will be used to assign each study a code depending upon the type of CYP category the study is focusing upon.
Children and Young People at risk of offending	CYP with offending behaviour, but have not offended or not entered CJS yet

Children who have entered Criminal Justice System	CYP who have offended and are at risk of reoffending (maybe)
Children at risk of exploitation	Vulnerable CYP, maltreated children, sexually abused, etc.
Disadvantaged children	Children with marked disadvantages like poverty, etc.
Looked after children	Study on looked after children
Learning about Professionals	
Learning about Professionals	This category will be used to code the study based on what all professionals were involved in that study. Filters are as given below
Health workers	If the study involved health workers for physical or/and mental health.
Social care workers	If the study involved social workers.
Teachers/ school professionals	If the study involved teachers and/or professionals associated with the school.
Law enforcement	If the study involved professionals associated with law enforcement.
Youth offending services and custody professionals	If the study involved professionals associated with Youth offending services and/or custody professionals.
Community volunteer sector workers	If the study involved Community volunteer sector workers.

Others	This code is applicable in situations where professionals are involved but none of the filters given above for professionals are applicable.

Annex 5 - Counts of papers coded under specific codes for 400 studies included in the EGM

1. Studies featuring these systems

Code	Count
Education	75
Health	87
Social Care	166
Welfare	60
Crime and justice	244
Multi-sector	157
General (not specific to a particular system but talking in general about different systems)	19
Community	41

1.1. Education

Code	Count
Behaviour, attendance, exclusions	41
Safeguarding policies and procedures	40
High needs, additional needs, alternative provision (AP), pupil referral unit (PRU), Mental Health, and wellbeing	18
Curriculum & attainment	5
No content on education	328

1.2. Health

Code	Count
General health system	24
Primary health services (inc. physical and mental health)	54
Hospital services including Admissions & Emergencies	15
Specialised services (e.g. for substance abuse)	22
No content on health	312

1.3. Social Care

Code	Count
General social care system	41
Child protection and safeguarding	112
Transition management	8
Looked-after children/foster and residential care	44
No content on social care	233

1.4. Welfare

Code	Count
General welfare system	31
Family and housing services and support	35
Employment support including benefits	13
No content on welfare	343

1.5. Crime and justice

Code	Count
Victim and family support	19
Youth justice system	175
Custody and Sentences	77
Post arrest processing and courts	32
Policing in the community	43
Violence Reduction Units (VRU)	4
Youth Offending Team (YOT)	99
None on crime and justice	156

1.6. Community

Code	Count
Youth Services	29
Other community services or initiatives	26
No content on community	360

1.7. Multi-sector

Code	Count
Whole system and coordinated approaches e.g. public health	144
Coproduction (co-production means with CYP and their families)	12
Data sharing, information and intelligence sharing	61

No content on multi sector	243

1.8. General (not specific to a particular system)

Code	Count
Policy and practices applying across systems	19
None general comments	381

2. Studies featuring these themes

Code	Count
Interactions with systems of support	273
Practitioners' views	275
General commentary	232

2.1. Interactions with systems of support

Code	Count
Access to a system of support	195
Engagement with a system of support	198
Navigation within or between systems of support	91
No content on interactions with systems of support	128

2.2. Practitioners' views

Code	Count
Practitioners working in statutory and government services	265

Practitioners working in Voluntary and private sector	52
No on practitioner's view	124

2.3. General commentary

Code	Count
Relating to Statutory and Government services	227
Relating to Voluntary and private sector	39
No general commentary	167

3. Country (of system)

Code	Count
UK (not specified)	71
Scotland	44
England and Wales	70
England	162
Wales	34
Northern Ireland	16
Ireland (inc. All Ireland)	14
Not specified/not applicable	10

4. Geographical level (of system, not study)

Code	Count
National	280

Local	123

5. Type of violence

Code	Count
Physical violence	122
Sexual violence	86
Maltreatment, coercive control and other violence	189
Not reported or not specified	139

6. Learning about CYP by gender

Code	Count
Male	157
Female	136
Gender not specified	234

7. Learning about ethnicity

Code	Count
Is the Majority study population an ethnic minority?	15
No learning about ethnicity	385

8. Learning about children and young people with specific characteristics

Code	Count

Children and Young People at risk of offending	143
Children who have entered Criminal Justice System	201
Children at risk of exploitation	186
Disadvantaged children	30
Looked-after children	61

9. Learning about Professionals

Code	**Count**
Health workers	124
Social care workers	225
Teachers/ school professionals	88
Law enforcement	152
Youth offending services and custody professionals	246
Community volunteer sector workers	79
Others	12

10. Study population (source of data for the study)

Code	**Count**
Children and young people	145
Families	66
Professionals	230
Policy makers (decision-makers)	49
Document review	175

11. Study design

Code	Count
Systems intervention evaluation	51
Serious Case Reviews	26
Inspection reports	37
Literature and Systematic Review	27
Commissioned primary research report	60
Other commissioned research report	34
Journal paper	149
Other (inc. thesis/ dissertation)	16

12. Critical Appraisal items

12.1. Is the purpose of the research adequately described?

Code	Count
Yes	391
Partially	9

12.2. Is the research methodology adequately described?

Code	Count
Yes	264
Partially	79

No	57

12.3. Are the researcher's own experience, assumptions and possible biases outlined?

Code	Count
Yes	11
Partially	74
No	315

12.4. Is there a conflict-of-interest statement?

Code	Count
Yes	22
Partially	28
No	350

12.5. Is the data collection adequately described?

Code	Count
Yes	247
Partially	86
No	67

12.6. Is the data collection adequate and appropriate?

Code	Count

Yes	234
Partially	102
No	64

12.7. Is the process of data analysis clear?

Code	Count
Yes	223
Partially	84
No	93

12.8. Are the findings clearly stated?

Code	Count
Yes	292
Partially	93
No	15

12.9. Are the findings based on the study evidence?

Code	Count
Yes	269
Partially	118
No	13

12.10. Effectiveness Study-Are there valid comparison groups involved?

Code	Count
Yes	39
Partially	16
No	22
Not Applicable	324

12.11. Effectiveness Study-Was a baseline balance established?

Code	Count
Yes	46
Partially	21
No	14
Not Applicable	319

12.12. Overall rating

Code	Count
High	154
Medium	158
Low	88

Annex 6 - Development of the critical appraisal tool

The critical appraisal tool is based on four existing tools: CASP (107,108), SURE (109), JBI (110) and Keenan-White (KW), the latter being a tool for qualitative evaluations based on a review of the first three tools. The motivation for KW was (i) to separate out items which were conflated in existing tools, to use plain language, and stick to items for which the responses are most likely replicable between coders. The question from each tool is listed in an aligned manner in the table below, along with links to the source. In selecting questions to go in the critical appraisal tool for this map, we aimed to create a tool to appraise 'confidence in study findings'. The tool was modified through piloting with numerous studies to ensure studies could be effectively rated on the scale. This resulted in a final critical appraisal tool as presented in Table 4.

The overall rating is based on a modification to the 'weakest link in the chain' principle, i.e. the overall rating equals the lowest rating on any item, with the exception of (a) researcher's own experience, assumptions and possible biases and (b) conflict-of-interest. We made the decision to exclude these from the overall rating to make the critical appraisal tool more sensitive, as the vast majority of studies do not meet these criteria.

Table 9 - Overview of items in critical appraisal tools for qualitative studies

	CASP (107,108)	SURE (109)	JBI (110)	KW
Intervention				Is the intervention named or identified?
				Is the intervention clearly described?
Philosophical perspective			Is there congruity between the stated philosophical perspective and the research methodology ?	
Research questions	Was there a clear statement of the aims of the research?	Does the study address a clearly focused question/ hypothesis		Are the evaluation questions clearly stated?
Methodology				Is the qualitative methodology described?
	Is a qualitative methodology appropriate?	Is the choice of qualitative method appropriate?		Is the qualitative methodology appropriate to address the evaluation questions?
	Was the research design		Is there congruity between the	

	CASP (107,108)	SURE (109)	JBI (110)	KW
	appropriate to address the aims of the research?		research methodology and the research question or objectives?	
Data collection				Is the recruitment or sampling strategy described?
	Was the recruitment strategy appropriate to the aims of the research?	Is the sampling strategy clearly described and justified?		Is the recruitment or sampling strategy appropriate to address the evaluation questions?
		Is the method of data collection well described?		
	Was the data collected in a way that addressed the research issue?		Is there congruity between the research methodology and the methods used to collect data?	
Potential researcher biases	Has the relationship between researcher and participants been	Is the relationship between the researcher(s) and participants explored?	Is there a statement locating the researcher culturally or theoretically?	Are the researcher's own position, assumptions and possible biases outlined?

	CASP (107,108)	SURE (109)	JBI (110)	KW
	adequately considered?			
			Is the influence of the researcher on the research, and vice-versa, addressed?	
Participant voice			Are participants, and their voices, adequately represented?	
Ethics	Have ethical issues been taken into consideration?	Are ethical issues explicitly discussed?	Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?	Have ethical considerations been sufficiently considered?
Data analysis		Is the data analysis/ interpretation process described and justified?		

	CASP (107,108)	SURE (109)	JBI (110)	KW
			Is there congruity between the research methodology and the representation and analysis of data?	
				Is the data analysis approach adequately described?
	Was the data analysis sufficiently rigorous?			Is the data analysis sufficiently rigorous?
Findings				Do the findings address the evaluation questions
	Is there a clear statement of findings?			
			Is there congruity between the research methodology and the interpretation of results?	Is there an explicit discussion of the implications of the evaluation findings?
		Are the findings credible?	Do the conclusions drawn in the research report flow	Are the implications or recommendations clearly based

	CASP (107,108)	SURE (109)	JBI (110)	KW
			from the analysis, or interpretation, of the data?	in the evidence from the study?
Value of research	How valuable is the research?			
Conflict of interest		Is any sponsorship /conflict of interest reported?		

Annex 7 - List of all studies selected after full text screening.

Find all 1,125 studies eligible for inclusion in the map in Excel file titled "Annex7_1125 Eligible EGM Studies ".

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