

FEASIBILITY STUDY PLAN

# YES Outdoors

Sheffield Hallam University

Principal investigators: Dr Sarah Reaney-Wood and  
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# YES Outdoors Mentoring Programme feasibility study plan

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<b>Project title</b>	<i>YES Outdoors mentoring programme</i>
<b>Developer (Institution)</b>	<i>YES Outdoors</i>
<b>Evaluator (Institution)</b>	<i>Sheffield Hallam University</i>
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## Study plan version history

Version	Date	Reason for revision
<b>1.2 [latest]</b>		
<b>1.1</b>		
<b>1.0 [original]</b>		<i>[leave blank for the original version]</i>

*Any major changes to the feasibility study approach agreed between the evaluator and developer team need to be discussed with the YEF Evaluation Manager (EM) prior to being finalised. Describe in the table above any major changes made to the feasibility study research questions and approach, and the rational for these.*

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## Study rationale and background

### **Mentoring**

Formal mentoring programmes are widely considered an effective preventative approach to involvement in criminal activity with young people (YP) at risk (Blakeslee & Keller, 2018, Raposa et al., 2019). Findings from systematic reviews/meta-analysis have pointed to mentoring having a moderate effect on problem behaviour (Tolan et al., 2008). Whilst many definitions of mentoring exist within the research literature and mentoring interventions vary by context; the common thread throughout is that they conform to models that establish dialogue, trust, and rapport, and focus on action (Morgan and Rochford, 2017; Mullen & Klimaitis, 2021). However, there is wide debate as to the effectiveness and impact of Mentoring dependent on factors such the age and socioeconomic status of the CYP from backgrounds considered disadvantaged (DuBois et al, 2002). It is important to note that Raposa et al (2019) also suggest that the influence and effectiveness of Mentoring is not universal. For example, various sections of society from different demographic groups are likely to experience diverse outcomes. Furthermore, significant numbers of young people put forward for engaging in Mentoring programmes experience complex circumstances, challenges and barriers (Raposa et al, 2019), which may have an impact on their engagement with mentoring programmes. Likewise, despite various positive outcomes demonstrated across research such as impact on education, behaviour and self-esteem , it has been observed that Mentoring as a standalone intervention is not sufficient and would be best placed as part of a wider set of interventions (Dubois and Silverthorn, 2005).

### **Adventure based activities and crime prevention**

Evidence also suggests that activity-based programmes, such as climbing, sports and mountaineering have efficacy in engaging YP at risk of problem behaviour and can also be successful (in the right context) in reducing problem behaviour (Wilson & Lipsey, 2000; Bedard., 2004; Nichols & Crow., 2004). Outdoor and adventurous educational experiences often invoke feelings of fear for participants (young or old) as activities such as climbing, or caving carry perceived and real risk. However, fear, in the context of outdoor and adventurous education, is often understood and even employed as a necessary and important tool in learning and personal development (Reed and Smith, 2021).

More specifically outdoor sports and activity of these kinds, especially those carried out in natural environments have been shown to have a range of positive influences for society

(Eigenschenk et al, 2019). In particular the literature demonstrates benefits relating to; physical health (ten Brink et al, 2016; Eigenschenk et al, 2019); mental health / wellbeing (Thompson Coon et al, 2011; Tillmann et al, 2018; Eigenschenk et al, 2019); education and learning (including across the life course) (Eigenschenk et al, 2019); citizenship; crime / anti-social behaviour reduction (Eigenschenk et al, 2019).

## **Existing Evidence base for YES Outdoors**

YES Outdoors is a well-established charity that was founded over 10 years ago in the aftermath of the London riots. Since then, they have delivered various strands of youth work across several London boroughs. A large proportion of children and young people (CYP) in London are identified as at risk of being involved in serious crimes and there is a need for evidence based-interventions that tackle this issue. YES Outdoors have developed the climbing, mentoring and bike maintenance (CLIMB) programme that incorporates adventure based activities and life skills. YES Outdoors have previously undertaken internal evaluation work, but this feasibility study will provide vital evidence to inform a rigorous pilot trial in 2023. It will also add to the YES Outdoors evidence base around how their programme works and why, alongside further developing their Theory of Change (ToC) and Logic Model (LM).

## **YES Outdoors mentoring Intervention**

### **Who**

The CLIMB intervention is aimed at 10-14 year olds from across north London, specifically, within the boroughs of Camden, Hackney, Haringey and Islington and will be delivered at varying locations.

- The climbing/mentoring part of the intervention (see below for full description) will be delivered at the Castle Climbing Centre, Islington <https://www.castle-climbing.co.uk/>
- The bike maintenance and mentoring sessions (see below for full description) will take place at the Rose Bowl Youth Centre, Islington, <https://www.rosebowlislington.org.uk/>

- The Outward Bound residential (see below for full description) will take place at Aberdovey <https://www.outwardbound.org.uk/aberdyfi>

The CYP identified as suitable to take part in the intervention will be those classed as ‘at risk’ of becoming involved in crime, by either teachers or youth workers/offending officers and aligned with the YES Outdoors threshold criteria. The young people will be attending (although the frequency of attendance may be low/variable) either a north London based Secondary School, Pupil Referral Unit (PRU) or reintegration provision. See appendix 5 for YES Outdoors referral criteria.

## WHAT

The YES Outdoors Intervention is a 9-month intervention focused on harnessing the benefits of mentoring. It is comprised of 3 stages; 16 weekly rock climbing and mentoring sessions (stage 1); 12 weekly bike maintenance sessions (stage 2); and a one-week Outward Bound Trust residential (stage 3). The intervention culminates with a celebration event involving young people, mentors, and family.

The continuing mentoring aspect that accompanies the activities of the CLIMB programme is unlikely to follow a strict or standardised format week in and week out (indications of what may be covered are included below). It will be a combination of running the content of the sessions through doing, and the mentoring happening around the activity, to help remove barriers or inhibitions (creating a more authentic exchange). This will be accompanied by more formal mentor-mentee conversations, for example in the Castle café or in the Rose Bowl. It is a combination of these two methods that make up the mentoring process throughout the CLIMB programme.

## HOW MUCH & WHEN

### STAGE ONE

#### **October 2022 – February 2023** Rock Climbing Sessions – 16 weekly sessions

The YES Outdoors mentoring programme will start in early to mid-October 2022. Following the recruitment period, the young person will be equipped with the information to be able to attend their first session.

**Session 1 and general principles:** mid-October 2022. Is held at the Castle Climbing centre. The young people will attend in cohorts of five and are met there by the programme staff and volunteer mentors. Introductions take place in a group setting and this involves some icebreaker exercises. The process for the next few weeks is explained including health and safety whilst doing the activity. The young people pair up individually with a member of staff who begins preparing them and teaching them about the equipment they'll be using during their first session. Young people are then supported and encouraged by a mentor to attempt their first climb. The delivery staff is a mix of qualified rock-climbing instructors and experienced mentors. The group instruction and equipment safety discussions are led by qualified instructors, whereas the 1:1 pairing is with the CYP's mentor.

The facility in conjunction with the expertise of climbing instructors lends itself to an appropriate level of challenge unique to each CYP.

The climbing sessions take place in small groups of 5 CYP, each CYP will be in the same group as they start in for the remainder of the climbing sessions. These will take place on different days and at different times, dependent on which group the CYP is in. These will be tailored to the needs of the CYP by use of the Stress-Performance curve chart. This measures the level of the CYP's performance vs the challenge, helping to ensure that the programme is developing at the best pace for all CYP. More information about the Stress-performance curve chart can be found in appendix 3. In addition, starting with small groups of 5 and building up to a larger group during the bike maintenance sessions means that CYP gradually builds up their confidence and rapport with their mentor and interactions with peers, before culminating in a group on 25 when attending the OBT residential.

**Sessions 2-4 (befriending stage):** late October to mid-November 2022. In groups of 5, the rock climbing activities take place, one 2-hour session a week. Each group have a set day and time that they are expected to be at the activity. Picking up from the first session, the CYP are still free to pair up with any member of staff/mentor. These first weeks are the befriending stage, where CYP can pair up with a different mentor every week and begin to establish relationships and trust. This process ensures that mentors and mentees are paired up in the most effective way possible for the development of the young person. During these 4 weeks, confidence is built and skills begin to develop within the physical activity of rock climbing. Each session always starts and ends with attendance registers being completed. The first hour and a half of sessions involve physical activity where young people work together and with their mentors. The final half-hour is spent at the rock-climbing wall's café facilities, where a debrief is held and there is the opportunity to discuss challenges and achievements from the day. Mentors would normally ask a range of questions based on suitability and relevance to



that particular CYP. They would ask similar questions to the information they offer about themselves, and typical themes would include asking about their background/interests/hobbies, school life, both socially and academically, as well as family relationships, brothers, and sisters, etc

The CLIMB programme purposefully starts with Rock climbing as opposed to bicycle maintenance, as the activity lends itself to being able to establish trust and break down some barriers more rapidly. For example, 'Belaying' is safely monitored but is a great tool for building trust and giving CYP responsibilities. The rock-climbing sessions build physical confidence but also bond the mentor and mentee as they share their physical achievements and challenges. They build on the shared experience and each week they can build on previous developments. As a result of this, by the time the bicycle maintenance phase begins, relationships and bonds are usually much stronger and it is perceived that the mentor is able to have a greater and more beneficial impact on the CYP.

### **Overall Mentoring Stages Summation**

#### **Weeks 1-8 Mentoring Activities: Hopes and Dreams**

At this stage, trust starts to develop between mentor and mentee. Through open questions, the mentee will be encouraged to think about what they enjoy and what they would like to do with their life. The idea is to encourage the mentee to think big and not to set themselves any limits. They will be asked open questions about how they could achieve their dream. The mentee will complete exercises that help them identify life goals and the obstacles to achieving these goals including 'Climbing the Ladder to Success' and 'Little Things Big Things'.

Over these weeks, mentors will utilise the support of the YES Outdoors team, as well as information provided about local services, to support the mentee. The mentee will go on to identify local activities and services that could help them to follow their dream. Laptops will be made available so that mentors can help mentees search for local opportunities and courses that will help them to fulfil their objectives. Mentors will be provided with links to local youth service websites, volunteering websites and local colleges. Where possible, the mentor will help refer a mentee or support the mentee in a self-referral. The SMART goal will be something achievable related to identifying an activity locally.

#### **Weeks 9-12 Mentoring Activities: Further Development**

At this stage, there will be open questions relating to the progress the mentee has made and the hurdles they have overcome. The questions will be about the physical activities of rock climbing and bike maintenance, but more importantly, they will be focused on their reflections on their personal growth.

After each session mentors will have the opportunity to complete a short form (included in the mentor resources pack), allowing them to:

- Reflect on progress which has been made since the previous meeting
- Record any actions which come out of the meeting
- Add further comments e.g. important developments or concerns
- Highlight any positive outcomes or steps taken by the mentee since their last report

### **Weeks 1-4 Mentor activities - breakdown**

#### Mentor / Mentee Matching

**Session 1 onwards:** The aim of sessions 1-4 will be to get to know one another and establish a good mentor/ mentee match. Hopefully, this will happen organically aided by connections made during the rock-climbing activity. During these sessions, mentors and mentees will be getting to know one another and find shared interests and compatibilities. Other staff will also be there to observe and provide support. Mentors will ask open-ended questions about the mentees and share some appropriate information about themselves. Examples: Current profession; hobbies/interests; family; why you chose to become a mentor

**Session 5 onwards**-November 2022 – February 2023 FORMAL MENTORING COMMENCES. After the first month, mentors and mentees are paired up and begin 1:1 sessions, where the young person develops their rock-climbing skills to a higher level. The mentors set a SMART challenge within the first one or two weeks of being paired up. This is to allow them time to set realistic goals that can build character and boost morale. The SMART objectives are personal challenges, which could include physical challenges dependent on what the YP wants to work on. Within the sessions, mentors will focus on identifying a CYP's strengths and

weaknesses. Based on these, targets will be set that allows CYP to improve in the sessions. Once these improvements have been made in sessions, the SMART target will be for the CYP to take this into their everyday life. Throughout the length of the remaining mentoring programme, SMART challenges continue to be set by the mentor to the mentee on a once-per-month basis. Mentees are usually expected to have completed the task set within 4 weeks of having it set. During the entire length of the programme, at least 6 SMART challenges will be set for each young person. In the final rock-climbing sessions, the young people are introduced to the next phase of the programme, which will be bicycle maintenance. They are given instructions on where they will be attending the programmes, as well as a brief overview of what they can expect it to entail.

### **Weeks 5-8 Mentoring activities**

#### Likes and dislikes

Once a mentor has been matched, they will introduce the mentoring process to their mentee. This will include a conversation about confidentiality in which it is explained that the mentee's privacy will be respected and information from the sessions won't be shared with anyone else. It will be made clear that an exception would be that they would need to inform someone else if they discovered that the mentee was in danger for any reason. The mentor will also establish that the mentee understands the process and ask if they have any questions/concerns. Mentors will be encouraged to ask open questions about likes and dislikes, interests, skills, friendships, and other key relationships. Mentors will be encouraged to use the Life luggage exercise - What gives you energy and what is weighing you down? (appendix 3) Examples of open questions and an activity sheet for the Life luggage exercise will be provided. These weeks will help to build a clearer understanding of the mentee's needs through the sessions and activities and also from general observation of a mentee's self-care, timekeeping, screen use, general mood, communication skills etc.

### **Weeks 9-12 Mentoring activities**

#### Positive Relationship-Self-awareness

Mentors will be encouraged to ask open questions about relationships and ask mentees to reflect on positive relationships. What makes them positive? What do you value most about your friends and what do they value in you? Sample questions will be provided. Activities sheet – What am I like? A new SMART goal will be set at this stage which could be something

as simple as turning up on time next week or climbing higher/overcoming fear of heights/ trying to cut down on screen time by a realistic amount of time.

### **Weeks 13-16 Mentoring activities**

#### Growth Mindset

This includes open questions about the mentee's past accomplishments and how they achieved them. This exercise is designed to empower the mentees and to support them in applying techniques they have used to succeed in the past to new challenges. Mentors will be provided with information about the Growth Mindset Strategies Box activity (Appendix 4). The Strategies Box activity is comprised of 4 squares. In three of the squares, the mentee lists things that they are good at or have achieved after an initial struggle. In the fourth, they will list the things they identified as not being good at or wanting to change and apply the techniques that resulted in success to the new challenge. SMART Goal related to the Growth Mindset exercise.

#### **Stage two**

The bike maintenance session will be run in larger groups.

**February 2023 – April 2023** Bicycle Maintenance Sessions (paired with a mentor) – 12 weekly sessions

**Weeks 1-4:** All bike maintenance sessions start with a briefing for the session as well as any points/issues/concerns from the previous weeks. Open dialogue is encouraged, and conversations are informal to encourage increased participation. This method is used to bond the group at the start of each session and to lay out the agenda for the day, as well as Health & Safety instructions.

During the first sessions, CYP are introduced to bike maintenance and are given a bicycle to work on which will need repair and is not fully functional. During these sessions, CYP work with their mentors (these are the same mentors as in stage 1) to understand and fix the bicycle, one component at a time. The mentors are supported on-site by at least two qualified and experienced bicycle mechanics, who are on-hand to offer help with any specific technical challenges. These sessions, held once a week, run for up to two hours. At the start, attendance

registers are completed. In the first half-hour, tasks are set for the session. The following 45 minutes is 1:1 between mentor and mentee, with group instruction given as and when it is needed. Sometimes, a mentor will want to acknowledge an achievement or ask a CYP to demonstrate something in front of a larger group. In the final half-hour, the CYP gather in small cohorts for a group chat and debrief, (similarly structured to the rock-climbing café debriefs). This is a good time to build bonds and check in on everyone's engagement with the programme. At the end of the two-hour session, attendance registers are reviewed, and any relevant notes are made (such as a CYP leaving the programme before it was complete).

Topics covered during the first 4 weeks:

- Rim brake removal/re-fitting and adjusting
- Derailleur gear system removal/re-fitting and tuning
- Puncture repair from start to finish
- Comprehensive safety checking

**Weeks 5-8:** From weeks 5 to 8, the CYP will start to develop more advanced skills which require them to practise more patience and virtue than before. This includes more complex tasks such as working with brake cables and the cassette.

Topics covered during weeks 5-8:

- Repair a cycle puncture
- Remove and replace a cycle rim brake assembly
- Carry out a systematic cycle check
- Remove and replace cycle gear systems
- Remove and replace cycle hub bearings

- Remove and replace cycle bottom brackets and cranks

**Weeks 9 – 12:** Throughout the maintenance course the CYP would have learned a multitude of skills about the complete maintenance of a bicycle. Informal group chats and discussions are held and led by senior bicycle maintenance instructors, or by another Metropolitan Police Officer. Any volunteers that are serving Metropolitan Police staff, will not be acting in that capacity when working on the bike maintenance sessions. When the young people are ready to take their bicycle home, discussions around road safety and an introduction to the Highway Code commence. Young people are also informed about bike marking and bike registration.

Topics covered during weeks 9-12:

- Build a cycle wheel
- Prepare frames and forks for cycle assembly
- Augment a cycle (fitting accessories)
- Change a cycle frame
- Service cycle headset assemblies
- Remove and replace cycle braking systems

During the final two sessions, the CYP establish which bicycle they'll be keeping, and work to ensure they are completely road-worthy, including locks and lights. Once the bicycle maintenance programme has been completed, there is a gap of two-three weeks, before the residential trip.

Weeks 9-12 Mentoring activities

Next steps

At this stage, there will be open questions relating to the progress the mentee has made and the hurdles they have overcome. The questions will be about the physical activities of rock climbing and bike maintenance, but more importantly, they will be focused on their reflections on their personal growth.

After each session mentors will have the opportunity to complete a short form (included in the mentor resources pack), allowing them to:

- Reflect on progress which has been made since the previous meeting
- Record any actions which come out of the meeting
- Add further comments e.g. important developments or concerns
- Highlight any positive outcomes or steps taken by the mentee since their last report

### **Stage three**

#### **Mid-May 2023 Outward Bound Trip – 5 days**

The residential trip lasts for 5 full days and sees CYP travel in groups of up to 15, accompanied by YES Outdoors staff and volunteers. During these five days, OBT, accompanied by YES run an intense schedule of outdoor activities and challenges in a rural, country setting. For many of the CYP, this is a rare trip outside of the city, and mentors encourage them to embrace the difference in pace of life and to try new experiences. The staff and CYP travel and stay together, even eating breakfast and dinner together as a group. This is usually a period of significant bonding and sees the cementing of ideas and evolutions into improved pro-social behaviours.

Whilst not all mentors would be able to attend the OBT residential, they would be involved in the preparation and planning for the trip with their mentee. This may include SMART objectives for the CYP to focus on whilst they are away.

The final celebration of achievements. Late-May 2023. YES Outdoors hold a celebration event and the young people are encouraged to bring their parents/carers. This event formally marks

the end of the mentoring programme and recognises the CYP’s achievements. The event is held at one of the YES Outdoors delivery centres and includes an awards ceremony, where YES Outdoors issues certificates that are printed in-house to all our CYP. At the event, photo highlights from the recent trip are shared and the young people are reminded about all the challenges they have completed. CYP are reminded about YES Outdoors Youth Advisory Board and are invited to participate in helping to shape the charity’s future programmes. CYP will also be helped to identify and connect into appropriate activities/organisations that match their interests, to engage with beyond the duration of the CLIMB programme.

*Table 1 Summary of outcomes from the YES outdoor programme*

<b>Immediate outcomes</b>	<b>Intermediary Outcomes</b>	<b>Long-term outcomes</b>
<ul style="list-style-type: none"> <li>• Experience a relationship with a positive role model</li> <li>• Develop agency</li> <li>• Vision of possible future self/raise aspirations</li> <li>• Increased trust</li> <li>• Feel empowered</li> <li>• Self-belief</li> </ul>	<ul style="list-style-type: none"> <li>• Increased motivation</li> <li>• Reduced aggression</li> <li>• Increase in prosocial behaviour</li> <li>• Improved ability to regulate emotions</li> <li>• Improved school behaviour</li> <li>• Planning for long-term</li> <li>• More involvement in school community</li> <li>• Better choices (for example; may result in changes in friendship groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Staying out of prison</li> <li>• Reduction in criminal offences</li> <li>• Reduction in weapon carrying</li> <li>• Reduction in gang involvement</li> <li>• Increased attendance at school</li> <li>• Reduction in school exclusions</li> </ul>



## Research questions and/or objectives

The key focus of the feasibility study is to provide early indications as to the programme's viability to run in a manner closely aligned to its process map and Theory of Change and thereby provide it with the greatest opportunity to continue into the randomised year 1 pilot trial stage. Crucial to this will be the ability of YES to demonstrate that the 12 agreed progression criteria (see progression criteria section below) have been achieved. The progression criteria are aligned to an overall aim and several research questions.

Feasibility study research aim: To determine whether the YES Outdoors programme can achieve its intended outputs.

The research questions for the feasibility study are as follows:

1. Is there organisational capacity to reach and recruit young people to the programme and evaluation?
2. Can the eligibility criteria used by referral pathways for YP referral be developed to achieve consistency and objectivity before the pilot trial?
3. Is the YES Outdoors intervention seen as worthwhile from the perspectives of the young people recruited?
4. Explore the range of Mentor characteristics and the extent to which any of these affect their commitment to the programme - do any of these characteristics appear to influence Mentor's relative effectiveness in mentoring young people?
5. Is the YES Outdoors intervention deliverable in a 9-month timescale?
6. To what extent are young people engaged with each section of the programme (climbing, bike maintenance and OBT residential)?
7. Can business as usual (BAU) at schools/PRUs be determined?
8. Are the outcome measures and the IPE methods suitable for the young people engaged with the YES outdoors programme?
9. How is the prospect of randomisation perceived by key stakeholders (YP, Mentors, SBL)?

Part of the process within a feasibility study is to further develop, test and cement the YES ToC. The ToC has been developed in conjunction with YES and YEF and can be found in appendix 1. Through answering the research questions outlined above and through further

work with YES Outdoors across the course of the feasibility study this will be further developed.

### Success criteria and/or targets

Below are a set of criteria that have been developed to ensure that by the end of the feasibility year an evidence informed decision can be made about the suitability of the YES Outdoors Mentoring Programme to move through to a pilot RCT. The progression criteria have been carefully considered and discussed with YES Outdoors to ensure they are achievable, and a RAG rating has been applied to some progression criteria (where applicable).

*Table 2 Progression criteria*

Progression Criteria	Description	Mapped to RQ
Progression criteria 1 (PC1)	<p>Recruitment: A RAG approach to recruitment will be utilised. The aim is for YES to recruit 25 young people, with 5 reserves (within a period of June-September 2022) before the feasibility year programme starts in October 2022. Records will be kept on the number of young people that sign up, the number that withdraws and qualitative data will be collected to explore the level of ‘work’ YES have to do to achieve sign-up.</p> <p>RAG approach: 25+ = green, 18-24=amber and 17 or less=red.</p> <p>A rating of amber or red would warrant further discussion during the progression review period. If during the feasibility study 17 or fewer YP only were</p>	RQ1

	recruited, it would suggest that the suitability for progression to a pilot trial would seem unviable.	
Progression criteria 2 (PC2)	A school/PRU based lead is recruited to liaise with SHU for the completion of baseline and endpoint outcome measures. Records will be kept on the details of the school/PRU based lead.	RQ1
Progression criteria 3 (PC3)	<p>Whilst the aim is to achieve baseline assessment for 25 young people, we will use a RAG approach to ensure that the progression criteria is fair and reflects the complexities of the target population.</p> <p>RAG approach: 100%=Green, 70-99%= Amber, 69% or less =Red.</p> <p>At the point of progression, a RAG rating of amber would suggest that more input would be needed at the baseline testing phase, to maximise responses. As with other progression criteria a red rating would question the appropriateness of a pilot RCT.</p>	RQ1
Progression criteria 4 (PC4)	<p>YES Outdoors secure dates for OBT that are within a 3 week period of completing stage 2 of their programme (Bike maintenance). We have suggested that these dates could be agreed with OBT in advance of signing up the young people, so that this date could be seen and agreed on by the young people/school/parents.</p> <p>The aim will be that all YP continue through to the OBT residential trip but will again use a RAG</p>	RQ4

	<p>approach: 100%=Green, 70-99%= Amber, 69% or less =Red.</p> <p>A rating of amber or red would not mean that progression to the pilot trial would be unviable, but would prompt a further discussion about the place of the OBT residential in the YES Outdoors mentoring programme</p>	
Progression criteria 5 (PC5)	<p>Young people take part in an acceptable amount of the programme. We suggest a RAG rating for this Red=<math>\leq</math>69% (this is where YES would look at the reasoning behind why the attendance had suffered), Amber, 70-80% and Green is 80%+. This applies to each part of the programme separately.</p>	RQ5
Progression criteria 6 (PC6)	<p>A RAG approach will be utilised to assess the response rate achieved for the primary outcome measure.</p> <p>RAG approach: 100%=Green, 70-99%= Amber, 69% or less =Red.</p> <p>As with progression criteria 3, at the point of progression, a RAG rating of amber would suggest that more input would be needed at the testing phase, to maximise responses. As with other progression criteria, a red rating would question the appropriateness of a pilot RCT.</p>	RQ5

Progression criteria 7 (PC7)	The feasibility of individual or school/PRU level randomisation is explored, and a decision can be reached between SHU, YES Outdoors and YEF about which is the most appropriate.	RQ6
Progression criteria 8 (PC8)	Appropriateness of the measurement tool/s. Data collected during the feasibility stage will be analysed	RQ7
Progression criteria 9 (PC9)	Dosage. YES Outdoors deliver the number of sessions as intended (16 Rock climbing sessions-12 bike maintenance sessions, OBT residential and celebration event)	RQ4
Progression criteria 10 (PC10)	Working relationships, YEF, SHU, YES continue to develop. YES, YEF and SHU are responsive to communications made and advice and adaptations are considered.	N/A
Progression criteria 11 (PC11)	Fidelity to the programme as outlined. The session content will be recorded and compared to lesson plans that have been given by YES prior to the feasibility year starting.	RQ4

## Methods

### SAMPLE

25 young people will be recruited by YES Outdoors from a mixture of secondary schools, Pupil Referral Units (PRUs) and reintegration provisions predominantly in the North London area, specifically Camden, Islington, Hackney and Haringey, to take part in the enhanced feasibility study of the 9-month YES outdoors CLIMB programme. Schools/PRUs will also identify a member of staff to act as their setting-based lead (SBL). The intention is for the setting-based lead (SBL) to be the primary contact for the evaluation team, as we negotiate the best time for the impact measures to be undertaken in a more neutral location than the YES setting of delivery.

The young people recruited will have been identified and referred to YES Outdoors by teachers or youth workers/offending officers. The criteria for eligibility are based on the young person being at risk of being engaged in criminal activity and aligned with the YES Outdoors threshold criteria. The YES outdoors mentoring programme is an early intervention to give young people the skills and motivation to change their existing pathway.

YES Outdoors will recruit young people to the pilot following their usual referral process. Throughout the feasibility study this process, including the inclusion and exclusion criteria, will be explored further (see data collection section below).

Once a referral has been made, YES Outdoors meet with the young person, the referrer and the young person's parent/carer. The mentoring programme and the feasibility study will be explained to the young person. An information sheet and consent form will be used to ensure that the young people can make informed consent to take part.

A sample size of 25 has been identified as achievable based on the current organisation capacity of YES Outdoors. At this stage, sample size calculation and MDES have not been conducted, as the aim of the feasibility is not to evidence impact. However, it is acknowledged that it is a relatively small sample size, but appropriate for the feasibility study. The sample size will be estimated for the pilot trial using MDES and will be included in the pilot trial protocol. In addition, we expect that in this population the risk of attrition could be high and we estimate that around 20% of participants who begin the programme and evaluation will not complete it and so advise that YES operate a 'reserve list' of 5 eligible young people in addition to the 25 places filled at the start.

## **Data collection**

Referral criteria

As there are multiple referral pathways (schools, pupil referral units and the police) into the YES Outdoors programme there needs to be consistency in how and on what merit referrals are made.

During the feasibility year, a survey will be sent to the individuals/organisations that referred the YP to the YES outdoors programme. In addition, 5 follow-up interviews will also be undertaken with a representative sample of referrers. The purpose of both the survey and the interviews is to understand how and why the decision was made to refer a YP to the YES Outdoors programme. This information will be used to further develop the threshold document.

A mixed methods approach to the feasibility study is planned, utilising management information, qualitative and quantitative data to answer the research questions.

When YP are recruited to the study and have consented to take part (see sample section above) they will be added to a 'master spreadsheet' that will hold their individual details including name, D.O.B, gender and ethnicity. This will prevent us from having to collect sensitive data at each data collection point. Name and D.O.B will be used to match this spreadsheet to both questionnaire and qualitative data (where appropriate).

Following a successful inception visit to YES Outdoors in which conversations were held with the Youth Advisory Board (YAB) we have had interest from one YAB member to be involved with qualitative work undertaken during observations. The rationale for including the YAB in data collection is to help the CYP we talk to feel more comfortable. The YAB have experienced the programme before and are from similar areas of London to the CYP that will be involved in the feasibility study.

In addition, to avoid disruption to programme delivery we have an agreement to extend the sessions that we attend during our observation visits, beyond the duration of the programme session itself, to conduct our fieldwork. Working with YEF and YES Outdoors we will ensure that suitable transportation is paid for, to get CYP back home safely. Acting upon YAB advice we will provide pizza to the CYP that take part in our focus groups and also a voucher for YAB helpers, as thanks for their time. We also plan to share our fieldwork tools with the YAB to encourage co-creation.

MI data

MI data will be collected across each stage of the YES mentoring programme, at the individual YP level, to provide an accurate picture of the following:

1. Attendance of young people at each session (Climbing, bike maintenance and OB), will then also be used to calculate how many sessions YP attend across the whole programme (at the individual level)
2. Number of mentors present across each session
3. Duration of attendance (at the individual level). For example, did the young person attend the whole session
4. Topics covered on a session-by-session basis

The feasibility study will focus on the issue of attrition and the collection of MI data allows us to examine how much attrition is experienced across the course of the programme, and whether there are systematic patterns in missing sessions. During the feasibility study, we would include any replacement young people in the evaluation and would also attempt to gather details on the reasons for any dropouts.

### **Implementation and process evaluation (IPE) data collection**

Qualitative data collection with young people (YP), setting-based leads (SBLs), mentors and YES Outdoors staff will be key to our understanding of how and why the programme is working and decisions around whether the programme is suitable to move through into a 2<sup>nd</sup> year pilot trial. Prior to the commencement of the feasibility study, we will work closely with the YES Outdoors Youth Advisory Board (YAB) <sup>1</sup> and our expert advisors, to ensure our approach to data collection with YP is appropriate and effective.

During the feasibility year, we will undertake 4 setting visits that incorporate each discrete component of the YES Outdoors mentoring programme.

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<sup>1</sup> The YES Outdoors Youth Advisory Board is a group of 8 young people from North London aged 14-19, who have helped to shape and improve the programmes that YES Outdoors offers for young people in North London. Its current composition is 75% BAME-led and 50% female. Please see refer to the link for more details . <https://yesoutdoors.org.uk/youth-advisory-board/>



**Visit 1 (Nov/Dec 22):** YES Outdoors visit to observe a rock climbing session

**Visit 2 (Feb/Mar 23):** YES Outdoors visit to observe a bike maintenance session

**Visit 3 (May 23):** Outward Bound Trust residential in Wales

**Visit 4 (May 23):** YES Outdoors visit to observe the celebration event

The primary purpose of these setting visits is to observe the intervention in action and to undertake data collection with key stakeholders and YP. We will ensure that different YP will be involved in data collection during each observation visit, to maximise the range of understanding and to the limit burden on any one group of YP.

The 'setting visits' are designed to be flexible and dynamic, which means that the composition of these visits may change. However, through the visits we envisage doing the following:

- Face-to-face meeting with YES strategic lead staff
- Opportunity to further consult with the YAB
- Interview with the school-based lead.
- Observe and undertake data collection with mentors-interactive focus group
- Observe and undertake data collection with YP
- Light touch survey tool with CYP to reflect on the key phases of the programme-CYP reflections

During the setting visits SHU based researchers will utilise scheduled/opportunistic data collection via the range of methods at our disposal (See Table 3) with setting

leads/mentors/YP/school staff as appropriate. The particular data collection methods undertaken will be informed and negotiated through conversations at the inception visit and subsequently with YAB members and delivery leads. More pragmatically, understanding more about how the programme is delivered (i.e., timings and physical spaces to undertake research) will also influence what data collection methods are appropriate during the formal visit days themselves versus in-between (depending on young people's willingness to engage). Irrespective of which specific data collection methods are utilised, all will be focused on enabling detailed and informed answers to the key RQs and illuminating understanding of the ToC. Furthermore, observation of activities being delivered, alongside analysis of MI data (e.g. attendance data) will help to clarify the extent to which activities are taking place as planned and with fidelity. Observation along with interviews and other forms of data collection will help build a picture of levels of engagement and satisfaction, appropriateness of inputs and the extent to which intended outcomes are being met and why. Visit 4 would operate differently to the others as it would be based at an OBT residential centre– to account for the additional distance/travel time we recommend that we visit this setting over 2 nights. Given that OBT is a far more established provider, we feel observing this component of the programme is particularly important to understand the extent to which YES Outdoors are involved in the delivery and setting of the parameters of the input. From our experience of observing OBT residential in the past, we also anticipate there might be a wider window to collect data from the young people about their reflections on YES Outdoors (and the current residential) outside of the formal delivery periods.

*Table 3 IPE methods*

Method	Brief description	+ Advantages  - Disadvantages
Traditional Researcher interviews/focus groups	Semi-structured face-to-face/online individual and group discussions	+ High degree of control for researchers  - May not engage some participants
Innovative/participatory approaches such as:  - Photo elicitation techniques referenced to results of surveys for topic starters  -let the CYP direct what they would like to talk about-focus on key RQ but semi structured-give opportunity to take the conversation in the direction they want	Such techniques are designed to elicit responses from a range of participants (perhaps nervous or unwilling to engage in traditional approaches) to facilitate more meaningful data collection	+ Degree of researcher control but with greater tools to elicit authentic insights.  - More time-consuming/labour intensive to set up and conduct

As the enhanced feasibility study will also be used to explore the feasibility of individual randomisation compared to randomising at a school or PRU level. The IPE data collection includes determining:

- Whether BAU can be established at schools/PRUs involved in the programme through setting-based lead survey and interviews
- Gathering detail on how young people feel about the possibility of randomisation to inform the design of the potential piloting phase. How referrers chose which CYP they would refer to the programme

### **Mentor survey**

A survey is being distributed to all YES Outdoor mentors delivering the programme as part of the feasibility study, at two time points. The survey will aim to collect information on the demographics of the mentors (including job title), motivations, expectations from being involved in the programme and their perceptions of 'success'.

### **Quantitative data collection, related to future impact evaluation**

The questionnaire data will be collected online, as a preference. However, should this act as a barrier to the young people and compromise the extent of data being collected, we will offer paper-based versions.

This data will be collected at two time points during the feasibility year, at baseline (September, prior to the intervention starting) and at endpoint (May/June, in the two weeks following completion of the OBT residential). The YP will have briefed about the questionnaire prior to data collection. At baseline, the SBL and the mentors will provide the YP with the link to complete the online survey.

The self-report Strengths and Difficulties Questionnaire (SDQ) for 11–17-year-olds (Goodman, 2001) is being collected in the feasibility study to test its appropriateness as a measure for the pilot trial year. The SDQ is a brief behavioural screening questionnaire containing 25 items on psychological attributes, some positive and others negative. The Strengths and Difficulties

Questionnaire is being used by YEF across its projects to create consistency and comparability between different evaluations and closely aligns with the intermediate outcomes (table 1) of YES Outdoors mentoring programme.

The purpose of collecting this data at the feasibility stage is to get an understanding of any issues that may be raised by young people when filling in the SDQ, to determine how feasible it is to achieve 100% of responses from participants at baseline and to explore the response rate at endpoint (key progression criteria). We will then use this information to inform further development of the pilot trial data collection procedures and sampling. Demkowicz et al. (2020) illustrate the importance of not assuming (due to validated age appropriateness) that questions are understood, as it is possible with different cohorts that there may be a gap in understanding. Testing this at the feasibility stage is crucial to the future success of the pilot trial.

In addition, we will ask the YP a series of additional questions about their previous involvement in similar programmes and climbing specifically. As climbing is the main vehicle that allows natural relationships to form between mentors and mentees, we are interested in how it is perceived within the participant group and whether they have had previous experience with climbing before.

There are a number of other measures that will be used in the pilot trial year and will be detailed in a following protocol.

## Methods overview

Table 4 Overview of research methods, mapped to RQ and logic model/ToC

Research methods	Data collection methods	Participants/ data sources  (type, number)	Data analysis methods	Research questions addressed	Implementation/ logic model relevance
Quantitative	Online questionnaire-SDQ	Young people (n=25)	Descriptive statistics	RQ7	Logic model & ToC relevance: Intermediary outcomes of prosocial behaviour
Mixed Methods	Online questionnaire-	Young people (n=25)	Descriptive statistics	RQ7	Logic model & ToC relevance: short-term outcomes
Mixed Methods	Online questionnaire-	Mentors (n=20)	Descriptive statistics	RQ3	Implementation relevance: to explore variations in mentor attributes and perceptions
Qualitative	Observation	4 setting visits	Thematic analysis	RQ2, RQ4	Implementation relevance: explore fidelity to programme delivery

Quantitative	MI data from YES Outdoors	All YP (n=25) and mentors	Descriptive statistics	RQ1, RQ5	Implementation relevance: explore ability to recruit and extent of attrition
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### **Data analysis**

Throughout the enhanced feasibility study survey data (mentors), outcome questionnaire data (young people self-report SDQ) and MI data will be collected. The purpose of collecting the outcome questionnaire data (SDQ) during the enhanced feasibility is to determine the suitability of the scale, the likelihood of achieving 100% response rate at baseline and 70-80% response rate at the endpoint.

Analysis of the self-report Strengths and Difficulties Questionnaire will be conducted by calculating baseline and endpoint scores for the self-report SDQ total score. This data will be explored to determine the extent and patterns of missing data. This will be done descriptively, without focusing on tests of statistical significance. It will be utilised to complement the IPE data and evidence progression criteria, as well as answer RQ7. Testing of statistical significance will not be conducted as the aims of the feasibility study are not to evidence impact and it would be underpowered to do so.

### **Mentor survey**

A survey is being distributed to all YES Outdoor mentors delivering the programme as part of the enhanced feasibility year, at two time points. The data from both surveys will be matched at the individual mentor level. Descriptive statistics will be utilised to explore any potential patterns in data relevant to programme success. In addition, the data will be explored alongside the MI data to determine whether any mentor characteristics were impacting programme success.

### **Management Information**

Management information (MI) will be presented descriptively and also matched to the mentor and YP surveys.

## **Qualitative data**

All qualitative data will be fully transcribed and securely stored for analysis. Thematic analysis will be deployed, using coding themes drawing from the research questions and theory of change, entering data into an excel spreadsheet as a case by theme matrix, allowing both qualitative and quantitative analysis. The thematic analysis will utilise a Framework Analysis (Smith and Davies, 2010) approach - involving gaining an initial overview of the data, building an initial framework drawing on research questions, then detailed coding or charting data according to themes from the framework and finally interpreting the data within the framework. We have also costed a small number of IPE, full team analysis meetings each year. We may also wish to utilise NVIVO for the overarching analysis in year 2 (when we will have all the transcriptions) to ensure the full range of themes has been fully recognised.

## **Triangulation**

### **Outputs**

- Interim findings presentation: interim findings will be collected and presented at two time points during the feasibility study. This will be in the form of a slide deck/PowerPoint presentation and is intended to aid decisions on progression suitability.
- Final report: upon completion of the feasibility study year SHU will write a final report covering background and rationale, methods, qualitative and quantitative analysis and discussion and conclusions. The focus will be placed on how the YES Outdoors mentoring programme has met its progression criteria and what changes/adaptations need to be made prior to the commencement of the pilot trial.
- Revised Theory of change (ToC): The pre-existing ToC that has been developed in the early stages of the project will be revisited and adapted, following learning from the feasibility study.



## Ethics and registration

The feasibility study will undergo ethical review using the Sheffield Hallam Universities CONVERIS ethics system. This requires the team at SHU to provide a detailed plan of the feasibility study, alongside information sheets (young person and parent/carer), a consent form and a data management plan. These will then undergo a high level of scrutiny from independent, trained ethics reviewers. Once the feasibility study is approved, it will receive a reference number, and this will be included as an update.

## Data protection

Personal data from participating young people is collected by YES Outdoors and SHU and stored securely in a password protected folder accessible only to members of the evaluation team. The SHU evaluation team will comply with General Data Protection Regulation (GDPR legal basis: public task Article 6 (1e)) and the SHU Data Protection Policy Statement. After the evaluation is finished (in 2024), the pupil data collected (name, UPN, DOB) will be sent to the Department for Education (at which point SHU cease to be responsible for the data), where the pupil data will be deleted and replaced with a pupil matching reference number (pseudonymisation). It will then be transferred to the ONS Secure Research Service to be stored in the pseudonymised form to allow future research into the relationship between participating in YES Outdoors mentoring programme, educational attainment and criminal records. No young people will be individually identifiable in the data archived.

## Personnel

### Evaluation Team

*Dr Sarah Reaney-Wood, Sheffield Hallam University -Co principal investigator, co-project manager and quantitative lead.* Sarah has a wealth of expertise in quantitative data collection and analysis techniques which she has successfully deployed across numerous trial-based evaluations. Sarah has a background in psychology and a keen interest and experience in using and creating measures (including SDQ) to assess CYP change in response to interventions focusing on non-cognitive outcomes. Sarah has most recently jointly led the EEF funded Adventure learning 3-armed RCT.

*Benjamin Willis, Sheffield Hallam University - Co principal investigator, co-project manager and qualitative lead.* Ben has over 15 years of research and evaluation experience focused on CYP across a range of educational and youth-based settings. His research interests focus on the broader dimensions of education, particularly in relation to CYP's health and wellbeing. Ben is particularly well-versed in undertaking a variety of both traditional and more innovative CYP centric qualitative techniques to encourage a multiplicity of perspectives. Ben has most recently jointly led on the EEF funded Adventure learning 3-armed RCT.

*Lewis Clarke, Sheffield Hallam University - Quantitative is* experienced in supporting evaluations, collecting, and analysing quantitative data. Lewis' evaluation work has primarily revolved around school-based careers and education programmes/interventions aimed at improving destinations of disadvantaged young people and reducing the number of NEETS.

*Associate Professor Manny Madriaga, Associate Professor, University of Nottingham – Expert Advisor on* social exclusion/inclusion related to 'race', ethnicity and disability. Manny is an experienced lecturer and sociologist with expertise in processes of social exclusion/inclusion related to 'race', ethnicity and disability.

*Dr Elizabeth Freeman. Sheffield Hallam University – Qualitative researcher*

*Dr Josephine Booth, Sheffield Hallam University - Senior adviser* Jo is a highly experienced researcher who has worked in education research and evaluation for over 13 years. She has led and managed a range of high-profile projects and consultancy, for funders including Wellcome, Institute of Physics, YEF and EEF. She is a mixed methods researcher with expertise across quantitative and qualitative methods and analysis. She has a wide range of research interests including teacher CPD, teacher professionalism, teacher engagement with research, and pupil wellbeing.

*Dr Richard McHugh, Sheffield Hallam University - Subject specialist* Richard's core interests are youth violence, deviant youth groups and related social policy and practice. He is an experienced lecturer and beyond his doctoral research, he has worked as a qualitative researcher on numerous related projects focused on 'at risk' CYP for the Welsh Assembly Government, DfE and the Youth Justice Board. Prior to academia, Richard was a qualified Youth Worker, who worked for the national social justice charity Nacro

*Sean Demack, Sheffield Hallam University-* Sean has led the statistics team in the centre since 2010 and has over 20 years experience leading and delivering research methods modules

across SHU and internationally. Across evaluation projects, Sean has extensive experience in designing, undertaking, analysing, and reporting randomised trials, quasi-experimental (matched) evaluations, surveys, meta-analyses and the use of secondary data.

## **Delivery Team**

*Tony Quinn, YES Outdoors-Project lead and QA.* Tony is a dynamic Leader in Youth Crime Prevention, with over 20 years' experience in reducing crime and tackling criminality. He is the Founder and CEO of YES Outdoors charity; established in 2011 in the wake of the London riots with the primary mission of diverting disadvantaged young people away from criminality, knife crime and gang culture. He has successfully and repeatedly achieved transformational results in at-risk young people from the inner London boroughs of Islington, Camden, Hackney and Haringey through a wide range of sought-after fun projects that provide challenging physical, vocational, and educational activities, combined with mentoring from positive role-models.

*Yoni Gal, YES Outdoors - Project manager* Yoni is an accomplished, results-driven, extremely diligent Project Director with extensive experience in managing large projects, teams and budgets. He has run a multi-national production company for over 10 years, and successfully lead teams of 25-30 staff to deliver complex projects across the globe. Incredibly organised and calm, he brings a natural aptitude for effective planning, resulting in an enviable track record of delivering multifaceted projects on time, within budget and to specification. Highly personable, Yoni is talented at sustaining strong stakeholder relationships through attentive listening, a warm and courteous manner, and effective, multi-lingual communication.

*Rachel Bean, Session Delivery Co-ordinator* Rachel is a highly experienced, confident and skilled co-ordinator, who can work well individually or as part of a team. She is very motivated and enjoys doing practical tasks. The majority of her work to date has been outdoor instructional / youth work where she has had the opportunity to work with a wide variety of groups ranging from young brownies, school groups, and SEND Groups. She has also worked with groups from the probation service, young people with addiction issues, and various young people who have been excluded from the education system. At the many centres she has worked in, she has had the opportunity to be involved in the development of new activities and programmes along with maintenance work. She is qualified in rock climbing instruction, cycling, hill walking and DofE.

*Lucy Brotherston, Volunteers Manager* Lucy brings a wealth of experience in recruiting volunteers and working with young people throughout her career. She joins us from YMCA North London where she was the youth co-ordinator and regularly managed and co-ordinated large groups of volunteers and young people. She has run a number of successful mentoring schemes in London and brings a wealth of practical knowledge around optimising youth engagement in intervention programmes. A confident and skilled co-ordinator and excellent communicator that has helped countless young people into improved situations in life.

## Risks

*Table 5 Risks*

RISK DESCRIPTION AND IMPACT	MITIGATIONS	REVI SED RISK CATE GOR Y	REVI SED IMPA CT LEVE L	REVIS ED PROB ABILIT Y LEVEL
Referral criteria is insufficiently clear which leads to less 'appropriate' YP being identified for the programme.	SHU will run a pre-recruitment phase working closely with YEF and YES to refine the documentation and processes used for the CYP referrals.	Low	High	Low
Difficult to recruit the number of YP needed for the Enhanced feasibility and the Pilot trial. This will have an impact on progression from feasibility to pilot trial and for the success of the evaluation	A long lead in time has been arranged to allow for YES to have a period of 'soft-recruitment', followed by a formal recruitment period of 4 months. This allows YES to continue to develop their relationship with schools, to ensure the number of participants can be achieved. Succinctness and clarity of referral criteria should aid the ease with which educational setting partners feel able to engage.	Low	High	Low
Setting based lead (SBL) not recruited for each school. Difficult to then get endpoint responses from YP which would impact on sample size completion rates	SHU will provide a clear MoU for schools that outlines the roles and responsibilities of all parties. This will help to ensure that only schools/PRUs that can commit will be recruited. Appropriate incentive control should aid buy-in.	Low	Low	Low

<p>Staff absence/departure (e.g. due to long term illness)</p>	<p>Our fieldwork team is of sufficient size to ensure that the burden is spread evenly, and any staff absences or departures are handled by colleagues who are highly experienced researchers and have good knowledge of the project. The centre has a low staff turnover and the same team see projects through from inception to completion in almost every instance, when this is not possible we have wider capacity to meet our commitments.</p>	<p>Low</p>	<p>Low</p>	<p>Low</p>
<p>Young people reluctant or unable to fully engage in the IPE activity</p>	<p>The evaluation team would employ a toolkit of methods for data collection that would maximise the likelihood of CYP engaging. As a team SHU are experienced in working with CYP that can be challenging to engage. We will utilise learning from, previous projects and also consult with the YES Youth Advisory Board to design methods that are appropriate and successful. The transition phase between Enhanced Feasibility and Pilot Trial would be used to learn any further lessons that could be incorporated to make data collection with the CYP improved.</p>	<p>Low/ Medi um</p>	<p>Medi um</p>	<p>Low/ Mediu m</p>
<p>Further Covid 19-related disruption</p>	<p>Team will closely monitor and follow government guidelines around safe working. Staff are able to work remotely, offering flexible remote fieldwork options where possible. Range of virtual methodologies to use with CYP.</p>	<p>Medi um</p>	<p>Medi um</p>	<p>Mediu m</p>

## Timeline

Table 6: Timeline of tasks including which party is responsible

Dates	Activity	Staff responsible/ leading
February-May 2022	Soft recruitment of YP	YES Outdoors
June-July 2022	Recruitment of YP	YES Outdoors
September 2022	Baseline data collection: YP self-report SDQ	SHU
October 2022- May 2023	YES Outdoors mentoring programme delivery: Rock climbing, Bike Maintenance and OB residential	YES Outdoors
October 2022- May 2023	Continued sharing of MI data	YES Outdoors/SHU
October 2022	Baseline mentor survey distributed	SHU



October 2022	YES Outdoors strategic lead interviews	SHU
November 2022	Observation visit one-Climbing session	SHU
January 2023	Interim presentation of findings to YEF	SHU
March 2023	Observation visit two: Bike maintenance session	SHU
April 2023	Interim presentation of findings to YEF	SHU
May 2023	Observation visits three and four: OBT and celebration event	SHU
May 2023	Endpoint data collection: YP self-report SDQ	SHU
May 2023	Endpoint mentor survey distributed	SHU
May 2023	YES Outdoors strategic lead interviews	SHU
May 2023- June 2023	Report writing and draft submission	SHU

June-August 2023	Decision process to move from feasibility to Pilot	YEF
August 2023	Final report submitted	SHU

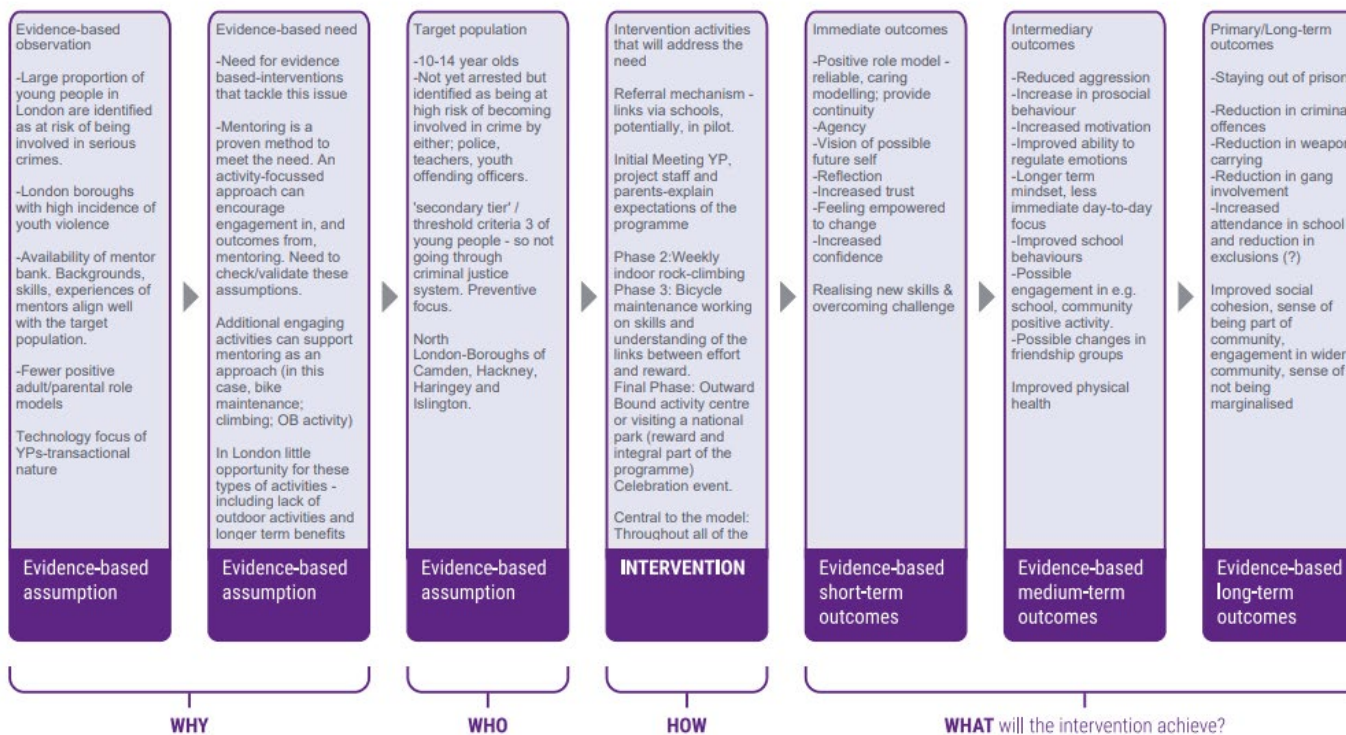
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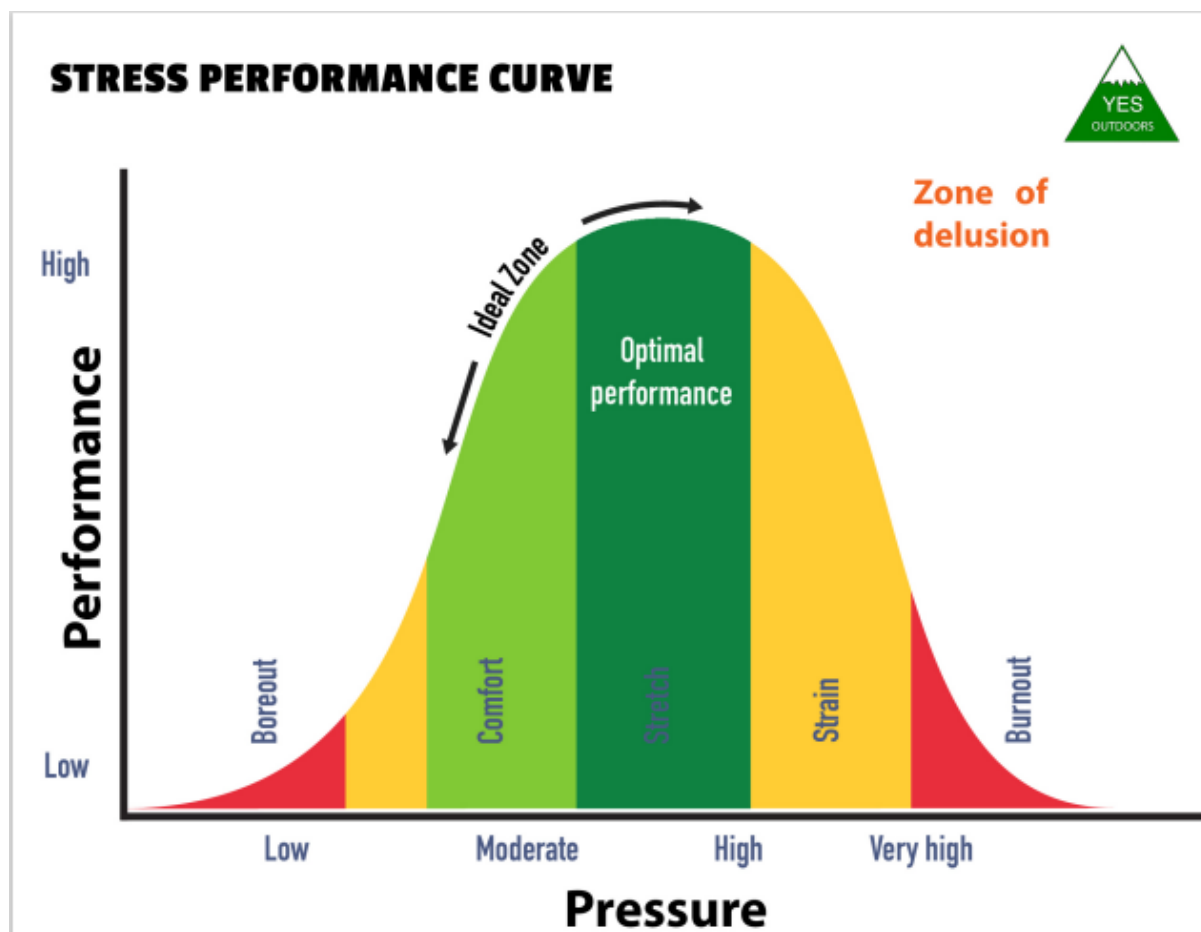
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# Appendix 1

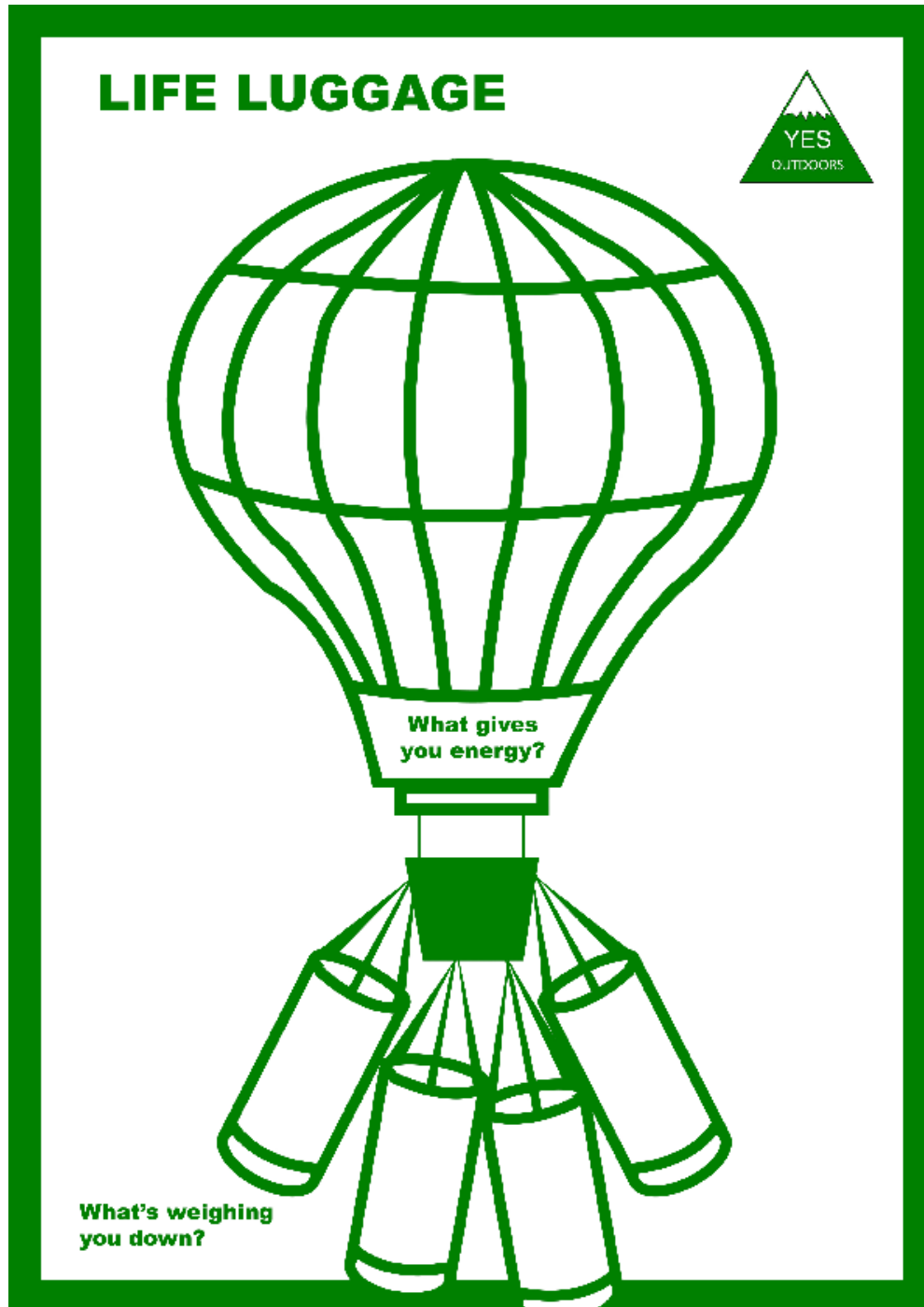
## TEMPLATE: THEORY OF CHANGE



Source: Early Intervention Foundation, 10 steps for evaluation success: <https://www.eif.org.uk/resource/10-steps-for-evaluation-success>



We share a Stress-Performance Curve chart with our mentors, which measures the CYP's level of performance vs the level of challenge. This helps us to ensure that the programme is developing at the best pace for each individual CYP. Our mentors use the chart as a guide to challenge the CYP to the right amount so that the engagement/enjoyment level remains balanced with the amount of pressure/stress the activity is causing. For example, when rock climbing, a CYP may stop at a point where they feel more comfortable, and not want to continue going higher. At this point, the mentor would gauge the best course of action based on what they know about where the CYP's status is on the Stress Performance Curve. You can often challenge the CYP to keep going a little further, and they'll agree, but then stop again after a short time. This would usually reflect the CYP being at the peak of the curve, and pushing them even further would shift their status to a ratio of higher stress/fatigue than accomplishment.



Appendix 4

Activity Strategy Box - Example



Gaming	Helping friends
Cooking	Maths

<p>Gaming</p> <p>Spent time with friends and family who know how to play</p> <p>Looked at YouTube for hints</p> <p>Spent many hours playing on my own and with friends</p>	<p>Football</p> <p>Play football at the youth club and with friends</p> <p>Joined a local youth team</p> <p>Practise shots and tricks in the park</p> <p>Watch football a lot</p>
<p>Cooking</p> <p>Got a cookery book for my birthday</p> <p>Watched my mum and Dad cook my favourite food</p> <p>Watch cooking programmes on TV and YouTube</p> <p>Experimented with recipes</p>	<p>Maths</p>

Appendix 5





# Mentoring Programme – Threshold Document

## 1. Introduction

We partner work with local agencies to offer additional support via our mentoring scheme. We will work together and collaborate to identify young people with additional needs and provide support if appropriate. Recognising early support is far more effective in promoting the welfare of young people. Keeping them safe and empowering them to make better life choices is preferable than reacting later, when any problems, for example youth violence, may have become more entrenched. The importance of using a young person-centred approach in following the youth person's journey is also emphasised. Our service must be based on a clear understanding of the needs and views of the individual young person in their family and community context.

This document provides a framework for referring professionals who are working with young people. It aims to help you identify when a young person may need additional support to achieve their full potential. It introduces the four levels of need and gives examples of some of the indicators that a young person may be displaying. By undertaking assessments, it will become clear how best to offer our service. Professionals should be flexible and respond to different levels of need in different young people and be aware of different opportunities in their local area to ensure the correct service users are referred to the appropriate service. Along this continuum, services become increasingly targeted and specialised according to the level of need. Young people's needs are not static, and they may experience different needs – at different points on the continuum – throughout their childhood and teenage years.

This thresholds document provides an overarching framework showing levels of need. Young people who meet the threshold set out at Level 3 will be considered suitable for referral on to this programme. In the event the threshold is exceeded to the higher Level 4, then it is considered the young person is outside the scope of this programme. The referring professional will be instructed to make a referral to the Local Authority Young People's Social Care for assessment and statutory services under S.17, S.47, S.31 and S.20 of the Young People Act 1989.

This document is used to provide clarity when grading referrals and their appropriateness to this specific programme.

**Remember** – *where there is an immediate need to protect a young person because they are being harmed or are likely to suffer significant harm, contact the Police or Local Authority Young People's Social Care without delay.*

## 2. Core Principles when Working with Young people

- Safeguarding young people is everyone's responsibility; everyone who comes into contact with young people has a role to play.
- Services should intervene early to tackle any problems as soon as they emerge. For young people who need additional help, every day matters.
- The young person should be at the centre, their needs are paramount. They must be listened to by professionals and have their voices heard.
- Any services provided to safeguard young people must be clearly focused on the outcomes for the young person.

Working Together to Safeguard Young people requires each local authority area to publish a local assessment protocol which sets out clearly the arrangements for how cases will be managed once a young person is referred into local authority young people's social care. The assessment protocol should ensure that assessments are timely, transparent, and proportionate to the needs of individual young people and their families.

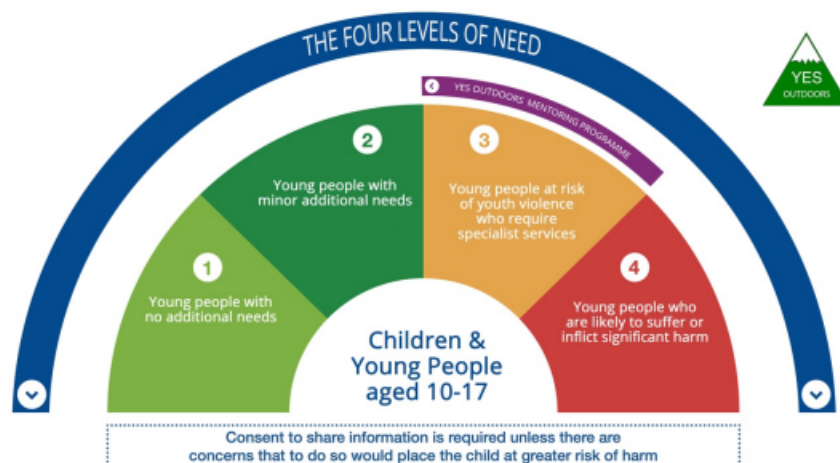
**Effective assessment requires all those working with young people, young people and families to:**

- Be alert to young people and their needs.
- Remember that the young person's needs are paramount.
- Understand their individual role in keeping young people safe, and the role of others; and
- Be able to identify symptoms and triggers of abuse and neglect and share information with other professionals in a timely way.

## 3. The Four Levels of Needs

1. **Young people with no additional needs** – these are young people with no additional needs; all their health and developmental needs will be met by universal services. Most young people living in each local authority area require support from universal services alone.
2. **Young people with minor additional needs** – these are young people with additional needs, who may be slightly vulnerable. Their needs are not clear, not known. Low risk of youth violence.
3. **Young people at risk of youth violence who require specialist services** – these are young people who are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services. They may require longer term intervention and specialist support. They are likely to be exposed to the risk of perpetrating or being the victim of youth violence.
4. **Young people who are likely to suffer or inflict significant harm** – these young people are suffering or are likely to suffer or inflict significant harm. This is the threshold for an assessment led by young people's social care under s.17 Young people Act 1989. They may require intensive support under s.47 Young people Act 1989. This is the threshold for young person protection.

### 3.1 The Four Levels of Needs - Diagram



### 4. Level 1 - Young people with No Additional Needs

Developmental Needs	Family and Environmental Factors	Parents and Carers
<b>Learning / Education</b> Achieving Key Stages. Good attendance. Planned progression beyond statutory school age. No barriers to learning.	<b>Family and Social Relationships and Family Well-Being</b> Supportive Family Relationships.	<b>Basic Care, Safety and Protection</b> Parents able to provide for young person's needs.
<b>Health</b> Good physical health with age-appropriate developmental milestones; including speech and language.	<b>Housing, Employment and Finance</b> Young person fully supported financially. Good quality stable housing.	<b>Emotional Warmth and Stability</b> Parents provide secure and caring parenting meeting the young person's needs.
<b>Social, Emotional, Behavioural, Identity</b> Good mental health, psychological wellbeing. Good quality early attachments, confident in social situations.	<b>Social and Community Resources</b> Good social and friendship networks exist. Access to positive activities.	<b>Guidance, Boundaries and Stimulation</b> Parents provide appropriate guidance and boundaries to help young person develop appropriate boundaries.
<b>Family and Social Relationships</b> Stable families where parents can meet the young person's needs.		
<b>Self-Care and Independence</b> Age-appropriate independent living skills.		

## 5. Level 2 – Young people with some Additional Needs

Developmental Needs	Family and Environmental Factors	Parents and Carers
<p><b>Learning / Education</b> Reduced access to books, or educational materials.</p> <p>Occasional non-attendance at school.</p> <p>Few or no qualifications.</p>	<p><b>Family and Social Relationships and Family Well-Being</b> Parental mental ill health.</p> <p>Young person who are acting as young carers.</p> <p>Young person affected by difficult family relationships or bullying.</p>	<p><b>Basic Care, Safety and Protection</b> Concerns regarding basic care, safety and protection.</p> <p>Early signs of abuse or early patterns of neglect identified in young person.</p>
<p><b>Health</b> Slow in meeting developmental milestones.</p> <p>Minor health problems which can be managed in a mainstream school.</p> <p>Hospital attendance. Disabilities.</p>	<p><b>Housing, Employment and Finance</b> Families affected by low income or unemployment.</p>	<p><b>Emotional Warmth and Stability</b> Inconsistent parenting but young person development not significantly impaired.</p> <p>Lack of response to concerns raised by professionals about young person.</p>
<p><b>Social, Emotional, Behavioural and Identity.</b> Low-level emotional or mental health issues which require low level intervention.</p> <p>Sexually active young person or young person.</p> <p>Low level substance misuse. Poor self-esteem.</p>	<p><b>Social and Community Resources</b> Family require advice regarding social exclusion (e.g. hate crime).</p>	<p><b>Guidance, Boundaries and Stimulation</b> Inconsistent care e.g. inappropriate young person care arrangements or young inexperienced parents.</p>
<p><b>Self-care and independence</b> Lack of age-appropriate behaviour and independent living skills.</p>		

## 6. Level 3 – Young people at risk of youth violence who require specialist services (Including Our programme)

Developmental Needs	Family and Environmental Factors	Parents and Carers
<p><b>Learning / Education</b> Short term exclusions or at risk of permanent exclusion, persistent absence.</p> <p>Statement of special educational needs.</p> <p>Not in education, employment or training.</p>	<p><b>Family and Social Relationships and Family Well-Being</b> Parents request support to help manage their young person's behaviour.</p> <p>Parents/carers have relationship difficulties which may affect the young person, including domestic violence and abuse.</p> <p>Parents who are known to misuse drugs or alcohol History of domestic violence and abuse; either between parents / carers or young person / young person's own relationship.</p> <p>Risk of relationship breakdown between parents/ carers and the young person.</p> <p>Acrimonious contact arrangements following parental separation.</p> <p>Young person who are privately fostered, young person with parents in prison, young person who have had periods as a Looked After Young person.</p> <p>Young person with attachment issues.</p> <p>Young person with caring responsibilities which are inappropriate and interfere directly with their education / leisure activities.</p>	<p><b>Basic Care, Safety and Protection</b> Physical care or supervision of the young person is inadequate.</p> <p>Parents have a physical and/or learning disability which impacts on their capacity to meet the needs of their young person.</p> <p>Parents do not engage with professionals.</p> <p>Allegations of periodic neglect including insufficient supervision, poor hygiene, clothing or nutrition.</p> <p>Young carers undertaking intimate personal care.</p>

<b>Developmental Needs (Level 3 - continued)</b>	<b>Family and Environmental Factors (Level 3 - continued)</b>	<b>Parents and Carers (Level 3 - continued)</b>
<p><b>Health</b> Disability requiring special support to be maintained in mainstream setting.</p> <p>Physical and emotional development raising significant concerns among professionals.</p> <p>Chronic /recurring health problems; parents fail to seek medical treatment.</p> <p>Persistent missed appointments – routine and non-routine.</p>	<p><b>Housing, Employment and Finance</b> Severe overcrowding, temporary accommodation, homelessness.</p>	<p><b>Emotional Warmth and Stability</b> Inconsistent parenting impairing emotional or behavioural development.</p> <p>Parents have substance misuse problems (drugs or alcohol) which impacts on their capacity to meet the needs of their young person.</p> <p>Parents have mental health problems which impact on their capacity to meet the needs of their young person.</p>
<p><b>Social, Emotional, Behavioural and Identity.</b> Early onset of offending behaviour/involvement in the criminal justice system.</p> <p>At risk of gang activity.</p> <p>Evidence of regular, frequent drug use.</p> <p>Mental health issues requiring specialist intervention in the community.</p>	<p><b>Social and Community Resources</b> Family require support as a result of social exclusion.</p>	<p><b>Guidance, Boundaries and Stimulation</b> Parents provide inconsistent boundaries or responses.</p> <p>Carer uses physical chastisement or other harsh methods of discipline.</p> <p>Carer indifferent to smoking, underage drinking, drug misuse and early sexual relationships.</p>
<p><b>Self Care and Independence</b> Lack of age appropriate behaviour and independent living skills, likely to impair development.</p>		

## 7. Level 4 – Young people who are Suffering or Likely to Suffer Significant Harm

Developmental Needs	Family and Environmental Factors	Parents and Carers
<p><b>Learning /Education</b> Chronic non-attendance.</p> <p>Permanently excluded, or no education.</p>	<p><b>Family and Social Relationships and Family Well-Being</b></p> <p>Suspicion of serious physical abuse, emotional abuse or sexual abuse.</p> <p>Suspicion of long term neglect for example; if a young person is hungry and / or home accommodation is in a state of disrepair or the house is dirty and squalid, and / or the young person experiences lots of house moves, and / or the young person has ill-fitting, dirty clothes, and / or the young person looks dirty and / or carer speaks about the young person harshly / without warmth, and / or the carer does not provide stimulation for the young person.</p> <p>Previous young person removed from parent's care or subject of Young person Protection plan/s.</p> <p>Unborn babies where a parent has mental health issues, violence and anger issues, substance misuse or young person/Care leaver lacking positive parenting experience.</p> <p>High levels of domestic abuse and violence, or serious incident / several incidents of domestic violence when young person is present in the house.</p> <p>Parents lack the capacity to care for the young person.</p>	<p><b>Basic Care, Safety and Protection</b></p> <p>Parent lacks the capacity to meet the young person's emotional, educational, social and health needs without support.</p> <p>Any allegation of abuse or neglect or suspicions injury in a pre or non-mobile young person.</p>



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