

EVALUATION REPORT

The Confident Resilient Children Project

Feasibility study

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September 2022



NatCen
Social Research

About the Youth Endowment Fund

The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we'll fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We'll build that knowledge through our various grant rounds and funding activity.

Just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we'll ensure they influence our work and we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together, we need to look at the evidence, agree what works and then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we'll do this. At its heart, it says that we will fund good work, find what works and work for change. You can read it [here](#).

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About the Evaluator

NatCen Social Research is Britain's leading independent, non-profit research organisation with a mission to produce great research with a social purpose. As Britain's leading centre for independent social research, NatCen have over 50 years' experience of listening to the public and making sure their voice is heard. Their research helps government and charities make the right decisions about the big issues, and they are passionate about ensuring its widest possible impact on the world around us.

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The project

The Confident Resilient Children (CRC) Project aims to support Year 5-6 (age 9-11) children to build resilience and confidence and keep them safe from exploitation and criminality. Delivered by the Titan Partnership, together with Lime and Emerge Leadership, the programme combines universal and targeted elements. Teachers are trained to deliver 'Choices', a universal component where all pupils work through interactive digital stories over 11 weekly sessions. The stories provide a proxy for children to discuss situations they may face and break down the decision-making process to support better choices. Emerge Mentors then work with a targeted group of Year 5-6 children to deliver 'From the Postcode to the Globe', which provides weekly group mentoring over eight weeks and, for some, further weekly one-to-one mentoring over four weeks. Delivered by mentors recruited and trained by Emerge Leadership, mentoring sessions flexibly adapt to pupils' needs and include a focus on encouraging children to take responsibility and establish their own goals. Children identified as at high risk of exploitation and criminality (defined as the most 'at risk' 10% according to wellbeing data analysis using the Stirling Child Wellbeing Scale (SCWBS) and teacher insight) are selected for mentoring.

The evaluation of the CRC Project was a feasibility study, which aimed to assess the feasibility of the project from the perspectives of CRC Champions (the in-school leads for the project), teachers, mentors and pupils. It also explored what changes are required to refine the programme and considered what a suitable research design for a larger scale evaluation may be. To answer these questions, the evaluation used in-depth interviews with CRC Champions, teachers and mentors. Twelve interviewees across three Birmingham schools participated. The study was undertaken from January-September 2020, during the COVID-19 pandemic. This required both the delivery and evaluation team to adapt to challenging circumstances.

Key conclusions

The Confident Resilient Children (CRC) Project was largely delivered as intended. Participants reported that both the teacher-led and mentor-led components were delivered consistently and in line with guidance. Minor adaptations included reducing content to fit teacher-led sessions and dividing children into smaller mentoring groups. COVID-19 school closures curtailed the delivery of both components.

Teachers, CRC Champions and mentors had largely positive perceptions of CRC. They liked the appropriately-pitched content, despite suggesting that some topics were challenging for pupils to understand (such as 'grooming' or 'British values'). Teachers and mentors had a clear understanding of their component but lacked understanding of the other component.

Teachers and CRC Champions perceived that the programme supported pupils to self-reflect and self-regulate, show empathy for others, resolve conflicts and develop confidence. Mentors suggested that CRC supported better decision making, confidence, co-operation and listening among children. Teachers highlighted benefits to teacher-pupil relationships but did not report changes to their practice. Mentors reported feeling more confident to deliver the intervention effectively and believed they were better equipped to work with a wider range of pupils.

Teachers and mentors reported that pupils were engaged in CRC. The content and activities used (such as iPad activities, graphic novels, role plays and scenario-based games) were perceived to facilitate good engagement.

Teachers and mentors deemed the training and ongoing support to be sufficient and of good quality. Teachers and CRC Champions perceived that the training comprehensively covered the content and resources, and they welcomed the support from ongoing weekly email prompts. Mentors liked how training content was tailored to the local context and enjoyed the peer learning approach.

Interpretation

Participants reported that delivery of the universal 'Choices' component was largely consistent. Teachers delivered the lessons in line with the guidance, making no or minor changes. All Year 5 and 6 pupils took part,

and sessions were delivered weekly, taking around 60–90 minutes. Minor adaptations included reducing content to ensure it fit into the sessions. Similarly, delivery of mentoring was largely consistent. Where mentoring adaptations were made, this was to divide children into smaller groups to aid behaviour or to encourage children to write thoughts in notebooks to evidence learning. Weekly sessions were delivered to targeted pupils, with group sessions lasting 60 minutes, while one-to-one mentoring varied between 30 and 60 minutes. Both the teacher-led 'Choices' component and mentoring were curtailed by COVID-19 school closures.

The teachers, CRC Champions and mentors interviewed had largely positive perceptions of CRC. Teachers highlighted that the lessons covered topics that were relevant to pupils' lives and aligned with the curriculum. Teachers did report that two topics – 'grooming' and 'British values' – were difficult for pupils to understand. Mentors appreciated the flexibility of delivery, allowing them to tailor sessions and retain pupil engagement, while they also praised the paired mentor delivery approach. Mentors also reflected that sessions were sometimes too short and they did not always have a suitable space. Interviews revealed that teachers, CRC Champions and mentors had a clear and detailed understanding of the component they oversaw but a limited understanding of the other component.

Teachers and CRC Champions perceived that delivery of 'Choices' worked best when delivered during PSHE lessons, when led by empathetic and open teachers and when parents were informed. Interviewees also reflected that thorough lesson plans, the setting of class ground rules and vocabulary definitions supported effective classroom teaching of the content. Teachers reported that technological challenges (regarding iPad glitches or access to teacher resources) did cause constraints, as did the amount of content and complex new vocabulary. One view was that there was too much to cover in an hour. Teachers also wanted more time and intervention information to select pupils for mentoring at the outset.

Teachers and CRC Champions perceived that the programme supported pupils to self-reflect and self-regulate, show empathy for others, resolve conflicts and develop confidence. Mentors suggested that CRC supported better decision making, confidence, co-operation and listening among children. Teachers highlighted benefits to teacher-pupil relationships but did not report changes to their practice. Mentors reported feeling more confident to deliver the intervention and believed they were better equipped to work with a wider range of pupils. Interviewees also reported that pupils were engaged in CRC. The content and activities used (such as iPad activities, graphic novels, role plays and scenario-based games) were perceived to facilitate good engagement. Mentors did reflect that it was harder to engage pupils in one-to-one sessions, while mixed-sex (rather than single-sex) group mentoring sessions exhibited higher levels of engagement. Unfortunately, due to COVID-19, evaluation interviews with children themselves were not possible.

Interviewees were pleased with the training content and quality. Teachers and CRC Champions reflected that it comprehensively covered 'Choices' content and resources. Ongoing support was also praised, with teachers finding weekly email prompts helpful in steering what to focus on in each session. In addition, teacher resources (in the form of the teacher app, lesson plans and lesson resources such as slides and worksheets) were valued. Mentors liked how their training content was tailored to the issues children faced in Birmingham, although they reflected that more time could have been spent exploring each lesson plan. Mentors also enjoyed the peer learning approach to training and the use of role plays.

Teachers and mentors provided several suggestions to improve CRC. For teachers, these included covering the full stories in training, sending teaching assistants to training, developing guidance to support the teaching of tricky topics, creating a parents'/carers' newsletter and considering spreading the content over more lessons. Mentor suggestions included extending training to two days, reviewing materials to ensure age-appropriate language and increasing the lesson length and delivery period.

YEF is funding a pilot evaluation of CRC to build on these feasibility study findings. It will assess how the programme is implemented at a larger scale to inform learning for future delivery and future large-scale evaluations.

Introduction

Background

Titan Partnership¹, supported by Lime and Emerge Leadership, were awarded a Youth Endowment Fund (YEF) grant to deliver the Confident Resilient Children (CRC) Project, a primary school intervention for pupils in Year 5 and 6 across Birmingham.

The aim of the CRC Project is to help children to develop strategies that build resilience and confidence and to make positive choices to keep them safe and less vulnerable to exploitation and criminality. The intervention has a universal and targeted component. The project logic model sets out the activities (Figure 1) and intended outcomes (Figure 2) for pupils, teachers, mentors and schools.

The CRC Project delivery methodology presumes that all young people are potentially vulnerable to exploitation, crime and violence, and therefore the universal element (Choices) is delivered to all children in participating schools. The targeted element (mentoring) then provides focused support for those children who, through wellbeing data and teacher insight, are identified as higher risk and therefore potentially a greater cause for concern. This intervention design reflects an approach known as ‘proportionate universalism’ (Van Vliet., 2018).

A combination of early aggressive or risky behaviour and social isolation are risk factors for later violent and criminal behaviour. Evidence suggests that children and young people with challenging home lives (e.g. witnessing physical or emotional violence or living in economic hardship) are more susceptible to risk-taking behaviours, which in turn increases the risk of involvement in exploitation, crime and violence (Early Intervention Foundation, 2015).

Through focusing on the development of social and emotional skills alongside behavioural outcomes, a universal school-based intervention like the Choices programme can reduce the propensity to violence (Clarke *et al.*, 2015) and increase positive life outcomes (e.g. good health and social wellbeing, educational attainment and employment). By developing the executive functioning of children (e.g. flexible thinking and self-control) through the intervention activities, children participating in the programme will become more sophisticated decision makers and better able to navigate the challenges they face during adolescence.

In the sessions, this is facilitated by developing an understanding of:

¹ Titan Partnership is a charity that provides a membership education network of primary and secondary schools, FE colleges, universities and private training providers across Birmingham. They run a range of activities, including projects for pupils – such as the CRC Project – teacher training and continual professional development opportunities.

- how identities are formed;
- when and how outside influences affect them; and
- human psychological needs.

Practical sessions present hypothetical scenarios that prepare children for how they would deal with real-life situations and enable them to apply the strategies they learn in the classroom.

The Choices sessions are delivered by practitioners (e.g. teachers and teaching assistants) who are trained in a facilitative style of delivery based on dialogic pedagogy (Skidmore and Murakami., 2016)². Evidence indicates that dialogic pedagogies result in better engagement and outcomes for pupils and educators across a range of curricular domains (Education Endowment Foundation, 2017). For instance, teacher feedback from previous Choices sessions, run across the country, suggests the sessions create safe spaces in which safeguarding disclosures are more common than during other (more didactically-oriented) styles of classroom activity.

The targeted individual and group mentoring provide additional support for a selected group of children. An evaluation of mentoring schemes supported by the Youth Justice Board in England and Wales found evidence of improved educational performance, including better school attendance, a reduction in disruptive behaviour and less risk of school exclusion. Results were best for young people involved in low-level offending or ‘at risk’ youth and where the schemes provide a structured educational component (Tarling *et al.*, 2004: 44–45).

As the universal and targeted components have not previously been delivered together as a combined intervention, a feasibility study to assess implementation was conducted.

² Dialogic teaching involves ongoing talk between the teacher and pupils and not just teacher presentation. This approach encourages pupils to play an active role in their learning and use their voices to discuss, reason and debate within their lessons.

Figure 1. CRC Project activities

Confident Resilient Children Logic Model: the intervention

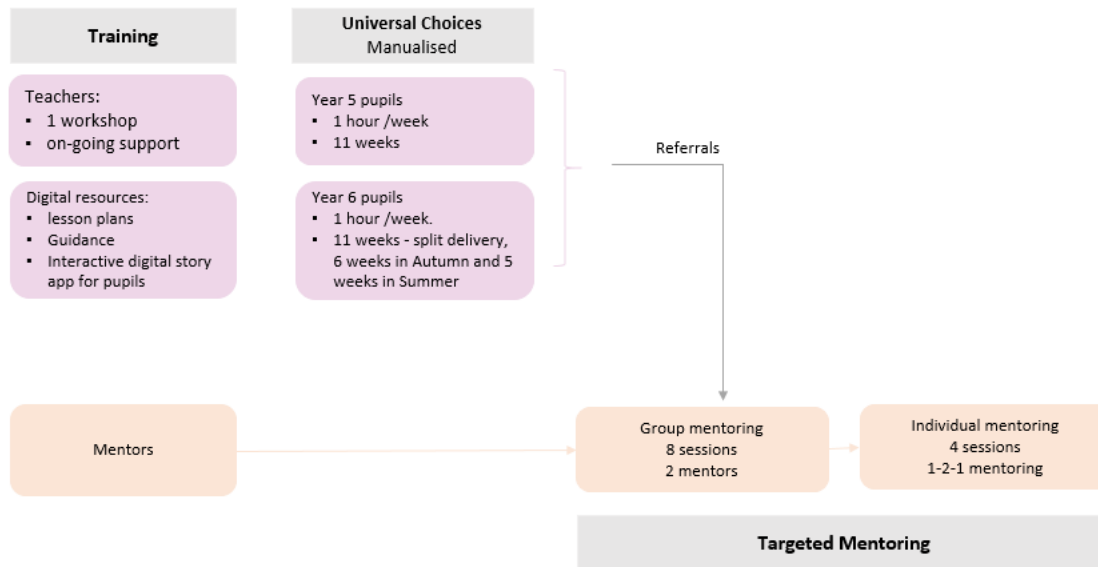
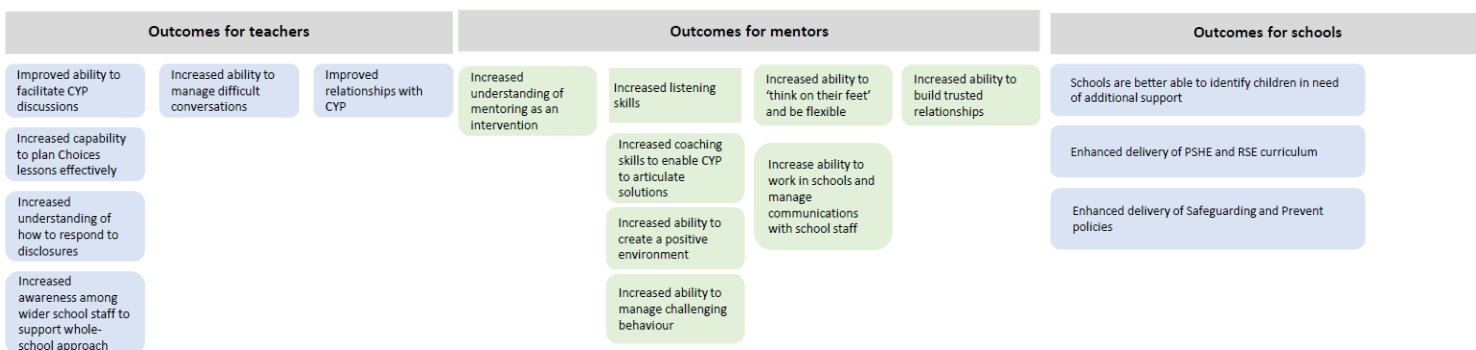
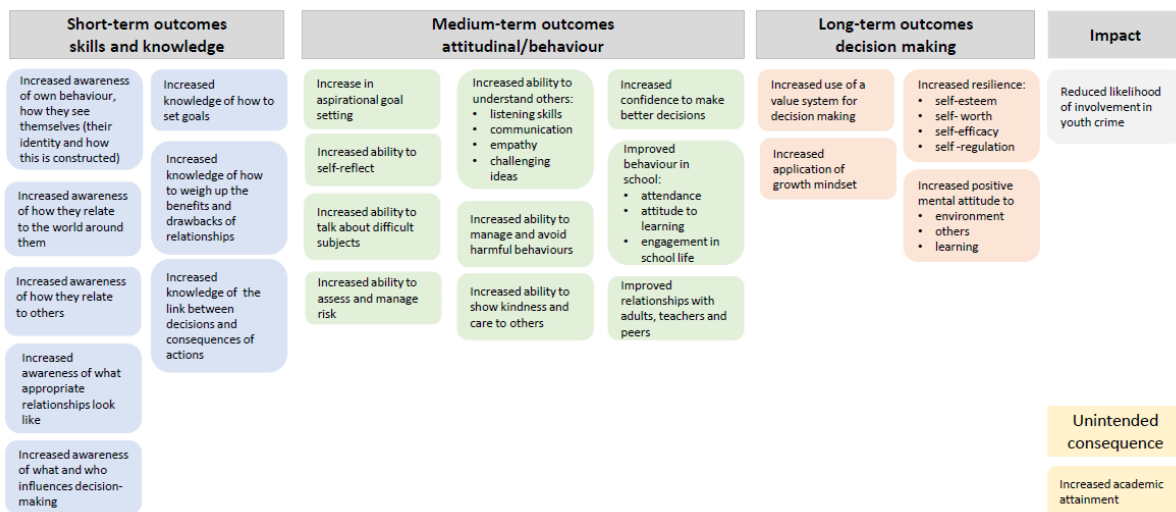


Figure 2. CRC Project logic model: intended outcomes for pupils, teachers, mentors and schools



Intervention

The Confident Resilient Children (CRC) Project is a primary school intervention for Year 5 and 6 pupils that includes a universal and targeted component. It aims to help children develop strategies that build confidence to make positive choices to keep safe and be less vulnerable to exploitation and criminality. It also aims to support with transition from primary to secondary school.

Teachers are trained and supported to deliver Choices, the universal component, where pupils work through 'digital stories' over 11 weekly sessions. Mentors are trained and supported to deliver Postcode to the Globe mentoring, the targeted component. Pupils deemed to be the 10% at highest risk (as assessed by the CRC Project team and school, using teacher insight, wellbeing data collected by Lime and a Case Conference Referral approach with the school champion) receive weekly targeted group sessions over eight weeks, and a smaller proportion of pupils (20% of those receiving group mentoring) go on to receive one-to-one mentoring over four sessions, delivered weekly.

The identification process consists of using the Stirling Child Wellbeing Scale (SCWBS) to highlight children deemed to be a 'cause for concern', triangulated with the richness of understanding and lived experience teachers have about their pupils. Lime's research hypothesis is that School Champions can use the SCWBS data to glean better insight in three broad ways:

1. Agreement: The result confirms and corroborates what's already known about a pupil.
2. Augmentation: The result adds richness to what's known or suspected.
3. Surprise: A child's wellbeing was considered satisfactory, but the result suggests otherwise.

Data from the SCWBS and teacher insight are brought together through convening a meeting, referred to as the 'Case Conference', to discuss what it means in terms of individual pupils and any school-wide or individual teachers' approaches. To do this, it is critical to encourage dialogue between Project Champions, class teachers and support staff. Between them, they know the children best, and by bringing their combined knowledge to a meeting, a more informed assessment can be made in terms of which pupils would benefit most from the targeted (mentoring) intervention.

Therefore, the case conference process starts when Lime (a) provides the 'Pupil Wellbeing Report', with instructions for teachers on how to use this to prepare for (b) the case conference.

The intervention logic model (see Figures 1 and 2) sets out the activities and intended outcomes.

Choices: universal component

Choices, the universal component of the CRC Project, is a classroom-based intervention delivered by teachers who are trained by Lime to understand the content and also to adopt a facilitative style of delivery that advocates a dialogic pedagogy. They also receive ongoing support including weekly emails, ad hoc training and periodic masterclasses, and they are provided with learning resources to deliver this manualised intervention to the whole class. See Table 1 for an overview of Choices programme session guides.

Pupils work through a series of interactive digital stories. These stories and their characters provide a proxy for children to discuss the situations the characters find themselves in, the implication of those situations and the possible responses to them. Using a mixture of individual, small group and whole class activities, pupils are then led through a process that not only breaks down the components of decision making (focused on identity formation, an understanding of influence and an examination of the basic psychological needs that all people have) but also layers on the practical skills believed to contribute to ‘executive neural functioning’ (calibration of risk and reward, problem solving, prioritising, thinking ahead, self-evaluation, long-term planning and regulation of emotion).

Year 5 pupils work through Marcus’ Story, and Year 6 pupils work through Kwan’s Story, which builds on the Year 5 materials. In the former, pupils are introduced to a framework for decision making and the components that impact upon it. In the latter, that framework is put under stress in order to prepare children for the transition to secondary school, a pivotal time that often marks the onset of risky or problematic behaviour (Bailey and Baines, 2012). The stories present pupils with practical scenarios as well as moral and social dilemmas in an engaging digital format to build the knowledge, skills and motivation to make good choices regardless of the context in which young people find themselves.

Table 1. Overview of Choice programme sessions guide

Overview of Choice programme sessions guide	
Year 5	
Session	Session aims
Session 1 Preparing for the programme	Introduces the programme, explains and devises ground rules, defines key language around choice and teases them with the story.
Sessions 2 and 3 Who am I?	How identity is formed.
Session 4 What influences me?	How we are influenced by those around us.
Session 5 What makes me who I am?	The impact that basic psychological needs have upon our choices.
Sessions 6, 7 and 8 Me in the world	The consequences of how we communicate to and with the world.
Sessions 9 and 10 Who I choose to be	Poses the question of whether we want to be the ones to make our own choices.
Session 11 Building our own better future	Strategies and skills necessary to help themselves and each other to achieve this.
Year 6	
Session	Session aims
Session 1 Preparing for change	A review of the Year 5 module, defining key language around choice, refreshing the major concepts/themes and re-establishing ground rules. It also provides an introduction for pupils that are new to the programme.
Session 2 Our world changes	Examines how, during times of pressure, anxiety or change can influence our capacity to make 'good choices'.
Session 3 Finding our way	Explores risk and risk-taking and managing pressure.
Session 4 Choosing who we want to be with	Explores what makes people important to us and why.
Session 5 Making our choices	Considers the unintended consequence of our actions.
Session 6 Being who we choose	Focuses on developing a growth mindset.
Sessions 7 and 8 Understanding ourselves	Focuses on noticing our inner monologues and reframing situations positively.
Session 9 Preparing for success	Centres on thinking about transition to secondary school and using the skills learnt so far.
Sessions 10 and 11 Our transition journey	Introduces the appreciative inquiry approach and planning for a positive future.

Postcode to the Globe: targeted component

Postcode to the Globe, the targeted component of the CRC Project, is a mentoring programme. Trained mentors deliver group or one-to-one mentoring to a pre-defined proportion of pupils. Pupils with greater need or more at risk are identified through the referral process initiated by Lime and invited to take part. Pupils are selected for the targeted component at Case Conference meetings between the school champion and CRC Project coordinators.

Mentors work through a lesson plan and resources with pupils. Mentors have the flexibility to adapt content to meet pupils’ needs. The sessions aim to raise aspiration and achievement through building belief and increasing intrinsic motivation to learn. They encourage participants to take responsibility and establish goals for themselves.

Emerge Leadership recruit, train, support and deploy mentors into participating schools.

Research questions

The YEF commissioned NatCen to conduct a feasibility study of the CRC Project during the academic year 2019/20. The study aimed to assess early implementation of the intervention to support decisions about intervention refinement and a suitable research design for a larger-scale pilot evaluation.

The table below provides an overview of key research aims and accompanying research questions. The aims were specified before commencing the feasibility study. However, the research questions that directly correspond to the aims were defined retrospectively during reporting.

Table 2. Research aims and questions

Research aims and questions	
Aims	Questions
Assess early implementation and delivery of the CRC Project from the perspectives of CRC Champions (school lead for the project), teachers, mentors and pupils.	<ul style="list-style-type: none"> • How is the intervention perceived by CRC Champions, teachers, mentors and young people? • How well did young people engage with the intervention? • Is the training and ongoing support for teachers and mentors sufficient? • What are the perceived outcomes of the CRC project?

Assess the intervention's feasibility to be delivered as intended.	<ul style="list-style-type: none"> To what extent do teachers and CRC Champions adhere to the intended delivery model?
Support decisions about intervention refinement.	<ul style="list-style-type: none"> What changes, if any, are needed to the intervention logic model?
Inform a suitable research design for a larger-scale pilot evaluation.	<ul style="list-style-type: none"> What research design is suitable for a larger-scale pilot evaluation?

Success criteria and/or targets

To transition from feasibility stage to pilot stage, the feasibility study needed to be:

- implemented consistently across schools, teachers and mentors;
- broadly delivered in line with the logic model; and
- broadly perceived as positive by implementers and intervention recipients.

Ethical review

Ethical approval was obtained from the NatCen Research Ethics Committee ahead of recruitment and data collection, and researchers sought verbal consent before collecting data.

As the research was carried out during school closures and social distancing, potential risks of undue research burden for participants were managed closely throughout the data collection period. This was done by ensuring participants did not feel pressured or obliged to take part. Participation was voluntary, and participants could opt out of specific discussions or the research entirely. Participants were given clear information about the topic and content of the interview before taking part.

Mentors were offered a £30 LovetoShop voucher as a thank you for their time as they are paid for mentoring activity only.

Data protection

NatCen stored and handled all data securely and confidentially in line with the EU General Data Protection Regulation (GDPR). Only the research team and approved third parties listed in the privacy statement (e.g. transcription agency) had access to the data collected as part of the feasibility study. School data (school names and school leads' names) were transferred to NatCen via a secure File Transfer Protocol (FTP).

NatCen were the data controller and processor. This means that NatCen were responsible for deciding the purpose and legal basis for managing the data. The legal basis was legitimate

interest. This means that NatCen believed there was a good reason to collect and manage these data and that the data were needed to evaluate and learn about the CRC Project. Using these data did not interfere with individuals' interests, rights or freedoms.

NatCen issued an information sheet to all concerned parties; this also included a link to the privacy notice, which was published on the study website.

Project team/stakeholders

Table 3. Overview of delivery team

Delivery team		
Name	Title and institution	Role
Carolyn Chapman-Lees	Chief Executive Officer, Titan Partnership	Overall CRC Project lead
Mark Hill	Project Coordinator, Titan Partnership (from March 2020)	Project Coordinator
Shazia Hussain	Finance & Operations Manager, Titan Partnership	Finance & Operations Manager
Kelly Walker	Inclusion Manager, Titan Partnership (until February 2020)	Inclusion Manager
Mark Ashfield	Founder and Chief Executive Officer, Lime	Choices
Jo Broughton	Projects and Partnerships Lead, Lime	Choices, School Delivery Lead
Errol Lawson	Founder, Emerge Leadership	Postcode to the Globe mentoring
Beverly Weston	Project Coordinator, Emerge Leadership (from November 2021)	Project Coordinator
Gary Mander	Project Manager, Emerge Leadership (until July 2021)	Postcode to the Globe mentoring, School Delivery Lead

Table 4. Overview of evaluation team

Evaluation team		
Name	Title and institution	Role
Valdeep Gill	Research Director, NatCen (until June 2021)	Principal investigator. Overall study lead. Senior oversight
Dr Jonah Bury	Research Director, NatCen	Project manager
Rebekka Hammelsbeck	Senior Researcher, NatCen	Reporting
Molly Mayer	Researcher, NatCen (until August 2020)	Data collection, analysis and reporting
Arjun Liddar	Researcher, NatCen	Data collection, analysis and reporting

Methods

Participant selection

CRC Champions

The CRC Champion is the project lead at the school, usually a member of the Senior Leadership Team or a Year 5 or Year 6 phase leader or teacher. Titan notified participating schools and CRC Champions about the evaluation and provided NatCen with a sample list of CRC Champions at participating schools who granted permission to be contacted about the research. Titan put forward eight schools that were furthest in their delivery before school closures and those they believed could manage the research burden at the time (i.e. school closures due to COVID-19). NatCen emailed CRC Champions inviting them to participate in an interview. Titan sent two follow-up reminder emails to CRC Champions. CRC Champions interested in taking part contacted NatCen, and a telephone interview was arranged at a time convenient to the CRC Champion during their usual working hours.

Teachers

Teachers were recruited via the CRC Champion. When arranging the CRC Champion interviews, the researcher asked if they could also facilitate recruitment of teachers who had delivered Choices. Teachers were emailed with information about the study and interview. Interested teachers contacted NatCen directly to take part. A telephone interview was arranged at a time convenient to the teacher during their usual working hours.

Mentors

Emerge Leadership facilitated recruitment of mentors, who included those from a range of professional backgrounds, such as early years, health care, business management, hospitality and university students. EmERGE emailed their mentors information about the study and interview. Interested mentors contacted NatCen directly to take part. A telephone interview was arranged at a time convenient to the mentor.

Theory of change/logic model development

A one-day logic model workshop was held in January 2020 at Titan offices in Birmingham. The workshop was facilitated by NatCen and attended by representatives from Lime (Mark Ashfield), EmERGE (Errol Lawson), Titan (Kelly Walker) and YEF (Natasha Mokhtar).

NatCen carried out a quick review of relevant documents prior to the logic model workshop. This included a theory of change for the universal component and an impact report for the mentoring programme Postcode to the Globe

The focus of the logic model workshop was to set out a logic model of the *combined* intervention, articulating and prioritising common outcomes, drawing on the logic model guidance outlined by the Kellogg Foundation (Kellogg Foundation, 2004).

Following the logic model workshop, NatCen drafted the logic model and shared the draft with Titan, Emerge and Lime. There were three rounds of feedback before the logic model was finalised in March 2020.

The logic model has not been updated since completion of the feasibility stage in July 2020.

Data collection

Qualitative research methods were used to explore experiences and views of the CRC Project. Interviews with CRC Champions, teachers and mentors took place during May–July 2020. Interviews were led by a NatCen researcher over the phone and lasted around 45 minutes with CRC Champions and teachers and 60 minutes with mentors. Interviews and focus groups were not possible with pupils as the research took place during the COVID-19 school closures.

Topic guides (see Appendix B in the technical appendices) were developed to ensure consistent topic coverage across participants. The interviews explored:

- participants' understanding of the CRC Project;
- their experience of training and ongoing support to deliver the intervention;
- their experience of implementing the intervention, including what worked well and any challenges they encountered;
- perceived outcomes of the intervention for pupils, schools, teachers and mentors; and
- suggestions to refine the intervention or its delivery.

Analysis

Interviews were audio-recorded with participants' permission and transcribed verbatim.

We used the Framework approach, a systematic approach to qualitative data management developed by NatCen, to chart (collate and summarise) transcribed data by theme and case (Ritchie *et al.*, 2013). Using the themes covered in topic guides and new emerging themes, we assembled a matrix in which each row represented an individual interview and each column represented a theme and any related sub-themes. We then summarised the interview data in the matrix, including illustrative verbatim quotes where appropriate.

Once all interviews were coded in the matrix, we analysed the data. This involved a phase of 'detection', which included studying the elements participants said about a given topic, listing

these and then sorting them thematically. Once we had identified different themes in the data, we created higher-level categories that worked as meaningful conceptual groupings for participants’ views and experiences. The analysis is fully documented, and conclusions can be linked back to the original data source.

Timeline

Table 5. Timeline

Date	Activity
January 2020	Feasibility period started
March 2020	Information sheets sent to schools
April–May 2020	Recruitment of CRC Champions, teachers and mentors
April–June 2020	Qualitative interviews with CRC Champions, teachers and mentors
August–September 2020	Analysis and reporting
September 2020	Feasibility period ended

Findings

Participants

Twelve people took part in the study across three schools. The three participant groups were CRC Champions, teachers and mentors. The table below provides an overview of the achieved sample.

Table 6. Achieved sample

Achieved sample	
CRC Champions	3
Teachers	2
Mentors	7
Total	12

This is a small sample, and therefore the findings and conclusions should be considered in this context.

Intervention feasibility

How the CRC Project is understood

The CRC Project was viewed as two separate interventions. Teachers, CRC Champions and mentors had a clear and detailed understanding of the component they oversaw or delivered but a limited understanding of the other component.

- Teachers and CRC Champions believed the aims of Choices were to increase pupils’ resilience and safety by teaching them good decision making and self-confidence. While they did not mention reduction of involvement in youth crime explicitly, their reference to ‘safety’ suggests that they regarded this as a key outcome of the intervention.

‘[The aim of Choices is] to bring out the best in people and to make sure children are encouraged to live the safest and best life possible that they can and make the right choices.’ – CRC Champion

Teachers and CRC Champions saw Choices as being central to the CRC Project rather than one of two components. This was reflected in their terminology; for example, in particular, school participants referred to the combined CRC Project as Choices or Stolen Lives rather than the CRC Project. This may be because teachers and CRC

champions were less involved in the mentoring aspect of the intervention. This did not cause significant issues for delivery of the programme.

- Mentors believed that Postcode to the Globe had several interrelated aims, including helping pupils to build confidence, understand the consequences of their actions, increase their resilience and ability to bounce back from problems, and make choices to reduce exposure and vulnerability to crime.

‘The main thing is to help the young people to understand new methods, to build more confidence in themselves... to build more resilience in themselves.’ – Mentor

Mentors equated the CRC Project with the targeted element. They knew little about Choices and thought that mentoring was the core of the programme.

Reasons why teachers, CRC Champions and mentors did not view the CRC Project as a combined intervention may relate to:

- Training: Training delivery is separate for teacher and mentors. Particular schools recalled receiving Choices training and mentoring information sessions separately.
- Sequence and level of engagement with each component: Each intervention component appeared to be delivered in silo from one another. Teachers delivered Choices while mentors delivered the mentoring. They were therefore more familiar with the component they delivered. There was also variation in teachers’ direct involvement with mentors across schools, from speaking to mentors each week during delivery to not engaging with them at all.

Choices: universal component

Delivery of the universal Choices component was largely consistent across the three schools interviewed. Table 7 provides an overview of delivery at the schools that took part in the feasibility study.

Table 7. Overview of delivery across schools

Overview of delivery in 2019/20 across schools participating in the study	
Recipients	All Year 5 & 6 pupils took part. This was consistent across schools.
Frequency	Delivered once a week, e.g. during Personal, Social, Health and Economic (PSHE) Education lesson time. This was consistent across schools.

<p>Duration</p> <p>Varied between 60 and 90 minutes across schools.</p> <p>Lessons were intended to last 60 minutes, but there were teachers who reported that this was insufficient for covering the content and allowing for discussions for particular lessons.</p>
<p>Number of lessons delivered</p> <p>Year 5: 8–11 lessons (out of 11) delivered</p> <p>Year 6: 6 lessons (part 1) delivered</p> <p>Schools had delivered some or all the Year 5 Choices lessons (between 8–11 out of 11 lessons) before school closures.</p> <p>Schools had delivered part 1 of Year 6 Choices lessons (6 lessons), with part 2 delivery halted due to COVID-19 and school closures.</p>
<p>Other variations</p> <p>Year 6 delivery: There were schools that delivered the Year 5 story (Marcus) to Year 6. This was done in agreement with Lime as the schools and therefore their Year 6 pupils were new to the intervention. The Year 6 story builds on the Year 5 story; it was therefore decided that it would be more effective to deliver the first story to the Year 6s.</p> <p>Parallel Year 5 and 6 delivery: A school reported that they delivered Choices to Year 5 and Year 6 at the same time. This parallel delivery was due to late sign-up of the school to the CRC Project. However, schools noted that this streamlined their parent intervention information and engagement activities, particularly for parents with pupils in both year groups.</p> <p>Informing parents: There were schools that chose to hold parent information lessons ahead of Choices delivery to ensure parent buy-in as some of the topics could be considered sensitive. Titan do not stipulate parent engagement but do provide schools with a parent letter to adapt to support this engagement.</p>

Teachers and CRC Champions outlined a range of practical, educational and organisational reasons for participating in the Choices component.

- **Practical:** The Choices topics align with the PSHE curriculum. It can therefore be taught within the school day in place of other PSHE lessons rather than in addition to it. This was important for teachers because the curriculum is already tight.

'You can incorporate it into the school curriculum quite easily because you're hitting so many parts of the PSHE [and] Citizenship programme.' – CRC Champion

CRC Champions believed that pupils, particularly boys, would enjoy learning on iPads and this digital element would help them to engage well with Choices. They believed boys would be receptive to learning on an iPad because of their enjoyment of gaming platforms such as PlayStation.

- **Educational:** Teachers thought that this intervention would benefit children with behavioural difficulties and poor decision making as they were most likely negatively influenced by their peers. As the CRC Project is designed to improve self-reflection and good decision making, they hoped that the programme could help these pupils to resist negative influences.

'...[T]here's a lot of behaviour issues going on in terms of they're easily getting influenced by their peers and brothers and sisters and older friends and in the community that we live in as well... so that's why this programme is to help them make better choices.' – Teacher

Choices content was also relevant to issues locally and at home. Teachers explained that their schools were in areas of high deprivation and crime. They believed that the topics covered in Choices were relevant to local issues and would teach pupils to make good choices and be resilient. One view expressed by teachers was that pupils at their schools lived with large extended family units and in religious households. Teachers suggested that these families might not discuss topics such as personal safety and wellbeing at home. Another view expressed by teachers was that parents were aware of and worried about high crime in the area and the safety of their children. For example, one teacher reported that there had recently been a stabbing involving a child in their local area, and parents were scared for their children as a result. Teachers agreed that it was therefore the school's duty to teach and discuss these topics with the pupils.

'[O]ur communities have a real fear about the crime around school and their children being dragged into this. So, it's, again, equipping those children with the skills to make the right choices for themselves.' – CRC Champion

- Organisational: Schools who had an existing and positive relationship with Titan wanted to maintain it. They trusted Titan and therefore believed in the value of the intervention. This included teachers who had previously run the Choices project at another school or schools that offered placements to Titan teacher trainees.

Participants received CRC Project training on how to deliver Choices (universal component) and information about Postcode to the Globe (targeted component). They described receiving this in three different forms:

- Combined Choices training and mentoring information: The CRC Champion and Year 5/Year 6 teachers (if different) attended a combined training and information lesson at Titan offices with several different schools present.
- Bespoke Choices training and mentoring information: If the school missed the group training, a bespoke training lesson was held at their school for all Year 5/Year 6 teachers, the head teacher and assistant head.
- Choices training and mentoring information delivered separately: The CRC Champion and Year 5/Year 6 teachers attended Choices training, and the teacher responsible for learning support and mentoring attended a separate mentoring information lesson at Titan offices.

Participants were pleased with the training content and quality. They said that the training guidance comprehensively covered the Choices content and resources and how to use them. The training had prepared them well and had made them feel confident to deliver the lessons.

Teachers highlighted that it was helpful that the training modelled how to deliver the Choices lesson and how to use the iPads.

'They literally took [us] through how the children would be doing it themselves, and then they made sure everybody understood all that before we moved on. I think everybody left that training understanding exactly how to use it [the Choices resources]' – CRC Champion

Participants who received bespoke training at their school thought it was helpful that Lime came to their school. They appreciated having time to plan how to implement the intervention as a team, and it increased collective teacher buy-in.

In addition to the initial training, participants received ongoing support in two forms:

- Formal support: Teachers received weekly emails from Lime with resources for the week.
- Informal support: Teachers spoke with Lime via phone or email when needed.

Participants were pleased with the level and quality of ongoing support. They found the weekly updates helpful to know what to focus on each week and to help keep delivery on track. Participants stressed that the weekly updates were a useful prompt to review lesson materials ahead of time.

'The weekly emails that came out before the sessions from [Lime] were fantastic... to remind us, "There's a session coming up, here's your notes". ... That did keep everyone on track and almost forced people to look through the material.' – CRC Champion

Teachers and CRC Champions were positive about the content of Choices. They highlighted that the lessons covered topics that were both relevant to pupils' lives and aligned with the curriculum.

- Appropriately pitched content: Teachers believed that the stories were suitable for the year groups. The stories used slang and language not normally used in school, which they thought made the stories more realistic and engaging for pupils.

'I think the content is brilliant. It's appropriate. It teaches them at the right level.' – Teacher

However, teachers reported that two topics – 'grooming' and 'British values' – introduced new concepts that were difficult for pupils to understand given their complexity. These lessons could therefore take longer.

- Relatable characters and issues: Teachers across schools reported that the characters and issues in the stories were relevant to the pupils at their school. For example, teachers explained that the children were exposed to gangs and knife crime in the

school's neighbourhood. As the topics were relevant to the school, teachers reported that they did not need to adapt the content.

- Generates discussions and teaches life skills: Participants also discussed that Choices helped pupils to develop important team working and life skills, such as decision making, problem solving and how to deal with emotions. Teachers explained that the lesson plan and story content encouraged pupils to discuss and express their ideas about the difficult choices and situations the story characters found themselves in. For instance, teachers and pupils reflected on the Choices content when dealing with conflict or difficult behaviour in other lessons.

Teachers across schools reported that pupils were engaged, enjoyed the lessons and were motivated to participate. For instance, a teacher explained that pupils would ask if they could continue reading the story at the end of the lesson, which showed their interest and engagement with the story. Teachers stated that the lessons generated good discussions among pupils. In particular, pupils enjoyed the Identity lesson³ and reflected on how they would have reacted to the situation the main character, Marcus, found himself in.

I think the kids enjoyed the session... when they had to talk about their identity. So they looked at Marcus' identity... and then they look at their identity and then how would they react in those conditions and would their identity change.' – Teacher

Teachers explained that pupil engagement was high because of the format, content and delivery approach of the lessons.

- Format: The use of iPads caught pupils' attention and supported their engagement.

'Technology just really screams out to kids these days...They didn't realise that they were learning.' – CRC Champion

Teachers reported that the pupils had not previously seen learning material presented in a graphic novel format. The format particularly grabbed the boys' attention because it reminded them of the video games they played. It contributed to a relaxed environment that helped the pupils feel comfortable opening up about their own experiences.

'[The Graphic novel format] gave it... the wow factor. We can't design graphic comics!'
– CRC Champion.

- Content: As previously mentioned, pupils related to issues the characters were experiencing and enjoyed the characters being a similar age to themselves.

³ In the Identity lesson, Year 5 pupils can discuss Marcus' identity, specifically whether he has a fixed identity or whether and how this can change.

'A lot of these children are in the same shoes as Marcus... they like to impress friends if they're not getting attention at home.' – CRC Champion

- Delivery Approach: Teachers reported that pupils enjoyed taking ownership by shaping the discussion and speaking about issues that mattered to them.

'It's not putting children on the spot. They're working together. They're voicing their opinion. They're having debates.' – Teacher

Teachers also used pupils' reactions to the story as a starting point to generate discussions. For example, a teacher asked pupils to explain why they laughed about a particular part of the story. By exploring pupils' initial responses to the storyline, the teacher was able to facilitate a deeper discussion of the issues.

'I brought things up so the children who did laugh might have actually then said, "Oh, yes, actually that isn't... I shouldn't really laugh at that". But we didn't chastise them for laughing; we used it as almost a learning point, really.' – CRC Champion

Pupils enjoyed working in triads (groups of three). A teacher reported that because the pupils were so engaged in the lesson, they were able to allow typically disruptive pupils to work with their friends, whereas usually they would separate them to ensure they stayed focused.

Considering the different elements of Choices, there were schools that believed Choices was different and unique to regular lessons. In particular, the interactive graphic novel and discussion-based format, helped pupils to engage.

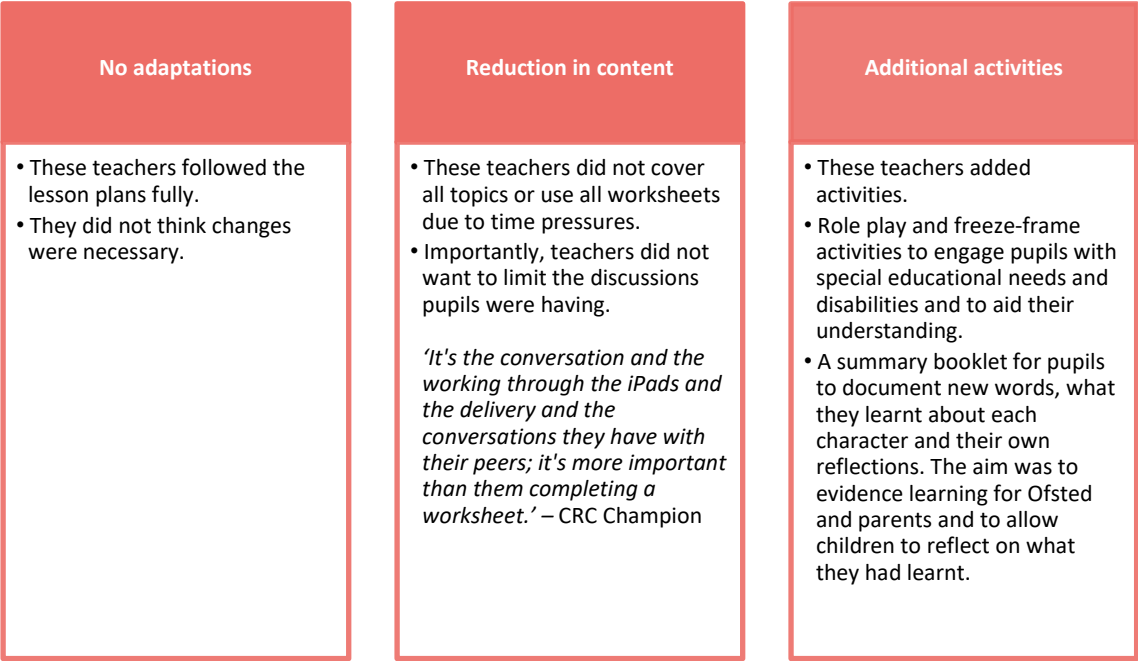
'[W]hen I say, "Oh, we're doing the Choices project next week", they're like, "Yes!" or, "Can't we carry on and read the story now, miss?"' – CRC Champion

There were, however, also schools that felt Choices was consistent with and complemented their collaborative and interactive teaching approach rather than being new or different.

In terms of teacher resources, teachers were complimentary about, and reported using, the teacher app, lesson plans and lesson resources (slides and worksheets). Teachers reported reviewing the detailed lesson plan before teaching and using the overview as a guide during the lesson to stay on track. There were teachers who preferred to use the overview guide rather than read from the detailed plan to be more engaging and responsive to pupils. They believed that if they continually looked back at the detailed plan, this would interrupt the flow of the story. Teachers appreciated having their own iPad because it allowed them to use it for teaching while pupils were able to use their own iPads. They also had access to a teacher app, which was a resource bank for teachers, including information for each session, detailed notes and a checklist. This was seen as useful, informative and easy to navigate.

Overall, teachers reported delivering the lessons in line with the guidance, with no or minor adaptations. Teachers fell into one of three categories in the types of adaptation and changes they made to delivery, as shown in Figure 3.

Figure 3. Adaptations made to Choices delivery



Teachers and CRC Champions discussed what had worked well about delivery.

- Delivery during PSHE lessons: Schools that chose to deliver Choices during PSHE lessons found this helpful because it allowed them to fit Choices into their existing timetable.
- Empathetic and open teachers: CRC Champions and teachers believed that teachers had to be open and comfortable sharing their experiences for the intervention to be successful. CRC Champions were confident that their teachers met these expectations. However, they questioned whether newly qualified teachers would be able to do so because they may not be comfortable discussing sensitive topics or know the pupils well enough.
- Informing parents: Schools that held parent information lessons to introduce the universal Choices component did so because they believed it was important to be transparent about the sensitive nature of the intervention. They also wanted to obtain parental buy-in. A CRC Champion reported that there had been some initial scepticism

about Choices among parents. However, once the school explained the project in detail, parents became reassured about particular topics such as gangs and grooming.

'[I]f our children ha[d] gone home and started talking about some of the things that they were exposed to in the programme, our parents I think wouldn't have reacted probably very well unless we were very open and honest with them and reassured them that we were actually doing the right thing.' – CRC Champion

Facilitators for effective classroom delivery included:

- Thorough lesson plans: Teachers stressed that the lessons were easy to deliver because they were well planned and structured. The detailed plans, provided by Lime, meant that the programme was consistent across classes, allowing Year 5 and Year 6 teachers to discuss the content and plan lesson delivery together. Moreover, the ready-made plans saved teachers time preparing for the lesson.

'It breaks it down, how many minutes you need to spend on each activity, is it a solo activity, is it a collaborative activity... which is good for us teachers because we just don't have time.' – Teacher

- Setting ground rules: Teachers who reported setting ground rules at the beginning of the programme, for example to respect opinions and take turns listening, believed this helped manage the discussion.
- Vocabulary definitions: Teachers reported that the definitions were important for pupils' understanding of the lesson and a useful resource for them, too. Within the design of the intervention, teachers are meant to work with pupils to define new terms; however, it was unclear whether teachers used provided definitions or developed them with pupils.

'[The definitions] were integral to the children's understanding... so the discussions of identity and vulnerability were quite eye-opening for the children and gave them some food for thought.' – CRC Champion

- Story checkpoints: Regular 'checkpoints' were integrated into the graphic novel, and pupils required a password from their teacher to move past these checkpoints and 'unlock' the next part of the story. This feature was useful because pupils were engrossed in the story and wanted to keep reading. Teachers appreciated that the checkpoints gave them control over the pace of the lesson. Pupils were not able to read beyond the current lesson without their teacher's permission.

Teachers and CRC Champions also outlined what had worked less well about delivery.

Resource and technological constraints

- **Access and format of resources:** Teachers at particular schools reported that they were unable to download the weekly teacher resources as PDF or Word documents. The resources could only be accessed through email. This was a problem when teachers needed a lesson covered by another member of staff. It meant they had to leave their email account open for the substitute teacher to access, which could constitute a wider data security risk to the teachers' computer and email account. Schools also reported that the slides were incompatible with their interactive whiteboard. To use the whiteboard as pupils were used to, teachers had to take screenshots of each slide.
- **Technology issues:** Schools reported three different technology issues, which were typically school-based. A school received iPads after a three-week delay and believed it would have been easier to deliver the lesson and have more pupil engagement if they had the iPads from the beginning. There were glitches with iPads. For example, a school was unable to finish Marcus' story. Schools reported network issues with the iPads. For example, the school Wi-Fi would stop during a lesson, preventing pupils from accessing the remainder of the story.

Practical challenges

- **Lesson length:** One view reported by schools was that there was too much content to cover in 60 minutes for particular lessons. Lessons could last 90 minutes to allow enough time for discussion. The lessons on 'grooming' and 'British values' took the longest to deliver, primarily due to new vocabulary and longer discussions to facilitate pupils' understanding of these complex topics. A school reported rearranging their schedule to clear the whole afternoon to deliver each lesson in case it ran over.
- **Learning new vocabulary:** Teachers reported that certain terms, such as 'grooming', 'identity' and 'persistence', were difficult for the pupils to understand immediately. These terms were particularly difficult for pupils learning English as an additional language. This new vocabulary contributed to lessons running over because teachers spent extra time explaining the terms.

'There was a grooming lesson, and [teachers] felt the children needed a bit more time to understand this, that they're not so up to speed on it, and felt like that should have been taught over two sessions, slowly, as it seems quite a sensitive topic for them.' – CRC Champion

- Story checkpoints: At schools where children completed both stories, the Year 6 pupils remembered the checkpoint passwords when doing Marcus’ story and were able to skip ahead. This meant teachers had less control over delivery. However, a teacher noted that this demonstrated high levels of pupil engagement. Teachers who inputted the password for pupils found this time consuming and did not think the passwords were necessary.

Postcode to the Globe: targeted component

Delivery of the targeted component was largely consistent across the schools. Table 8 provides an overview of delivery at the schools that took part in the feasibility study.

Table 8. Overview of delivery across mentors

Overview of delivery in 2019/20 across mentors participating in the study	
Recipients	Year 5 and Year 6 pupils took part. This was consistent across schools.
Frequency	Sessions delivered once a week. This was consistent across schools.
Duration	Group sessions lasted 60 minutes. One-to-one sessions varied between 30 and 60 minutes. Group sessions were intended to last 60 minutes; however, participants found that sessions overran if pupils arrived late or required more breaks. One-to-one sessions were intended to last 60 minutes; however, some schools only provided 30-minutes due to limited availability in their school timetable.
Number of sessions delivered	Mentors had either started but not finished intervention delivery or had not been able to start delivery in some schools due to COVID-19.

Mentors outlined a range of reasons for participating in Postcode to the Globe, including:

- Altruism: Mentors wanted to help others and viewed mentoring as a meaningful way to support children.
- Transferable skills: Mentors felt that they had the right skills to help children, which motivated them to participate. For example, there were mentors who had previous experience of mentoring or teaching Sunday school programmes.
- Positive experiences of being mentored: Mentors who had been involved in mentoring interventions as young people and benefitted from it, e.g. improving their confidence in school, were motivated to take up a mentor role. They had lived experience of the

positive impact a mentor can have on children. These mentors felt that it was important for children to have a positive role model.

'I've seen how it easy it was to change just by knowing someone who was there who I could talk to who wasn't judgemental.' – Mentor

- Belief in Emerge Leadership: Emerge Leadership was viewed as an organisation that was actively trying to improve children's lives. Mentors identified with its aims of empowering children and wanted to work with Emerge. Mentors believed that the intervention tackled issues relevant to children. They believed teaching resilience was important to help children navigate challenges they face, including online interactions (e.g. social media).

Mentors described two types of training they received:

- Mentor training: All mentors took part in a one-day training course about the mentoring lesson content and safeguarding. This included learning about the responsibilities, roles and expectations of being a mentor and code of conduct. Interactive activities included scenario-based role plays with other mentors.
- Shadowing mentoring sessions: New mentors shadowed experienced mentors delivering the intervention in schools. Not all mentors mentioned having done any shadowing, although it is a requirement for all mentors to participate in at least two shadowing sessions prior to delivering the intervention.

Participants shared their views on the training content and delivery approach, which they were pleased with overall.

- Content: Mentors described how the training went through each topic in the intervention but did not go through each lesson plan. They thought more time could be spent going through each lesson plan in the training. Mentors' previous work experiences meant that they already had knowledge about safeguarding as they had attended safeguarding training sessions in the past. However, they valued that the safeguarding training was tailored to the issues in Birmingham as it made the content more relevant.
- Delivery: Participants enjoyed learning with other mentors. This peer learning approach was useful for discussing different approaches to delivering the intervention. Additionally, they reported that the role-play scenarios helped them to anticipate potential challenges of mentoring and prepared them for delivery.

'[Role play] definitely does prepare me for when I go into schools because sometimes you think these scenarios won't happen, but they actually do.' – Mentor.

Although mentors were pleased with the training overall, they emphasised that gaining *'on the job'* experience was important to develop their delivery skills. Mentors also emphasised that the safeguarding and lesson content training was too much to fit into one day.

Participants received ongoing support training in three forms:

- Catch-up sessions: Formal ongoing training for the intervention lead and mentors to discuss delivery issues. The reported frequency of these differed between mentors: from between every four (during COVID-19) to six weeks (pre-COVID-19). Some mentors mentioned that these occurred every eight to twelve weeks. It is unclear why mentors recalled different timeframes; this could possibly have been due to their availability to attend the sessions.
- Support from intervention lead: Mentors reported access to informal support from the intervention lead, who they could contact to discuss any issues during delivery.
- Peer support: Mentors delivered in pairs, and all mentors formed a WhatsApp⁴ group chat where they could share learning and problem-solve while delivery was ongoing.

Mentors were satisfied with the level of ongoing support and emphasised the ease of access and frequency of support.

- Access to support: Mentors felt supported throughout their delivery. They reported having a range of support available to them that they could easily access, for instance through the WhatsApp group chat. They also agreed that the intervention lead was approachable and provided helpful advice.

'I found [the intervention lead] quite accessible... I could always reach out to him just by calling him if I felt like I needed more support on dealing with any issue that we were facing.' – Mentor

- Frequency of catch-up sessions: There were differing reports on the frequency of catch-up sessions. There were mentors who reported that having sessions eight weeks apart was too big a gap. Mentors indicated that having sessions every four to six weeks

⁴ WhatsApp is a free messaging application that lets users text, chat and share media, including voice messages and video, with individuals or groups.

worked better to receive ongoing support and balance other commitments, such as their main job. In contrast, there were mentors who described catch-up sessions occurring 12 weeks apart. They found this timeframe helpful as they could finish delivery in a school and then reflect during the catch-up sessions.

Mentors felt that the content was applicable to pupils. Pupils had personal knowledge of the session topics and gave examples of related experiences.

'They [children] would link, this is what I did, this is what happened. "Before I wanted to go for a fight, but no, this time I didn't fight. I went and told a teacher".' – Mentor

Mentors were surprised that pupils knew as much as they did on subjects such as mental health. However, specific words in the resources were not considered age-appropriate for all pupils. Mentors tried to simplify the language to facilitate pupil engagement. Participants could not, however, recall examples of difficult words from the resources.

Mentors noted aspects that worked well about delivery:

- Training and ongoing support: Mentors reported this to be high-quality and helpful for delivery.
- Working in mentor pairs: Mentors were positive about this model. Open communication between mentors helped to ensure they delivered the intervention effectively (e.g. bouncing ideas off each other). Mentors felt that their counterparts valued their contributions. Observing the other mentor during delivery provided ongoing learning opportunities, especially when one mentor was more experienced in delivering the intervention. Mentor pairs could assist in resolving difficult situations, including safeguarding issues without breaking the flow of mentoring for other pupils. The mixed gender mentor pair worked well. It gave pupils the option of discussing sensitive issues with a person of the same gender, and mentors believed it gave all pupils a role model to identify with.
- Flexible nature of delivery and varied activities: Mentors were able to use the lesson resources flexibly to meet pupils' needs. Mentors appreciated the flexible nature of delivery as it enabled them to engage pupils and make lessons feel different to a school lesson. Mentors reported that pupils enjoyed viewing different forms of content (e.g. video clips). Scenarios and small stories helped them to connect with the intervention, and one-to-one sessions enabled further exploration of a topic.
- The right space: Mentors reported that rearranging the class layout into a horseshoe, for example, seemed to engage pupils from the start of the session.

- Support from the school: Schools helped to facilitate delivery for mentors in two ways. First, mentors learnt about pupils' needs from teachers before starting the intervention. While this could be useful to provide relevant background information and know what to expect, it could lead to mentors having preconceived ideas, which may be unhelpful. Second, having a teacher in the lesson or nearby could help to manage pupils' disruptive behaviour.

Mentors outlined what had worked less well about delivery:

- Session length: Mentors felt that sessions were too short. The one-hour sessions did not allow enough time to gather feedback from pupils at the end of the session. Sessions in schools that only allowed 30 minutes for one-to-one mentoring were felt to be too short to cover the lesson plan in depth. Additionally, sessions could overrun if pupils were late arriving or due to teacher involvement in behaviour management. Mentors felt the eight-session delivery model was insufficient to achieve the aims of the intervention. Mentors said that pupils wanted the intervention to continue after the eight session. They also believed that a longer intervention could lead to even better outcomes and impacts for pupils.
- Unsuitable space: Having a consistent room for all sessions helped with keeping a structure in place for pupils. This was not always the case across different schools. Mentors explained that an unsuitable space for delivery could disrupt sessions. For example, one school delivered group mentoring in the school library, which meant that sessions were not private and encountered disruptions from others.

Teachers discussed the process of selecting pupils to the targeted intervention, and mentors gave their views of the suitability of the pupils put forward. Schools were provided with guidance and resources from the CRC Project team about selection.

- Teachers' views on the process: Teachers across schools had a similar understanding of who to select for mentoring. They chose pupils who were easily led by peers, had low self-esteem and confidence, displayed poor decision making, had risk factors due to their home environments (e.g. a family member with offending history) or had general behavioural issues (e.g. physical fights at school).

Teachers wanted more time and intervention information to support pupil selection. They felt a week was too short and would have preferred two weeks instead. Teachers were given a spreadsheet to complete to decide which pupils should be involved in the intervention. There were teachers who reported that completing the spreadsheet was time consuming, and they lacked information on how much detail was needed. Others

reported that the spreadsheet was clear and easy to complete. The reason for this difference in opinion is not clear. The CRC Project provided schools with a template letter to inform parents about the intervention. However, schools retained the autonomy to decide whether to engage parents and the method. Therefore, schools involved parents in the selection process to differing extents, ranging from not talking to parents to setting up workshops with parents to discuss the intervention and get them on board.

- Mentor views on pupils selected: Mentors were not directly involved in the pupil selection process. Mentors agreed that most pupils were suitable for the intervention as they fit the criteria and included children who were vulnerable, easily influenced by peers, had behavioural difficulties and could benefit from learning resilience strategies.

However, mentors felt that some pupils were not the right fit for the intervention, specifically children with behavioural difficulties but who did not meet the other criteria. They were unsure whether the intervention could engage them effectively and offer the right support as their needs were perceived to be primarily behavioural. Mentors discussed these children with the school and also suggested pupils who could benefit from the one-to-one sessions.

'The ones that played up in the class were not playing up after a one-to-one session. There was a seriousness from them, and they had an eagerness.' – Mentor.

Pupil engagement with the sessions was affected by the content, activities, pupil mix and differences to a regular lesson.

- Content: Mentors reported that the pupils understood the topics and related their personal experiences to them in group sessions, which helped them to engage with the content. Additionally, mentors noted that pupils enjoyed the personalised and in-depth content in one-to-one sessions.
- Activities: Mentors emphasised that the activities facilitated pupils' interest and engagement with the content in group mentoring. They enjoyed the interactive sessions and participated in the activities, including role play, scenario-based games and short stories.

'If I feel like they've been sitting down for too long, I would do the next part of the session, but they'll be standing up and interacting with each other.' – Mentor

It could be harder to engage pupils in one-to-one sessions as these did not allow for the same activities to be included compared to group sessions.

Across both one-to-one and group sessions, the worksheets could feel too much like schoolwork and could hinder pupil engagement.

- Group discussions: Mentors reported that group conversations were an important tool to allow pupils to open up about their personal experiences and views, hear those of other children and explore the lesson topic.

'[Pupils] could open up another part of discussion where you didn't even think it was going to go, but it's gone actually deeper than you would have anticipated, which is a good thing.' – Mentor

- Pupil mix: Mentors observed that same-sex groups, namely boys-only groups, could behave disruptively. This hindered engagement with the content. Further, mentors reported there was a higher level of engagement in mixed-sex groups.

'[When the groups are not mixed], I've seen that the boys get really egotistical. They're always fighting to be the top.' – Mentor

- Different to a regular lesson: Mentors reported that pupils enjoyed the sessions because they felt different to regular lessons. However, mentors were concerned that some pupils saw mentoring sessions as a chance to miss regular lessons, which could affect pupil engagement. In one school, mentoring sessions were held at the same time as Physical Education (PE) lessons. Teachers thought that some pupils initially did not like missing PE, but they became more engaged in the intervention after they felt listened to and understood by mentors.

Mentors reported using the lesson plans and student notebooks. They felt these provided structure to the sessions and helped pupils document their learning and personal reflections. Mentors were responsible for printing lesson plans and resources, which had associated personal cost and time implications for them.

Adaptations to resources and delivery were mostly to manage pupils' behaviour and to evidence learning. Mentors fell into one of three categories in the types of adaptation and changes they made to delivery, as shown in Figure 4.

Figure 4. Adaptations mentors made to Postcode to the Globe delivery

No adaptations	Behaviour management	Evidence learning
<ul style="list-style-type: none">• These mentors followed the lesson plans.• They did not think changes were necessary.	<ul style="list-style-type: none">• These mentors split groups into smaller groups to manage disruptive behaviour and ensure all pupils were supported. This was felt possible because there were two mentors.• <i>'We did a lot of the work in two smaller groups when it came to activities because, again, to manage behaviour and to be able to support them the most appropriately.'</i> – Mentor	<ul style="list-style-type: none">• These mentors encouraged children to write personal thoughts in the student notebooks, as well as lessons notes, to support their engagement and learning.

Outcomes

CRC Champions and teachers focused on the outcomes of the Choices component, while mentors focused on those of the targeted component. This difference in focus indicates that the intervention and its outcomes are perceived as separate and not combined. However, the perceived outcomes listed by CRC Champions, teachers and mentors were in line with those intended and set out in the CRC Project logic model.

Outcomes of Choices: universal component

Teachers and CRC Champions described short-term outcomes for pupils that were largely in line with those in the logic model. These included:

- **Self-reflection:** Teachers and CRC Champions believed the programme supported pupils to understand their own choices and actions. It enabled this process by asking whether the pupils could think of a time when they had faced similar situations to the characters in the story. Participants also reported that pupils used Choices as a tool to think more about their choice of words and possible consequences. For example, a teacher found that the pupils reflected on times when they had become angry or should have gathered more facts before acting.
- **Empathy:** Teachers reported that pupils started to recognise reasons for changes in the behaviour and choices of their friends and family. For example, Kwan's story

helped two pupils who were in conflict to understand each other's actions as the story addressed a lot of issues they had, such as a misunderstood text.

'... we did a lot of discussion about why this person might be saying something... might be feeling hurt or anger themselves, and how we could turn it into a positive.' – CRC Champion

- Conflict resolution: Participants reported that pupils used phrases or examples from the Choices stories to explain how they felt and resolved problems with friends. For example, a child used the phrase *'need for belonging'* to explain to their friends why they were upset.
- Developing confidence: Teachers reported that pupils had become more confident in reaching out for support if they found themselves in a difficult situation. They also said that quieter pupils built up their self-esteem and became more open and talkative by taking part.

'I think one of the main things... was self-esteem. Some of our pupils actually opened up and talked to us a lot more.' – CRC Champion

- Self-regulation: There were teachers that reported a decrease in poor behaviour as the pupils learnt to make better choices and understand the implications of their behaviour on others.

'There were better relationships with staff, better relationships with pupils, because they were able to see the impact that their actions had on others. Actually, sometimes the behaviours that we had seen previously in school actually did decrease slightly.' – CRC Champion

Outcomes of Postcode to the Globe: targeted component

Mentors felt those pupils who attended more regularly fully benefitted from the intervention and described the following outcomes:

- Decision-making skills: By taking part, pupils were able to think through the consequences of their choices. For example, they were encouraged to reflect on their friendship groups and identify characteristics of the kinds of friends they wanted. This process could help them to consider making changes to friendships that were negative for them. Additionally, mentors received feedback from teachers about improvements to pupils' behaviour they attributed to the mentoring. This indicated positive decision making regarding their own behaviour.

'We've been told by teachers that they've shown progress in lashing out and impulsive behaviour.' – Mentor

- Cooperation and listening skills: Mentors described how pupils in group mentoring improved in their ability to cooperate and listen to peers in the sessions.

- Developing confidence: Pupils who were quieter at the start developed their confidence to engage in discussions and activities after several sessions. For example, one child had anxiety during the first session, which caused them to leave the lesson, but they continued taking part and did not express that anxiety in later sessions.

Pupils were taught how to facilitate discussions with their peers, which developed their leadership skills and boosted their confidence. Mentors believed that pupils' confidence had generally improved by taking part. They noted that children gained more confidence in the one-to-one sessions than in the group sessions. This may have been because of the individualised support they received.

When asked about outcomes of Choices for teachers, their responses were limited to its influence on teacher-pupil relationships. This suggests that teachers viewed the CRC Project as being targeted at pupils. Participants did not discuss other intended teacher outcomes outlined in the logic model. There were teachers who reported that delivering the programme helped them better understand pupils' behaviours and the reasons for their actions. In contrast, teachers who felt that they already had good relationships with pupils and their families reported no change in these connections. However, they believed the programme would be useful for fostering good relationships with new teachers or teachers at large schools who have fewer opportunities to get to know their pupils well.

Mentors identified several outcomes they had gained from their involvement. These aligned with the logic model and included:

- Confidence to deliver Postcode to the Globe: Mentors felt more confident to go into new schools and deliver the intervention effectively. Mentors reported that they gained a greater ability to work with different groups of pupils and environments (e.g. delivering the intervention in different schools). They felt better able to understand and relate to pupils and manage behaviour while delivering the lessons, as well as identifying when children were having issues and help them resolve them.

'You're more used to it now [difficult behaviour], so it doesn't seem so hard... Now, we're able to deal with it all and still maintain a good repertoire with the kids.' – Mentor.

- Personal development: Delivering the mentoring improved mentors' delivery, listening and coaching skills and patience and encouraged self-reflection. These skills could support them in the mentor role, but also across other aspects of their lives, including in other employment.

Suggestions of teachers and mentors to refine the CRC Project

CRC Champions, teachers and mentors were generally positive about the content and quality of the CRC Project. They made suggestions for minor changes and refinement to the training, content and delivery. CRC Champions and teachers focused on the Choices (universal component) while mentors focused on Postcode the Globe (targeted component).

Teacher suggestions for future delivery of Choices:

- Suggestions for training
 - Consider covering the full story in training: Teachers suggested it would be helpful to cover each story in detail in the training and allow time to discuss the themes of the stories as a group.
 - Consider discussing methods for delivering each lesson: Teachers suggested including a discussion of delivery approaches for each lesson.
 - Schools to consider sending teaching assistants to the training: Teachers reflected that it would be useful to include teaching assistants in the training so that they could understand the goal of the programme and support its delivery⁵.
- Suggestions for content
 - Consider how to develop the guidance on teaching the lessons on grooming: Teachers reported difficulty knowing how to teach the main lesson on 'grooming'. They would have liked more guidance on how to answer likely questions from children. They also suggested the topic could be spread over more lessons to give children more time to understand the subject.
- Suggestions for parental engagement
 - Consider creating a parent newsletter: CRC Champions suggested that a newsletter for parents after each lesson could facilitate similar and continued conversations of the Choices topics at home.
- Suggestions for project delivery

⁵ CRC Project training is open to all school staff. Schools choose which staff attend.

- Review Choices slide shows' compatibility with school technology: Teachers reported that the Choices slides were not compatible with interactive whiteboards.
- Consider using pin codes rather than passwords at the story checkpoints: Teachers who chose to input the checkpoint passwords themselves believed using a pin code rather than a password would make the process quicker and therefore less disruptive.
- Consider spreading content out over more lessons: To keep lessons to one hour while allowing time for discussion, teachers suggested spreading the content over more lessons. They did not suggest cutting any content or extending lesson time.
- Consider pupils working in pairs rather than triads: Teachers believed it would be easier for two pupils to share an iPad and see the screen rather than in groups of three. Additionally, it would be easier for teachers to manage behaviour in pairs.
- Consider incorporating a tool to evidence learning: A teacher who created a summary booklet for pupils to complete after each lesson reported that it was useful for evidencing learning, understanding what the children had learned and helping the pupils to remember the lessons.

Mentor suggestions for future delivery of Postcode to the Globe:

- Suggestions for training
 - Consider delivering the training over two days to break up the learning and deliver at a slower pace.
 - Include a training evidence portfolio to evidence learning outcomes and participation.
 - Include good practice examples of effective communication with schools and teachers for mentors with no prior experience of working in schools.
 - Provide reassurance that mentors can adapt resources, if necessary.
- Suggestions for pupil selection
 - Review pupil selection criteria provided to schools. Mentors who thought that schools selected pupils with challenging behaviour rather than those who

would benefit from the intervention thought the guidance to schools could be clarified.

- Suggestions for content
 - Consider including a lesson on bereavement and how to cope with death of a family member or friend, which would be beneficial to pupils who have experienced this.
- Suggestions for liaising with schools
 - Have a consistent point of contact in schools for mentors to liaise with, as opposed to different staff.
- Suggestions to enhance delivery
 - Consider including props for mentors to aide delivery, e.g. a tennis ball to represent resilience when it bounces back after throwing it on the floor. This could enhance delivery in activities and help with communication of definitions.
 - Review materials and ensure age-appropriate language. Mentors reported that the language in resources needed to be age-appropriate or further defined.
 - Consider incorporating technology in the lessons. Mentors suggested adding technology, such as iPads and other gadgets, to enhance the content and improve pupils' engagement.
- Suggestions for intervention design
 - Consider including pre- and post-follow-up sessions. Mentors wanted a pre-mentoring session to set goals with pupils and a follow-up session to see whether children felt they achieved the aims.
 - Consider increasing the lesson length to between one-and-a-half and two hours. Mentors thought this would allow time to cover topics in more depth. For one-to-one sessions, they felt that some pupils needed longer intensive sessions.
 - Consider increasing the delivery period. Mentors believed that a longer intervention, e.g. six months, could have long-term benefits for pupils.

Conclusion

The CRC Project is a school-based intervention that aims to support Key Stage 2 pupils to stay safe from being criminally exploited and becoming involved in youth crime. Through a universal component (Choices), all Year 5 and 6 pupils are supported by their teacher to better understand themselves, the things that influence their behaviour and how their own emotions affect decision making. Equipping them with this self-knowledge aims to help them consider the choices available to them in everyday life and the potential consequences of their behaviours. Additional targeted support is provided to a smaller number of pupils considered more at risk according to teacher insight, wellbeing data generated through the Choices Programme and the dialogue between practitioners and the project that these two things elicit. A trained mentor then delivers this targeted component (Postcode to the Globe), which builds on and consolidates the universal delivery. The CRC Project aims to help children learn how to make good decisions and seek support from others when needed to achieve positive long-term outcomes.

Table 9. Summary of feasibility study findings

Research question	Finding
To what extent do teachers and CRC Champions adhere to the intended delivery model?	<p>Delivery of the universal component (Choices) was largely consistent across the schools interviewed. Teachers reported delivering the lessons in line with the guidance. Minor delivery adaptations were reported, including adding activities such as a summary booklet.</p> <p>Delivery of the targeted component (Postcode to the Globe) was largely consistent across the mentors interviewed. There was variation in the duration of one-to-one sessions. Mentors adapted resources and delivery to manage pupils' behaviour, for instance splitting pupils into smaller groups. They also made adaptations to evidence learning by encouraging children to write personal thoughts in their notebooks.</p>
How is the intervention perceived by CRC Champions, teachers, mentors and young people?	<p>The CRC Project was not viewed as a combined intervention. Teachers and CRC Champions saw Choices as the central component. Mentors believed the same about the Postcode to the Globe. Participants' understanding of their component was largely aligned with the intervention aims.</p> <p>For Choices, teachers and CRC Champions believed the characters in the stories were relatable, spoke directly to pupils' lives and aligned with the curriculum. However, lessons on 'grooming' and 'British values' were complex and covered new and difficult concepts, which resulted in these lessons taking longer than intended.</p> <p>For Postcode to the Globe, mentors reported that the intervention content was relevant to pupils' lives. However, participants recalled that particular words in the resources required explaining and may not be age-appropriate for all pupils.</p>

<p>How well did young people engage with the intervention?</p>	<p>For Choices, pupil engagement was reported to be high. The lessons felt different to regular lessons because they were enhanced by technology (iPads) and a graphic novel format.</p> <p>For Postcode to the Globe, the flexible nature of the delivery model helped mentors address pupils' individual needs and maintain their engagement. Additionally, the group activities facilitated pupils' interest and engagement with the content.</p>
<p>Is the training and ongoing support for teachers and mentors sufficient?</p>	<p>For Choices, teachers and CRC Champions were satisfied with the quality of training and the formal and informal support they received from Lime. Weekly emails prepared teachers for their sessions, and the practical training made them feel confident about the use of digital technology.</p> <p>For Postcode to the Globe, mentors felt that the quality of training and the range of ongoing support equipped them to deliver the intervention well. To further enhance the initial training, more focus could be placed on the individual lesson plans.</p>
<p>What are the outcomes of the CRC project?</p>	<p>Outcomes for pupils: CRC Champions, teachers and mentors identified short-term outcomes for pupils largely in line with those in the logic model. For Choices, these included self-reflection, empathy, conflict resolution, developing confidence and self-regulation. For Postcode to the Globe, these included increased pupil ability to cooperate with peers, better listening skills and more confidence. Mentors noted that pupils appeared to gain more confidence through one-to-one sessions than group sessions.</p> <p>Outcomes for teachers: Teachers highlighted the benefits of the intervention on teacher-pupil relationships but did not discuss any changes to their own practice. This suggests that teachers viewed the CRC Project as primarily targeted at pupils.</p> <p>Outcomes for mentors: Mentors similarly identified outcomes in line with the logic model. They felt more confident to deliver the intervention effectively and believed they were better equipped to work with a wider range of pupils and adapt to different school environments.</p>
<p>What research design is suitable for a larger- scale pilot evaluation?</p>	<p>To examine feasibility, evidence of promise and readiness for trial, the pilot evaluation should include a process study of delivery, involving interviews, observations and monitoring measures with key stakeholders (teachers, CRC Champions, mentors, pupils and parents) and data collection of the primary outcome through a pre-and post-survey, using validated outcome measures.</p>
<p>What changes, if any, are needed to the intervention logic model?</p>	<p>The findings suggest that the CRC Project is a mature intervention. Small areas for potential refinement include:</p> <ul style="list-style-type: none"> • Reviewing the intended outcomes set out in the logic model and considering ways to achieve these for all stakeholders, particularly teachers • Updating the training activities for teachers and mentors to reflect changes made to the training offer following the feasibility stage

Evaluator judgement of intervention feasibility and interpretation

This feasibility study aimed to evaluate the early implementation of the CRC Project. The COVID-19 pandemic and associated partial school closures and social distancing measures resulted in the CRC Project delivery stopping early and changes to the feasibility study design.

It also contributed to a small study sample. The findings must therefore be considered in this context.

The research findings from in-depth interviews conducted with the CRC Champions, teachers and mentors in this study indicate that the intervention was largely implemented as intended and has shown early signs of positive short-term outcomes for participating children. Across the schools that took part in this study, the CRC Project reached all Year 5 and Year 6 pupils through the universal component and a proportion of pupils with the targeted component. Teachers and mentors reported that the training, ongoing support and resources provided gave them the information required to implement the intervention as intended. They reported minor adaptations to delivery due to time constraints or to enhance pupils' engagement and learning. The findings indicate that delivery was broadly consistent across schools, teachers and mentors that took part in this study. This suggests fidelity to the CRC Project model.

Teachers and mentors thought the content was well pitched for the age group and included opportunities for pupils to learn new words and concepts. Teachers and mentors explained that pupils showed real engagement with the topics and delivery approach. These findings suggest that the content of the CRC Project was acceptable to teachers, mentors and pupils and that they were also responsive to it. The short-term outcomes observed for pupils and mentors were largely in line with those set out in the logic model.

Small areas for potential refinement of the CRC Project were identified, which the developers may want to review to optimise delivery.

- First, the universal and targeted components of the intervention were considered as separate. CRC Champions and teachers were more aware of the universal component. They knew little about the targeted component, and likewise mentors knew little about the universal component. While it is not expected that this caused significant issues, it would be beneficial if schools and delivery staff were aware of exactly what the intervention entails. This may help to ensure a better experience for children who are part of the universal and targeted components.
- Second, the targeted component is designed to be delivered over 60-minute sessions; however, some schools only provided 30 minutes. This presents a deviation from the delivery model and compromises the mentor's ability to implement the intervention as intended. Furthermore, delivery of the targeted component can be optimised further if schools could provide a quiet space for these sessions.

- Third, teachers explained that particular Choices lessons took longer than the allocated 60 minutes. The lessons on 'British values' and 'grooming' introduced new words and concepts and generated a lot of discussion. Teachers valued these lessons and learning for pupils but noted that the lessons took longer than designed.
- Finally, teachers focused on outcomes for pupils and seemed unaware of the potential benefits for them or the schools. Additionally, while outcomes for pupils were positive, goal setting and engagement with wider school life was not mentioned.

The CRC Project developers' reflections on key findings from this study and planned changes to delivery in 2020/21 are documented in Appendix C in the technical appendices.

The feasibility study, though small, suggests that the CRC Project is a mature intervention and has been implemented consistently across schools, teachers and mentors and in line with the logic model.

Interpretation

There are limitations to this study, outlined below:

- Timing of the research: The CRC Project delivery was stopped early due to COVID-19, school closures and social distancing measures. This has two implications for the feasibility study: first, participant feedback is based on incomplete intervention delivery; and second, the original scope of the research was not possible to implement.
- Change in scope of the research activities: Due to school closures, research activities were limited. Observations of teacher training and CRC Project sessions were not possible.
- Direct research with pupils about their views of the intervention or to test the questionnaire measures for the subsequent pilot study was not possible due to COVID-19 restrictions. The absence of pupil perspectives limits the strength of evidence supporting the benefits and acceptability of the intervention, despite pupils' views being gained by proxy through interviews with teachers and mentors.
- Small sample size: A smaller participant sample than anticipated was achieved due to recruitment challenges. The findings and conclusions are therefore limited and should be considered in this context.
- Informing schools about the evaluation: Titan were funded to start the roll-out of the CRC Project before the evaluator was appointed. Schools had therefore signed up to the CRC Project without being aware of the requirement to support evaluation activity.

This caused a delay and mismatch at the start of the evaluation against the intervention delivery timetable.

Despite the absence of pupil perspectives, the intervention is broadly perceived as positive by implementers and intervention recipients and has been implemented consistently across schools, teachers and mentors and in line with the logic model. Therefore, there is agreement that the feasibility study has met the criteria to transition from feasibility stage to pilot stage.

Future research and publications

A pilot evaluation of the CRC Project will take place during the academic year 2021/22. The pilot will build on the feasibility study findings and will include pre- and post-intervention surveys to measure progress towards intended outcomes for pupils and observations of CRC Project teacher training, Choices lessons and mentoring sessions, alongside qualitative interviews and focus groups with CRC Champions, teachers, mentors, pupils and parents.

The pilot evaluation will explore delivery of the CRC Project, taking an implementation and process evaluation (IPE) methods approach. The pilot will assess how the programme is implemented in practice to inform learning for future delivery and future large-scale evaluation of programme effectiveness. The key dimensions to explore will be three key dimensions: evidence of feasibility, evidence of promise and readiness for trial.

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Appendix A – Privacy notice

NatCen

Social Research that works for society

Confident Resilient Children (CRC) Project Research Study

How your data will be used. Privacy notice – January 2020

In line with the EU General Data Protection Regulation (GDPR), there are certain things that you need to know about how the information we collect for this research will be looked after. A privacy notice explains how data we collect will be used. In this privacy notice, we explain:

- the legal basis for data processing,
- who will have access to personal data,
- how data will be used, stored and deleted, and
- who you can contact with a query or a complaint.

Who's who?

This research is being carried out by the National Centre for Social Research (NatCen). It is funded by the Youth Endowment Fund (YEF). You can find out more about NatCen at www.natcen.ac.uk and about the YEF at <https://youthendowmentfund.org.uk/>

What is the legal basis for processing data?

NatCen is the data controller and processor. This means that we are responsible for deciding the purpose and legal basis for managing the data. The legal basis is legitimate interest. This means that we believe there is a good reason for us to collect and manage this data. And that this data is needed to evaluate and learn about the CRC Project. Using this data won't interfere with individuals' interests, rights or freedoms.

Who will access to personal data?

NatCen's research team will have access to the school leads' names and their work contact details. NatCen will have audio recordings of interviews, interview transcripts. We will have access to anonymised student questionnaire responses.

McGowan Transcriptions (www.mcgowantranscriptions.co.uk) is the service we use to transcribe interview data. They will have access to recordings and transcriptions from interviews, which are shared through a secure online transfer system. McGowan Transcriptions meet all of our information security policies.

How will the data be used, stored and deleted?

Data will only be used for research purposes. NatCen will store and manage all data securely and confidentially. Only the research team will have access to the data. The report will not identify any individuals taking part in the project. All personal information,

and any other data held on the project, will be securely deleted after project completion in December 2022.

Who can I contact with a query or a complaint?

You have the right to raise any concerns with the Information Commissioner's Office (ICO) via their website at <https://ico.org.uk/concerns/>.

Any questions

NatCen's team are happy to answer any questions you have about this research or how the data will be used. Email CRC@natcen.ac.uk or call **0808 168 1348**.

Appendix B – Example Topic Guide

Evaluation of Confident Resilient Children (CRC) Project

Topic guide for CRC Champion/Teacher

Aim of the phone interview:

The aims of the interviews with CRC Champions/Teachers are to explore their:

1. understanding of the CRC project and experience of initial training
2. CRC project delivery to date and experiences of delivery
3. perceived outcomes for pupils and teachers
4. suggestions for improvement

The topic guide:

This guide sets out topics and questions to cover during interviews. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc., as participants' contributions will be explored in this way, as far as is feasible, during the 45-minute telephone interview. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen.

Introduction

- Introduce yourself and NatCen Social Research
- Introduce the study:
 - Funded by Youth Endowment Fund (YEF)
 - Overall aim is to explore how participating schools, staff and pupils feel about CRC and how the project is delivered in schools
 - Findings will help shape future delivery.
- We would like to have a conversation about the CRC project running in your school since October 2019, and your views and experiences of it, so there are no right or wrong answers.
- Participation is voluntary – you can choose to have a break at any time or not to discuss any topic.
- Digital recording – We will be audio-recording the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings. Check OK.

- Data protection – Data kept securely in accordance with GDPR.
- How we'll report findings – we will not mention your name, or any names of people or places you mention in report. However, due to the small number of participating schools your views may be identifiable. A report summarising what everyone tells us will be shared with the CRC team and YEF.
- Disclosure – everything you tell us will be confidential. If you tell me something which suggests you or someone else is at serious risk of harm, I will have to report it to the NatCen Disclosure board, who would decide if an authority should be informed.
- Reminder of interview length - will last 45 minutes. Check OK.
- Any questions/concerns?
- Permission to start recording

1. Background and context [5 min]

Aim: To gather background information on the participant, check their understanding of CRC and understand the school's reasons for participation

- Current role and responsibilities at school
- Their involvement with CRC project
 - What project is referred to among staff/pupils
- Reasons for school taking part in CRC project
 - Since when school started working with CRC project [Interviewer: we are only evaluating the school's involvement in the CRC project for 2019/20]
- How they would describe the goal of the CRC project
 - What it involves

2. CRC teacher training [5 min]

Aim: To explore school's participation in training and views of it

- Who attended CRC project training from school
 - What are their roles
- Views on training
 - What they learnt
 - How they would improve it

3. Delivery of Choices (universal) programme [15 min]

Aim: To explore delivery to date, participant's views on delivery and available support

- Overview of delivery to date for Y5/Y6 [Interviewer: discuss Y5 and Y6 in turn]
 - Check all Y5 / Y6 took part
 - Were parents informed and how
 - Number of sessions
 - Frequency
 - Average length
- What a typical session looks like for Y5/Y6 [Interviewer: discuss Y5 Marcus' Story and Y6 Kwan's Story in turn]
 - Whether Choice session plan followed
 - Views on content of Choices
 - Any adaptations made + reasons for these
 - How well pupils engaged with content and sessions
 - How Choices session is different from regular lesson
- Barriers and facilitators to delivery of Choices sessions
 - What works well about sessions
 - What doesn't work well about sessions
- Views on resources
 - Teacher's resources, incl. Teacher app
 - Pupil's resources, incl. Student app
 - Were these used, and how well did teachers/pupils engage with resources
- Views on support for teacher
 - Type of support required
 - Who from
 - Whether support was useful
- Suggestions for improvement to Choices sessions

4. Delivery of Postcode to the Globe (targeted) programme [5 min]

Aim: To explore delivery to date, the school's process for selecting pupils and views on delivery

- Whether programme has started
- Process for selecting children for group and individual mentoring
 - Who was involved
 - Did pupils have choice
 - Communication to parents
 - What worked well about selection process
 - Were the 'right' pupils selected
 - Suggestions for improvement
- Views on mentors and mentoring sessions
- Pupil's feedback on sessions
- Suggestions for improvement

5. Perceived outcomes [10 min]

Aim: To explore intended and unintended outcomes for pupils and teachers

- Explore main outcomes of CRC project generally
- Any unexpected outcomes

Outcomes of pupils

- Explore general outcomes for pupils
 - Decision-making
 - Friendships
 - Behaviour
 - Communication
 - Risk of involvement in youth crime
- Differences in outcomes for certain pupil groups
 - Pupils who took part in Choices and/or mentoring

Outcomes for teachers / school

- Explore general outcomes for teachers
 - Relationships with students
 - Types of conversations with students

- Managing difficult subjects
- Challenging difficult behaviour
- Explore general outcomes for school

6. Final thoughts [2 min]

- Any other comments/suggestions for the CRC project

TURN OFF RECORDER

- Thank them for their time and for the helpful discussion / Stress the value of discussion in helping to shape the study
- Reiterate confidentiality and anonymity / Check whether there is anything which they would not like to be included in the write up of the finding
- If interview was with a CRC champion:
 - Ask about arranging a teacher interview – and ask CRC to introduce you to a teacher + book in
 - Ask about feasibility of doing a zoom (online) focus group or paired interviews with 4-5 pupils still attending school and took part in universal and/or targeted intervention. It would last 60 mins. Would they be able to help us to arrange this? What would be the best approach?

Appendix C - Developer responses to findings

The table below sets out the CRC Project team response to the feasibility findings.

Feasibility study finding	Response from Lime regarding Choices (universal component)
<p>Teachers did not explicitly mention the CRC Project aim to reduce youth crime (see Section 2.1)</p>	<p>This is intentional. A head teacher or CRC Champion would have a clearer understanding of the overall project aims. This is framed with reference to the story of the development of the intervention; beginning with concerns around symptoms, and then delving more deeply to understand the root causes of these symptoms. The framing resonates well with these stakeholders and their context and the challenges that come with this.</p> <p>Classroom practitioners sit directly between pupils and school leaders. It is our aim that they should understand how the vulnerabilities (to crime, exploitation and other 'symptoms') manifest within their classroom environment. They therefore should have an awareness of the wider programme outcomes as well as an ability to spot the symptoms of this. Our revamped training modules that have been developed since the feasibility study will clarify this role.</p>
<p>Teachers and CRC Champions view CRC Project universal and targeted components as two separate interventions (see Section 2.3)</p>	<p>This year (2020/21) there will not be separate information/training sessions and the two processes will be much more streamlined, with a physical handover from Lime (universal) to Emerge (targeted) with the CRC Champion.</p> <p>Mentors will be invited to the core teacher training session which this year will be delivered virtually. In future years, as a minimum, virtual sessions will be held for Mentors.</p>
<p>For some schools, Choices training and mentoring information was delivered in two separate sessions, usually to different school staff</p> <p>The provision of training and ongoing support as described by participants, and who it is available to (see Section 3.3)</p>	<p>The mentoring info session was not training as such and will not be needed this year as the process will be continuous from Choices, into referrals, into mentoring. However, provision has been made to present the end-to-end programme in the core training to ensure it is viewed as a single programme, rather than distinct elements.</p> <p>This has been completely overhauled since the last delivery, partially in response to add in new content, partially because of defining our pedagogic approach and in response to COVID-19 and the restrictions it places us under. A full training offer has been developed, and includes:</p> <ul style="list-style-type: none"> (i) Core starter training covering principles of the programme, the content, getting the best out of the technology and the evaluation (ii) Weekly 'bite size' communications to draw teachers' attention to key messages (iii) Access to CPD 'masterclasses' to include key themes, e.g. successful planning <p>All appropriate staff are offered the opportunity to attend training, but attendance is at the school's discretion. Our minimum requirement is that Champions and delivering Teachers attend but we do not place a limit on attendees.</p>

Feasibility study finding	Response from Emerge Leadership regarding Postcode to the Globe (targeted component)
<p>Session length, late arrivals of pupils and one-to-one mentoring sessions varied between 30 to 60 minutes</p> <p>The space for mentoring was not always suitable for sessions</p> <p>Teacher presence and role in sessions (see Section 4.5)</p>	<p>We will insist that one-to-one sessions are 60 minutes in length. We will clarify the expectations of teachers/schools</p> <p>We will regularly check with teachers to ensure standards are being met, relating in particular to the choice of room that is used, pupils attending on time, teacher's role in relation to the session and sessions starting on time.</p>
<p>Mentor shadowing sessions before delivery</p> <p>Mentors suggestion to review each lesson plan in training (see Section 4.3)</p>	<p>We will continue to ensure that all the mentors' shadow 2 other mentoring sessions as part of the recruitment and training process.</p> <p>We will be sure to emphasise in training that mentors are expected to 'prescribe' the content they are delivering based on the pupils in the group.</p>
<p>Pupils selection (see Section 4.6)</p>	<p>Going forward we will be using the Stirling Wellbeing Survey to select the pupils. This will help to ensure that pupils are selected for the right reasons and not purely because of behaviour, as has been said.</p>
<p>Managing pupil behaviour in group mentoring sessions (see Section 4.7)</p>	<p>We will add additional material and support for the mentors on handling challenging behaviour. Specific training sessions will be delivered on this subject.</p>



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