The DIVERT Programme

Feasibility and pilot study report

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Manchester Metropolitan University

YOUTH ENDOWMENT FUND

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Contents

About the Evaluator

The Manchester Metropolitan University evaluation team has extensive experience and knowledge of designing and delivering evaluations of interventions that target young people at risk and/or involved in anti-social/criminal behaviour. Our methodological expertise embraces knowledge and practical expertise in both experimental and quasi-experimental impact evaluation and an unrivalled experience of working with large and complex administrative datasets both independently and within the Office for National Statistics Secure Research Service. We also offer expertise and experience in the use of validated tools and police national computer data to measure intervention outcomes and the design of longitudinal surveys of young people. Our track record highlights a commitment to mixed-methods programme evaluation, using the latest qualitative and quantitative techniques, rooted in the experience of service delivery in challenging environments.

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Executive Summary

The project

The DIVERT programme aims to divert 10-17-year-olds away from crime and future offending. Young people are recruited to the programme following their arrest and attendance at a youth custody suite. Led by Lambeth Council in partnership with local charity Juvenis, the programme then offers 12 weeks of mentoring, delivered by qualified youth workers, alongside holistic wrap-around support – including support for the wider family – from a family practitioner and physical and mental health support from a physical health worker or therapist. Following an assessment, this wrap-around support aims to address the young person's individual needs. In this evaluation, the programme was specifically delivered to 10-14-year-olds and initially intended to work with 80 young people over two years. The programme was extended by an additional six months so that it could be evaluated during a period unaffected by COVID-19.

YEF funded a feasibility and pilot study evaluation of DIVERT. The feasibility study aimed to ascertain whether the DIVERT programme could achieve its intended outputs for its intended target group; whether delivery was consistent with the initial design of the programme; what facilitators and barriers influenced delivery; and how much of the service was received by young people, in addition to exploring the quality, responsiveness and reach achieved by the service. To interrogate these questions, the feasibility study (which ran from October 2019 to February 2021) used a mixture of methods, including analysing monitoring data on 26 programme participants, interviews with five young people and 12 project staff and partners, and an online survey with nine participants. The pilot study (delivered from August 2021 to March 2022) then explored whether the DIVERT programme could achieve its intended outcomes, whether the numbers of young people in Lambeth who joined the scheme matched the initial projected numbers, and the nature and extent of the contribution of wrap-around support in the project. To answer these questions, the pilot study used project monitoring data for 28 young people, pre-intervention surveys with 12 young people, post-intervention surveys with six young people and interviews (six with project and partner staff, and eight with young people). Both studies were undertaken during the coronavirus pandemic, requiring both the delivery and evaluation teams to adapt to challenging circumstances.

Key conclusions
Limited data availability prevented the feasibility study from establishing whether the DIVERT programme achieved its intended outputs for the intended target group. The feasibility study did find that programme delivery was partially consistent with design, although delays occurred in setting up wrap-around support. The number of sessions (including mentoring, therapy and youth worker sessions) received by young people ranged from 1–36, with a fifth of young people receiving 20 or more sessions.
The feasibility study noted that the programme was generally well received by the small number of young people who participated and engaged in the evaluation. The majority of young people engaged in the programme had committed an offence. However, due to the unavailability of data, it was not possible to determine if the young people had been in police custody or if their ages matched the 10-14 age criterion.
The pilot study provides inconclusive findings on whether the programme could achieve its intended outcomes for the intended target group. Qualitative reflections from six project and partner staff and eight young people may indicate some improvements in general wellbeing, self-esteem and relationships with family and friends during the programme. However, the samples were very small and unlikely to be representative of all involved.
Fifty-four young people were engaged in the project, less than the original target of 80. The monitoring data indicate that delivery of wrap-around support sessions, such as family, health and therapeutic support, was limited.
Given the inconclusive nature of the findings at this stage, the DIVERT programme is not ready for a randomised controlled trial. Before further evaluation, the programme also needs to further clarify eligibility criteria (particularly the type of offences and contact with police that participants have previously had).

Interpretation

Limited data availability prevented the feasibility study from establishing whether the DIVERT programme achieved its intended outputs for the intended target group. The feasibility study did find that programme delivery was partially consistent with design, although delays occurred in setting up wrap-around support. This impacted the number of certain types of interaction with young people (such as therapy sessions, which only accounted for 6% of the delivered sessions on the programme). The overwhelming majority of the sessions were focused on providing mentoring (78%). The number of sessions (including mentoring, therapy and youth worker sessions) received by young people ranged from 1–36, with a fifth of young people receiving 20 or more sessions. This suggests that the resources of the programme were focused on a small group of recipients. The average number of sessions received by a young person was 13, and the average duration of the programme was six months.

The feasibility study noted that the programme was generally well received by the small number of young people who participated and engaged in the evaluation. Of the nine who responded to a survey, seven liked attending the project and found it helpful. The majority of young people engaged in the programme had committed an offence. However, due to the unavailability of data, it was not possible to determine if the young people had been in police custody or if their ages matched the 10-14 age criterion.

The programme was viewed by project and partner staff as offering a different type of intervention in Lambeth for young people that was not previously available. The feasibility study also noted that there were adaptations made to project delivery because of the COVID-19 pandemic (with just under half of the sessions conducted virtually due to the pandemic context).

The pilot study provides inconclusive findings on whether the programme could achieve its intended outcomes for its intended target group. With regard to who the DIVERT programme targeted in the pilot study, the 28 young people involved in the pilot met the age-range criterion (and were 10-14). The evaluator also found that the young people involved in the pilot study had previously committed fewer serious offences than the young people in the feasibility study.

Findings from the pilot survey are very difficult to interpret. Qualitative reflections from six project and partner staff and eight young people's interviews may indicate some improvements in general wellbeing, self-esteem and relationships with family and friends during the programme. In terms of what may cause positive change, interviewees reflected that elements such as tailored support to meet the needs of young people and approaching young people at the ideal, reachable moment may help. However, the number of young people and project staff interviewed was very small and unlikely to be representative of the views of all involved; reflections should, therefore, be treated with caution.

Fifty-four young people were engaged in the project, less than the original target of 80. The monitoring data indicate that delivery of wrap-around support sessions, such as family, health and therapeutic support, was also limited in the pilot. As in the feasibility study, the vast majority of sessions delivered were mentoring sessions (71%), while only 13% of sessions appeared to constitute 'wrap-around' support delivered by family practitioners, health coordinators, therapists and others.

Given the inconclusive nature of the findings at this stage, the DIVERT programme is not ready for a randomised controlled trial. Before further evaluation, among other requirements, the programme also needs to further clarify eligibility criteria (particularly the type of offences and contact with police that participants have previously had).

1. Introduction

1.1 Background

This report presents the methodology and findings for the evaluation of the DIVERT programme, which worked with young people aged 10–14 from the London Borough of Lambeth. The aim of the programme was to divert these individuals from crime and further/future offending through a combination of mentoring and wrap-around support,[1] including health and family support. It was intended that young people would be recruited to the project following their arrest and attendance at a custody suite, using this as a 'teachable moment' (Lambeth Council, 2019). The design of the programme was based on an existing diversion programme that worked with a wider age range of young people: 10–17-year-olds.

The evaluation comprised a feasibility study and a pilot study. The methodology and findings for these two studies are reported separately in the sections below. Information presented in this section apply to both studies.

The principal purpose of the feasibility study was to answer the overarching research question:

Can the programme achieve its intended outputs for the intended target groups?

The principal purpose of the pre-post pilot study was to answer the principal research question:

Can the DIVERT programme achieve its intended short- and medium-term outcomes?

1.2 Research literature

Youth mentoring is a concept that is poorly defined but widely used, as exactly what constitutes a mentoring relationship can be difficult to define. 'Some programmes described as youth mentoring are really academic programmes. Some mentoring relationships are planned. Mentoring programmes might be formal or informal. They can be delivered face to face or virtually; they can be one-to-one or group-based. Some programmes are described as mentoring, but really focus on befriending or one-off support' (Armitage, Heyes, & O'Leary, 2020, p. 6). In simplest terms, a mentoring programme typically has an established set of goals (in DIVERT's case, to improve decision making) that is delivered by a member of staff (often with prior lived experience) to a young person at risk in some way. The building of rapport and a relationship is central in any form of youth mentoring, which is then utilised to provide a range of assistance from emotional/social support to advice and, in some cases, skills, e.g. employability training (McArthur, Wilson, & Hunter, 2017). It is argued that through the

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[1] Wrap-around support is intended to address the various needs of the young people.

building of a positive relationship between the mentor and the mentee, mentoring facilitates an improvement in other social relationships through a perception change. The literature also suggests that the mentors themselves can provide a vehicle for change through the presentation of themselves as positive role models with a variety of pro-social traits for the young person to emulate.

The role of lived experience and mentoring has generally been considered in relation to peer mentoring (for example, see Buck, 2018). In relation to the DIVERT programme, while the delivery of mentoring is not undertaken by a peer, i.e. a young person who has similar experience, it is possible that some of core conditions of peer mentoring as set out by Buck (2018) – for example, caring, listening and small steps – may also be operationalised through an adult with similar experiences as a young person acting as mentor for the young people recruited to the programme.

There have been several attempts to measure the efficacy of mentoring as an intervention for young people. Due to the broad nature of mentoring interventions and the outcomes used, the accurate recording of positive outcomes has proven difficult to measure and demonstrate in the literature. As an example, an intervention may record levels of delinquency but not consider potential improvements to the young person's self-esteem. Nevertheless, when considering the review of the evidence base, a meta-analysis of 73 mentoring evaluations by DuBois, Portillo, Rhodes, Silverthorne, and Valentine (2011) found that mentoring has shown positive effects for youth, with a further degree of effectiveness from those at the highest risk of criminalisation. In a review of effective youth mentoring programmes, Armitage, Heyes, and O'Leary (2020) found that mentoring programmes did provide modest improvements in areas of academic, emotional and behavioural performance.

It should be noted that effectiveness in mentoring can be determined by a whole host of factors, most notably the strength of the mentor–mentee relationship, with some evidence suggesting that poorly led programmes could have a detrimental impact on the young people involved (Rhodes, 2008). From a review of the evidence, it seems that several factors are necessary for the success of any youth mentoring programme: frequency of sessions, close relationships, ensuring a sufficient level of structure to the interventions and support from peripheral networks, e.g. family/parent support (O'Dwyer, 2019). A systematic review by the Danish Crime Prevention Council (2012), which gathered data from 56 youth crime intervention studies (11 primary mentoring studies), found that positive results were usually explained by appropriate session durations and a resource-oriented approach that took the young person's social environment into account.

Mentoring in the criminal justice space enjoys a broad level of support as a viable crime prevention strategy at the governmental level, most notably with youth inclusion programmes (Gov, 2022). There is considerable evidence that individuals from this

background, as DIVERT suggests with its approach to addressing complex needs, are far more likely to be dealing with life success barriers such as substance abuse, mental health challenges, family conflict and poverty more generally (Eddy & Schumer, 2016). The YEF's recent review of mentoring interventions by Gaffney et al. (2021) extrapolated on data from three systematic reviews: Burton (2020), Raposa et al. (2019) and Tolan et al. (2013). They all established that mentoring was successful in reducing rates of crime and the negative behaviours associated with criminal acts. According to the YEF evidential review, Tolan et al. (2013) found a 26% reduction in juvenile delinquency based on 25 mentoring evaluations, with an evidence rating of 4 (on a scale of from 1–5), whereas Raposa et al. (2019) observed a 19% reduction in criminogenic behaviours, built on 38 evaluations of mentoring programmes, also with an evidence rating of 2. Concerning mentoring's impact on the rates of reoffending, Jolliffe and Farrington (2008) conducted a rapid evidence assessment on the impact of mentoring on reoffending and found a reduction in offending rates within a range of 4–11%, although, as with other such reviews, these results were mixed (only seven of 18 studies demonstrated significant impact).

Finally, with respect to the unique claim of the DIVERT intervention that the custody suite offers a unique moment of life change, there is scarce literature on mentoring schemes that specifically target custody as a point of diversion to create positive pro-social objectives. Historically, most of the existing mentoring programmes have been primarily concerned with those young people who were 'at risk' but who had not yet encountered the justice system (O'Dwyer, 2019) or, conversely, those that had been known to the criminal justice system for some time and were frequent offenders (DKR, 2019). Although there is clear evidence concerning the obvious negative effects of any involvement with the criminal justice system for a vulnerable at-risk young person, they far exceed the scope of this review. Research does suggest that diversionary programmes can function to reduce the negative impact on young people when processed through the criminal justice system, acting as a potential protective factor (Adler et al., 2016). One of the few equivalent mentoring schemes was the Le Chéile's Restorative Justice Project, which possessed a similar theory of change to the DIVERT programme and received referrals directly from the probation service. The service was set up as a restorative justice project and showed positive impacts on the young people engaged in the service and a self-reported offending reduction of 28% (Quigley, Martynowicz, & Gardner, 2015). It could be argued that DIVERT occupies somewhat of a liminal space in the mentoring world, one in which the criminogenic patterns of behaviour have not yet been formed and mentoring could prove viable as an effective youth intervention.

1.3 Intervention

The YEF-funded DIVERT programme worked with young people aged 10–14 from the London Borough of Lambeth. During the evaluation, this was delivered as part of a larger pre-existing programme that also worked with 15–17-year-olds. The aim of the overall programme was to divert these individuals from crime and further/future offending. It was described in the

project application as a 'police custody diversion programme providing positive intervention and on-going support to empower young people to make better and safer life choices' (Lambeth Council, 2019). It was intended that young people would be recruited to the project following arrest and their attendance at a custody suite, using this as a 'teachable moment' (Ibid.).

Led by Lambeth Council, the programme was principally delivered by qualified youth workers from Juvenis, a local youth organisation commissioned by the local authority. At its core, the programme offered 12 weeks of mentoring delivered by a qualified youth worker from the Juvenis team, supplemented by a wider offering of group sessions, access to a range of enrichment opportunities and signposting to other local organisations providing youth services or support.

In addition to this core delivery, holistic wrap-around support was offered through referral from the Juvenis youth worker as the 'keyworker'. This support included:

- whole-family support and a direct access route to local authority support services through a project dedicated Senior Early Help Practitioner employed by Lambeth Council;
- physical health screenings and follow-ups for participants delivered by a NHS co-located health co-ordinator; and
- child and family therapeutic interventions offered by a local charity promoting greater accessibility of mental health services.

The project also extended the existing Liaison and Diversion service provided through NHS South London and Maudsley CAMHS by recruiting an additional practitioner to extend custody suite coverage from 8am to 8pm, increasing the availability of mental health screening for young people presenting in custody.

The YEF DIVERT programme built on a pre-existing custody diversion scheme for 10–17-year-olds, which commenced in April 2019 and deployed a youth worker alongside a mental health liaison and diversion worker.

This older young person scheme itself originated from an earlier adult diversion scheme.

The DIVERT programme was commissioned by the YEF as part of the launch grant round in September 2019. The programme commenced in November 2019 and ended in June 2022.

The theory of change logic model is outlined in Figure 3.1.

1.4 Ethical review

The research team received ethical approval from the university's Arts & Humanities Committee for the research activities described in this report. This required the submission

of a lengthy and detailed application for the feasibility study and a later and separate application for the pilot study. Both applications were subject to review by two independent (and anonymous) peer reviewers and scrutiny by the Arts and Humanities Head of Ethics. It is a requirement that no fieldwork/research is undertaken until ethical approval has been granted.

The ethical approval for the feasibility study was registered on the university's Ethos Ethics application and received approval on 12/12/2019. Due to COVID-19, an amendment to the original application and approval was made to extend the timeframe of the study. Ethical approval for the extension was granted on 17/6/2020.

The ethical approval for the pilot study was registered on the university's Ethos Ethics application and received approval on 24/06/2021.

It should be noted that in compliance with the university's ethical processes for undertaking research, the research team were required to obtain consent from the young people and their carers with regard to:

- sharing programme participants' personal data and monitoring data with the research team for the evaluation and archiving by the YEF; and
- undertaking a pre and post survey for the pilot study and archiving of the results of the pre and post survey with the YEF.

This requirement for consent impacted on the level of data that the research team were able to obtain for the pilot study, which is detailed in Section 7.3.

1.5 Data protection

A data sharing agreement was established between MMU and Lambeth Council, as the lead agency for the Lambeth DIVERT programme. This followed a protracted period of negotiation and discussion to satisfy the council's concerns over the use and storage of the data collected by the DIVERT programme for the evaluation. These concerns related to the necessity of collecting personal data about the participants and the archiving of these personal data by the YEF following the completion of the evaluation. It should be noted that this protracted negotiation affected the data that were available to the research team for the feasibility study. Further details of the limitations of the data are presented in Section 3.3.

The YEF were also involved in three-way discussions between MMU and Lambeth Council to answer questions (from Lambeth Council) about the relevance and necessity of storing personal data collected for the evaluation as part of the YEF archive.

During this period, the council sought advice from the Information Commissioner's Office (ICO). It should be noted that no questions or concerns were raised by the ICO in relation to the data protection processes of MMU or the YEF.

A full Data Protection Impact Assessment (DPIA) was undertaken for this project by the research team, supported by the university's Deputy Data Protection Officer and colleagues from Records Management and Information Security. It incorporated relevant elements from the YEF's DPIA, in particular in relation to the YEF archive, where data from the pilot study would eventually be stored after the completion of the study. The MMU DPIA was signed off by a senior manager within the university (the designated Data Owner). This DPIA was shared with the YEF and Lambeth Council. Summary details of the DPIA and the lawful basis for processing the data are presented in Appendix 1.

In accordance with the processes set out in the DPIA, the MMU research team were the only persons with access to the data during and after the research period. While authorised personnel from the university might have been given limited access to the data in the event of an audit of the research project, no third parties would have access to any of the data. As previously mentioned, all digital data were stored on the university's Research Data Storage (RDS) system. All interview transcripts were redacted and anonymised. No digital data were stored on the personal computers of any of the research team. Any hard copies of documents were stored in a locked filing cabinet in the MMU.

1.6 Project team/stakeholders

Staff from Lambeth Council and Juvenis were involved with the research team in:

- developing the theory of change logic model for the programme (as detailed in Figure 3.1);
- designing the personal and monitoring data collection template used for the feasibility study and the pilot study;
- selecting individuals who were interviewed for the feasibility study and the pilot study; and
- determining the wording and finalisation of the data sharing agreement between MMU and Lambeth Council.

The MMU evaluation team and their roles are detailed below:

- Kevin Wong: project director and lead for data sharing and data protection
- Rachel Kinsella: project manager/site lead; key liaison with the DIVERT programme and qualitative fieldwork researcher
- Paul Gray: survey tools lead
- Anton Roberts: monitoring data and qualitative fieldwork work researcher
- Gavin Bailey: incorporation of validated survey tools into a questionnaire

2. Feasibility Study

Overview

Research questions

The overarching research question for this feasibility study was:

Can the programme achieve its intended outputs for the intended target groups?

It should be noted at this stage of the report that the challenges of programme delivery meant that there were limitations in the methodology employed and data collected. Within these limitations, the research team have sought to answer this question as fully and robustly as possible. Details of the limitations are set out in Section 3.3.

The overarching research question was underpinned by the implementation and process evaluation (IPE) framework adapted from Humphrey et al. (2016). Initially developed by Durlak and DuPre (2008), it is based on a systematic assessment of programmes examining which dimensions of implementation are most crucial in terms of identifying problems and improving performance.

This report has therefore focused on these dimensions as a framework for understanding and examining the implementation of the DIVERT mentoring programme.

The dimensions and related questions are:

1. Fidelity: How far was programme delivery consistent with design, identifying facilitators and barriers?

2. Dosage: What was the amount of service received by the target young people.

3. Quality: How well were the services delivered, including how far did the services conform to regulatory or professional service standards/guidance?

4. Responsiveness: How well did the programme engage with the young people, and did they see it as addressing their needs?

5. Reach: To what extent did the targeted young people come into contact with the programme?

6. Service differentiation: To what extent was the programme genuinely new and innovative? Did it offer support in ways not previously available and to specific priority groups?

7. Adaptation: Has the service diverged from its initial design? What is the nature of these adaptations and the reasons for them? Are they beneficial or detrimental?

In considering the implementation of the mentoring programme as captured in the theory of change logic model (see Figure 3.1), this IPE framework has guided the questions for the feasibility study, the data collected and the analysis undertaken. The findings in Section 3 are grouped together and themed according to these seven dimensions. Where appropriate, given the level of data available, some themes have been grouped together and the findings presented under these combined themes.

Success criteria and/or targets

A launch round grant review was undertaken by the developers for the DIVERT programme in conjunction with the YEF and the evaluation team in September 2020. This was to account for the programme implementation delay and disruption arising from the lockdowns imposed during the COVID-19 pandemic in 2020.

It was proposed by the developer that the programme would work with 103 young people aged 10–14 by the end of May 2022.

This represented a 29% upscale on the full programme cohort that was originally proposed by the developers in September 2019.

This review also agreed that the duration of the programme would be extended by an additional seven months to account for the programme delay and disruption arising from COVID-19.

3. Methods: Feasibility Study

3.1 Theory of change/logic model development

This theory of change logic model (see Figure 3.1) was developed by the research team and DIVERT programme staff and partners shortly after funding for the project and the evaluation was confirmed. The version presented below was the result of several iterations and was finalised in December 2019. In subsequent discussions with the project, including the project/evaluation review in September/October 2020, the impact of the COVID-19 pandemic on the delivery of the project was considered. However, discussions between the project and research team concluded that the critical elements of the theory of change still applied, despite changes to the delivery mode – such as remotely/virtually during lockdown periods. Affected by the pandemic, there were delays in establishing the full suite of planned services/activities, such as the mental health support due to recruitment challenges. Similarly, the liaison diversion roles/contributions to the project were also hampered by the same factors.

In Figure 3.1 below, CYP refers to children and young people.

Figure 3.1: DIVERT programme theory of change logic model

Inputs	Outputs		Outcomes/Impact		
	Activities	Participation	Short term	Medium term	Long term
Core Divert Youth programme staff – Juvenis youth workers (x2); STEP NOW mentors; liaison & diversion workers (x2); early help practitioner; physical health co-ordinator	Identification and referral into the Divert programme	80 CYP aged 10-14 engaged following arrest	Quick access to wrap around support services	Improved attendance at education provision (mainstream & otherwise)	Reduction in FTEs to CJS
	One-to-one assessment at home or in the community	Increased take-up of wrap around services by this cohort	Improvement in physical and mental wellbeing	Increased strong and healthy relationships with family and friends	Reduction in re-offending
Referral partners – Police custody suite staff	12-week mentoring support programme		Improvement in self-efficacy	Sustained improvement in physical and mental wellbeing	
Wrap around support services – e.g. mental health services; physical health services; Children's Services; schools etc.	Fast track access to wrap around support services		Improvement in financial literacy	Sustained improvement in self-efficacy	
				Sustained improvement in financial literacy	

3.2 Data collection: feasibility study

The research team completed the activities that are summarised in Table 3.1.

Table 3.1: Summary of data collection

Data collection method	Participants/data source	Data analysis methods	Research questions addressed
Qualitative interviews with programme participants, project staff and partners	Programme participants n = 5 Project staff and partners n = 12	Thematic analysis related to the intervention implementation questions	Intervention implementation evaluation questions
Quantitative monitoring data on intervention take-up	Data on 26 programme participants recorded by DIVERT using a data collection monitoring tool developed by the evaluation team in conjunction with developers	Descriptive analysis	Intervention implementation evaluation questions
Online satisfaction survey to be undertaken following completion of the programme	Nine participants completed the survey tool.	Descriptive analysis reporting response rates	Intervention implementation evaluation questions

Interviews

Interviews with agency stakeholders and young people were conducted between 15 February and 12 April 2021.

Semi-structured interviews were undertaken virtually with 12 agency stakeholders including project staff and partners (managers and frontline staff) via Google Teams or Zoom. This was a purposive sample identified by the lead individuals from Lambeth Council and Juvenis. All of the agency interviewees had some involvement in the development and/or delivery of the DIVERT programme and were drawn from Lambeth Council, Juvenis and the Metropolitan Police.

Semi-structured interviews were also undertaken with five young people virtually or by telephone. This was an opportune sample drawn from young people who were engaged with

the programme during the period when the interviews were undertaken. Young people were recruited by youth workers from the programme, with interviews taking place as part of sessions that the youth workers were undertaking with the young people. Efforts were made by youth workers to provide the researchers (undertaking the young people interviews) with advance notice of these sessions and scheduled interviews. Often, these did not take place as the young person may have declined to attend the planned session. Instead, the researchers and youth workers opted for a different strategy, whereby the youth workers would contact the researchers on the day that a session would occur, and the researchers would then be on standby for that day. If the young person turned up for the session, the youth workers would contact the researchers to undertake the interview via Google Teams or telephone.

It should be noted that there was a high level of attrition, where scheduled interviews either planned a week in advance and even those notified 'on the day' did not take place.

The relatively low number of interviews undertaken with young people reflected the relatively small number of young people who were engaged in the programme and the high level of attrition between young people agreeing to be interviewed and interviews that were eventually completed.

Monitoring data

Monitoring data for 26 young people were collected by the DIVERT programme staff using a template provided by the research team. These were individuals who started with the project between 31 October 2019 and 9 April 2021. The majority of records (17 out of 26) were for young people who commenced with the project in 2020. Details of the variables collected are presented in Appendix 2. These data were intended to assess the extent to which the activities as set out in the theory of change logic model (see Figure 3.1) occurred.

Satisfaction surveys

Satisfaction surveys were completed by nine young people between 22 January 2021 and 10 February 2021 at the end of their time with the project.

3.3 Interpreting the findings and limitations

In common with much evaluation research of similar projects undertaken by the research team, there were methodological limitations to this study that need to be understood when interpreting the findings, which are set out below. However, it is also important to note that both the delivery of the programme and the evaluation were undertaken during a period when the COVID-19 pandemic affected programme access and delivery, with a subsequent knock-on impact on the data collected through the evaluation.

Interview data

The agency staff (project and partners) who were interviewed may not have represented the whole range of views among all these stakeholders. For example, the partner interviewees were sampled from one agency.

The young people who participated in the interviews were engaged with the project at the time of the interviews and therefore may not have represented the range of views of all the young people who the DIVERT programme worked with. Additionally, these interviewees were both engaged and willing to participate in the research, which suggests that they were drawn from an even smaller pool of potential interviewees. Further, it was not possible to determine the exposure that these participants had to the range of interventions offered by the programme. All of them were receiving mentoring support but may or may not have received physical health support and/or family support in addition.

Monitoring data

This dataset represented 26 young people who commenced the programme between February 2020 and July 2021. Complete records were provided for the majority of the data variables collected. However, for a small number of variables, data were limited. Further details of data limitations are presented in the findings section.

Survey data

This dataset represented a small number of young people (n = 9) who completed the survey at the end of the programme. Their responses cannot be taken to represent the experiences of all programme participants. These respondents were sufficiently engaged to complete the programme and additionally were willing to participate in the research.

3.4 Analysis: feasibility study

Qualitative data

Thematic analysis was used to identify, analyse and report patterns (themes) (Braun & Clarke, 2006). This was initially guided by the implementation evaluation questions set out above. The transcribed interview data were read and reread several times. Pertinent data were grouped into themes provided by the dimensions of the implementation evaluation questions. Sub-themes from these grouped data emerged. The findings from the themes and sub-themes were then refined to ensure narrative cohesion in reporting.

The qualitative data findings were combined with the quantitative data findings to answer the seven IPE dimensions/questions set out in Section 1.

Quantitative data

The monitoring data collected by the DIVERT programme were analysed descriptively. The results of this analysis were considered in relation to the implementation evaluation questions. The quantitative data findings were presented alongside the qualitative data findings to provide nuance and/or additional insight to answer to the implementation evaluation questions.

The survey data provided by programme participants were analysed descriptively. The results of the analysis were primarily combined with qualitative data findings to provide insight into the experience of the young people who undertook the programme, responding to IPE dimension/question 4 – 'Responsiveness: How well did the programme engage with the young people, and did they see it as addressing their needs?' (See Section 1).

3.5 Timeline: feasibility study

Table 3.2 below sets out the timeline for the feasibility study.

Table 3.2: Timeline

Date	Activity
November 2019–January 2020	Theory of change development
Collected for individuals who started with the programme between 31 October 2019 and 9 April 2021	Monitoring data collection
15 February–12 April 2021	Qualitative interviews
Completed by individuals at the end of their time with the project from 22 January 2021 to 10 February 2021	Satisfaction survey

4. Findings: Feasibility Study

4.1 Participants

The demographic characteristics of the young people engaged by the DIVERT programme are provided here for context and are summarised in Table 4.1 below. Neither gender nor ethnicity were set out by the project as selection/exclusion criteria for the programme.

Analysis of the monitoring data shows that the overwhelming majority of participants were male (22 out of 26), with four female participants.

In terms of ethnicity, almost two thirds of the young people (16 out of 26) were recorded as Black, six were of mixed ethnicity and four were White.

Age of participants as 10–14 was specified as selection/exclusion criteria for the programme; however, data on the date of birth, which would have allowed the research team to calculate the ages of the young people at commencement of the programme, were not available to the researchers.[2]

Table 4.1: Demographic characteristics of programme participants at commencement

Gender	22 out of 26 were male Four out of 24 were female
Ethnicity	16 out of 26 recorded as Black 6 out of 26 recorded as mixed ethnicity 4 out of 26 recorded as White

Family and education circumstances

Monitoring data on family and educational circumstances were recorded as a proxy for background information for potential risk and protective factors in lives of the programme participants.

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[2] This was due to the protracted nature of the negotiations over the data sharing agreement. This meant that the consents from the programme participants to the sharing of their personal data with the research team were not obtained. A redacted monitoring dataset was therefore provided to the research team.

- **Family circumstances:** Four fifths (20 out of 25) of participants lived with at least one parent. Four lived with other family members, and one lived with a carer who was not their parent or family member.
- **Looked-after children:** Two of the 26 participants were recorded as being looked after by the local authority.
- **Statemented special educational need:** One young person was recorded as having a statemented special educational need (SEN). Fifteen young people were recorded as having no SEN, and no record was provided for 10 young people.
- **Pupil referral unit:** Three out of 26 young people were recorded as attending a pupil referral unit (PRU), 22 out of 26 were recorded as not attending a PRU and no record was provided for one young person.
- **School exclusion:** Data on school exclusions were not recorded.

Involvement with police

The majority of young people, 18 out of 26, had contact with the police. Twelve young people had more than two contacts with the police. Three young people had two contacts with the police, and three had one contact with the police. No records were provided for police contact for three young people.

It should be noted that the records do not indicate the context for the police contact, for example whether a victim of crime and/or in connection with committing an offence.

However, it should be noted that 10 of the 25 young people had received an out-of-court disposal or were charged by the police. No further action was recorded as the disposal for eight young people, and disposal records were not available for eight young people.

Referral sources

The monitoring data show that approximately half of referrals (13 out of 25) to the programme were from police custody, three from the Council Early Help Service, five from the Integrated Referral Hub and five by other unspecified agencies.

4.2 Intervention feasibility

Fidelity: **How far is the programme delivery consistent with design, identifying facilitators and barriers?**

In keeping with the name, project and partner agency interviewees confirmed that the purpose of the DIVERT Project was:

'To divert young people away from the criminal justice system.' (Project staff)

This point was confirmed by the young people interviewees, as reported by one individual who was attending the project because they were:

'…up to bad behaviour, I think…I was smoking weed, used to carry knives [and] I've got in a couple of fights and stuff, basically small stuff.' (Young person)

Project and partner agency interviewees reported the mode of delivery as providing:

'… that whole family and holistic support in relation to any young people that may be experiencing any issues…it's relating to contextual harm, education, you know, parental conflict, mental health, substance misuse.' (Project staff)

This was confirmed by the young people interviewees.

For example, one young person reported completing quizzes about themselves and how they perceived situations and possible actions they would take. This entailed working through situations and possible outcomes and considering consequences of the different actions and evaluating which was good or bad

'I've found out there is more than one option to pick.' – 'I'm still the same, but it's opened my mind that there's more than one option.' (Young person)

Figure 4.1 shows that just over half of the sessions (157 out of 302) received by the 26 young people (in the data cohort) were delivered by mentors, followed by one in four (73 out of 302) delivered by youth workers. This confirms that mentoring and youth work, key elements of the DIVERT project design (see theory of change), were implemented as envisaged.

The low proportion – 6% (18 out of 302) – of therapist sessions appears to confirm the acknowledged delayed start to the provision of this type of wrap-around support, hindered by staff recruitment challenges arising from the COVID-19 pandemic.

Figure 4.1: Who delivered the sessions
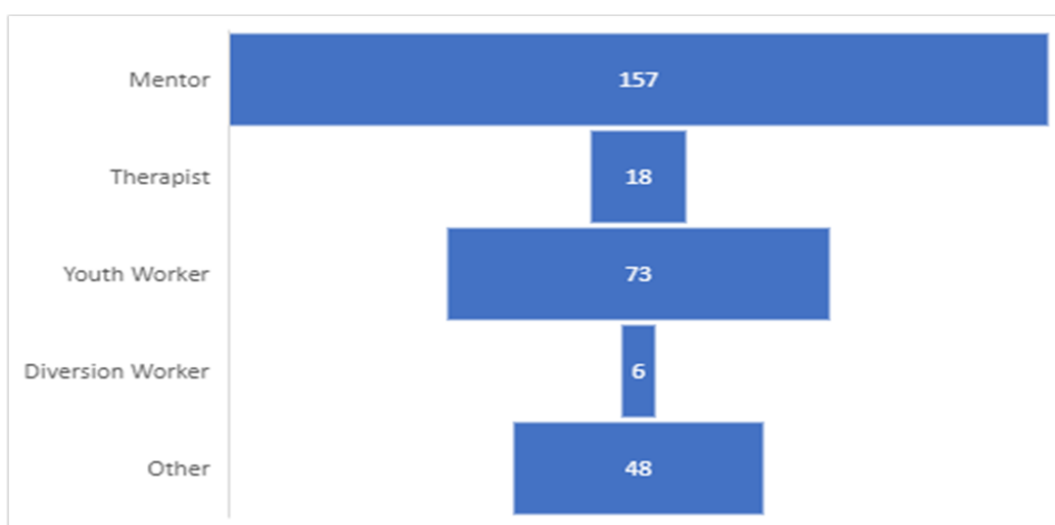
Dosage: **What is the level/amount of service received by target young people?**

As shown in Figure 4.2, there was considerable variation in the number of sessions received by individual young people. This ranged from one to 36 sessions, the average (mean) being 13 sessions. Just over a fifth of young people (6 out of 26) received 20 or more sessions, which suggests a concentration of project and staff resources on these individuals. This appears to be in keeping with the individualised nature of the service, i.e. that staff resources are targeted at individualised need and that some young people receive larger/fewer 'doses' than others. There were no other data available to the research team that may have provided further insight into this. We suggest that further and/or similar studies should take account of this in their data collection.

Figure 4.2: Number of sessions undertaken by individual young people
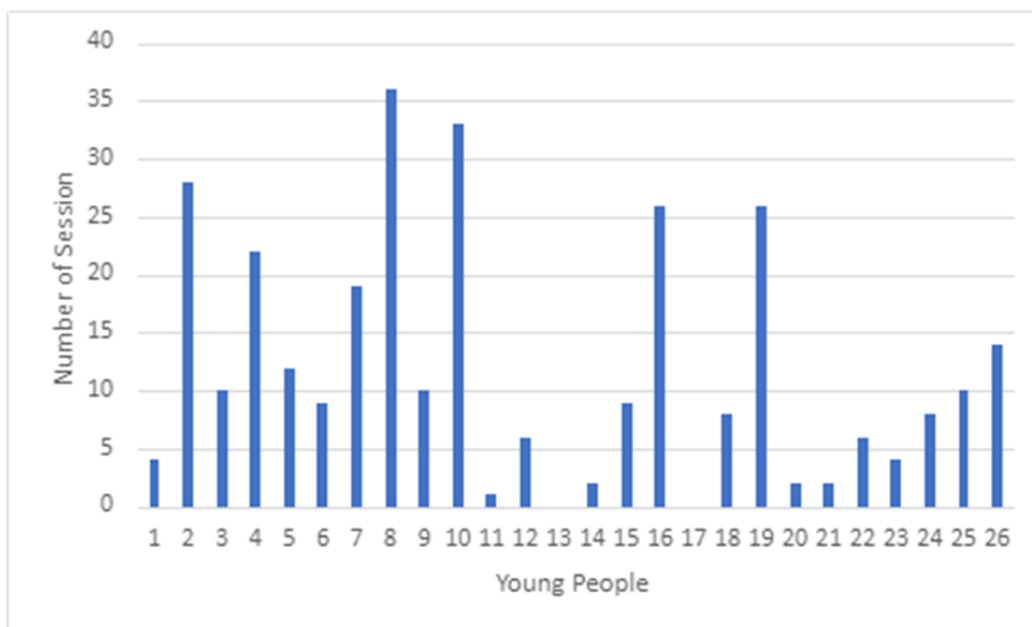
The mode of operation was described by one young person as:

'There's no set time; it's until they feel like I'm good.' (Young person)

Analysis of the monitoring data confirmed that the average duration (of elapsed time) that young people spent with the project was six months. As indicated above, the number of sessions received by young people varied from one to 36 sessions.

How the duration of young people's engagement and number of actual sessions aligned with the planned 12 week mentoring programme (see the theory of change above) was examined further during the pilot study.

In relation to regularity, some young people confirmed that they attended the project on a weekly basis.

As highlighted in Figure 4.3, the overwhelming majority of the sessions received by individual young people was focused around mentoring – the core element of this project. Across the data cohort, 78% (219 out of 280) of sessions were allocated to mentoring. Nineteen sessions were allocated to assessment, which suggests (as confirmed by Figure 4.3) that almost three quarters all of the 26 young people received an assessment – one of the key activities of this project as indicated in the theory of change (see Figure 3.1).

Figure 4.3: Content of sessions
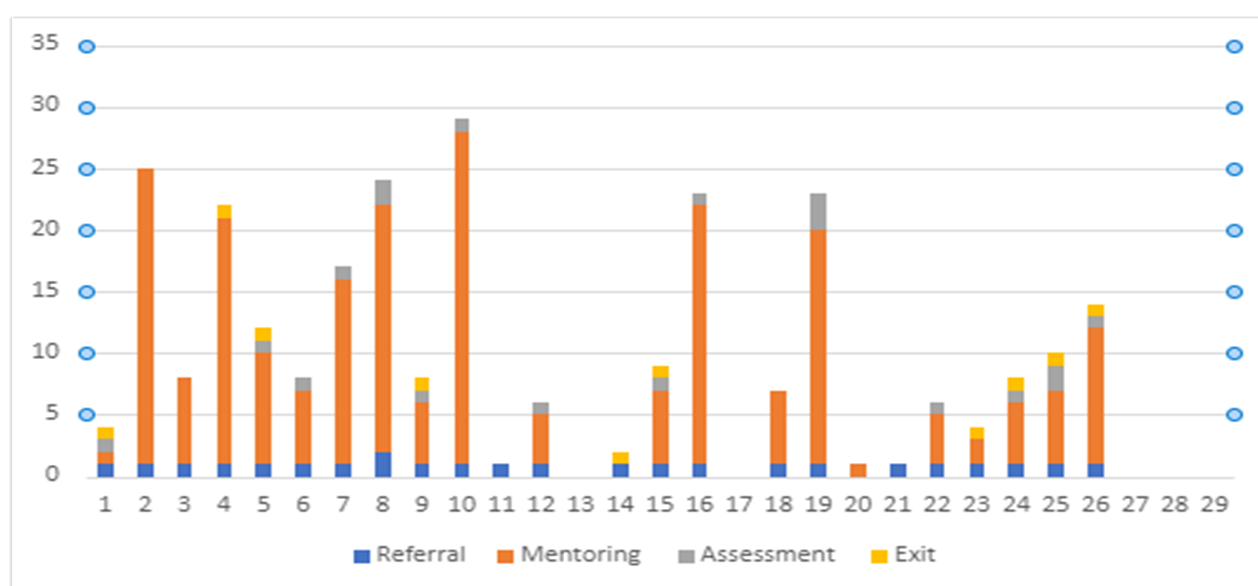
Quality: **How well are the services delivered, including how far the services conform to regulatory or professional service standards/guidance?**

The findings that address this research question are principally provided in the sections on 'Responsiveness' and 'Reach' below.

In relation to conforming to professional service standards/guidance, given the nature of the intervention, i.e. holistic tailored support for young people based around youth work principles, the data suggest that service standards rested on the skills and experience of the staff.

This was largely derived from the interviews with project and partner staff.

Responsiveness: **How well does the programme engage with the targeted young people, and do they see it as addressing their needs?**

Figure 4.4 provides feedback from a satisfaction survey completed by young people (n = 9) at the end of their time with the project.

Figure 4.4: Young people feedback
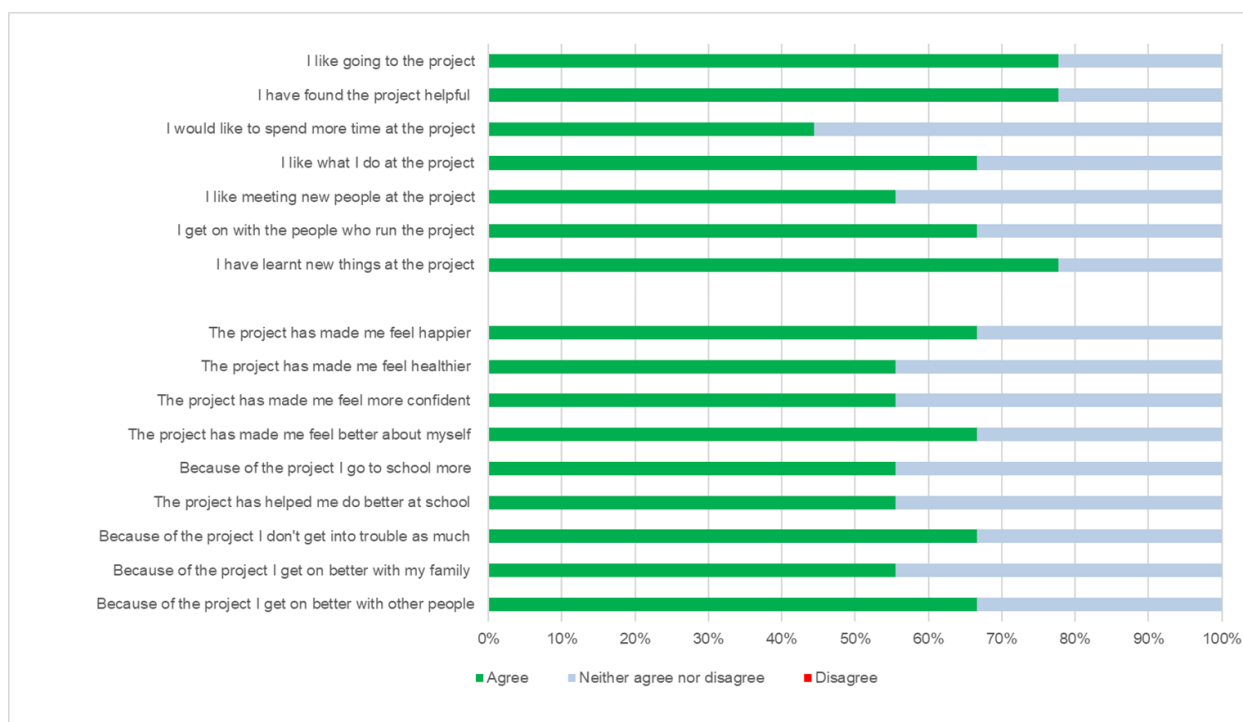
The survey results suggest that the young people viewed the project positively, and the majority of respondents (more than three quarters) liked the project and found it helpful.

The same proportion reported that they had learnt new things.

The survey asked the respondents to rate any change that had occurred as result of being involved with the project.

Just over half of the young people reported that the project had made them feel happier, healthier, more confident and better about themselves.

Additionally, a similar proportion reported that they attended school more and did better at school. In addition, they got on better with their family and other people and were not getting into as much trouble.

It should be noted that these results *are not intended* to quantitatively evidence impact; nevertheless, they tentatively suggest that for the young people surveyed, the project appears to be meeting the outcomes – as set out in the theory of change.

Note: It should be stressed that these results should be treated with caution and should not be cited as evidence of impact.

Providing additional assessment of the responsiveness of the project, the young people interviewees (n = 5) generally confirmed that the project staff engaged with them in relation to their needs and interests, as exemplified by the following observation:

'I like that got opportunities to do stuff because some of things can do here, I can't do without them…they can help me somehow find methods to get to my job, they can give me opportunities to do other hobbies and stuff, like for instance the rap stuff.' (Young person)

One young person described their mentor as being: 'quite fun…he's calm…so the sessions are open, not some cringy awkward session.' (Young person)

Additionally, given the diversionary aim of the project, another young person commented:

'…they're just helping me, telling me good stuff to… like basically motivating me to stay out of trouble; they tell me stay away from friends' (Young person)

Reach: **The extent to which targeted young people come into contact with the programme**

The intended target group were 10–14-year-olds who were engaged by the DIVERT project following arrest, i.e. young people with some involvement in the criminal justice system and/or involved in offending activity. As stated above, data on age were not available to the research team. However, in relation to involvement in the criminal justice system, generally, the data confirm that the project is targeting this group (although it was not recorded whether this was as a victim or perpetrator of an offence). As shown in Figure 4.5, the majority of young people (18 out of 26) had experienced at least one contact with the police, which conforms with the project inclusion criteria. However, based on the records, almost a fifth (5 out of 26) young people in this data cohort had never had any contact with the police.

Figure 4.5: Young people's contact with the police
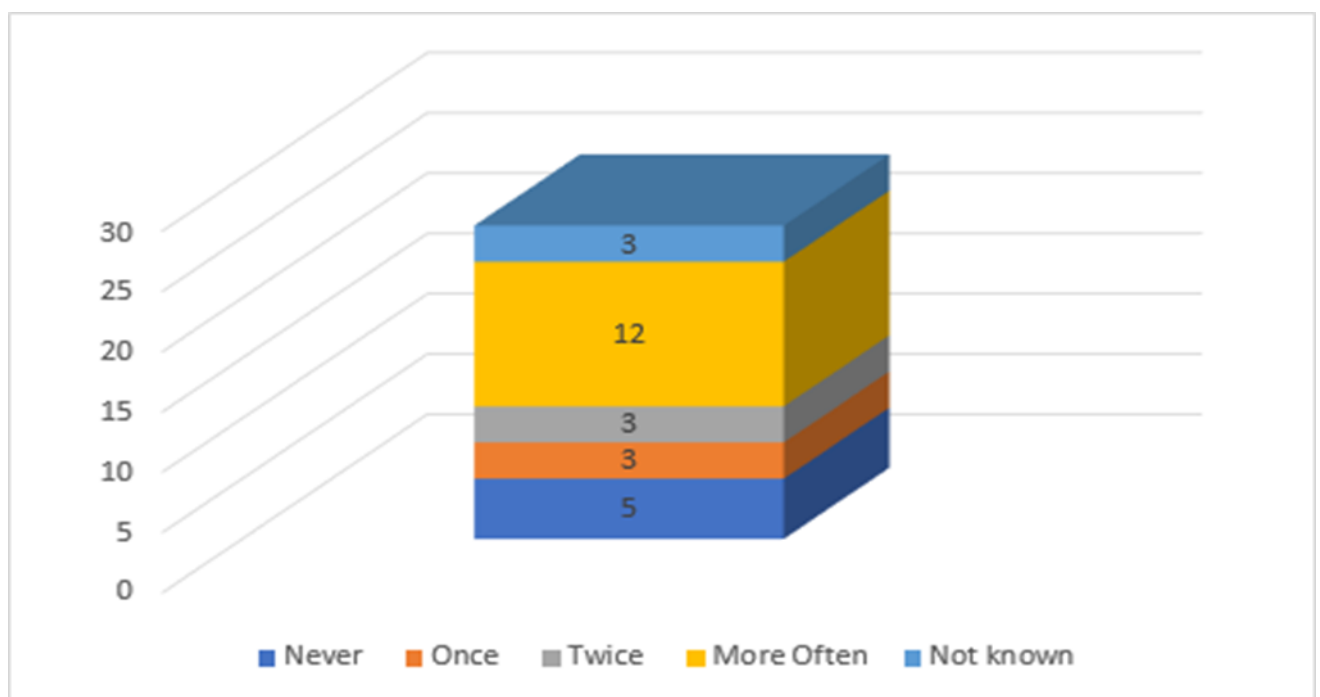
The 18 young people who had contact with the police had the disposal outcomes as set out in Table 4.2.

Table 4.2: Disposal outcomes for young people

Disposal outcome	Number of young people	
No further action	8	31%
Community resolution	4	15%
Youth caution	2	8%
Youth conditional caution	1	4%
Charge	3	12%
Not Known	8	31%
Total	26	100%

Understandably, no disposal outcomes (not known) were recorded for individuals who had no contact with the police.

Of the 26 young people, all but two (recorded as not known) had a specified, other or anti-social behaviour offence recorded as 'last offence':

Table 4.3: Last recorded offence

Offence	Number	Percentage
Anti-social behaviour	5	19%
Other	4	15%
Not known	2	8%

Affray	1	4%
Assault	1	4%
Burglary	4	15%
Possession of drugs	4	15%
Possession of a weapon	5	19%
Total	26	100%

Half of the young people (13 out of 25) were referred by the police, five from the Integrated Referral Hub, two from Early Help and two from other organisations.

Neither gender nor ethnicity were specified as inclusion/exclusion criteria for the project. The demographic details that follow are provided for contextual information only.

- The overwhelming majority of young people (24 out of 26) were male, while the remaining two were female.

- Almost two thirds (16 out of 26) were recorded as Black/African/Caribbean/Black British, four were White and six recorded as mixed/multiple ethnic groups.

The monitoring data captured variables that are linked to risk and protective factors associated with offending. Generally, they are suggestive of relatively low risk across the data cohort.

- The overwhelming majority of young people (25 out of 26) were living with one or both parents or other family members. Only one young person was living with a carer.

- Slightly less than a fifth (4 out of 26) of the young people were attending a pupil referral unit, which suggests that the majority were in mainstream education.

- Of the 26 young people in the data cohort, only one was recorded as having a statemented SEN, 10 were recorded as having no SEN and 15 were 'not known'.

Service differentiation: To what extent is the programme genuinely new and innovative? Does it offer support in ways not previously available and to specific priority groups?

The programme was viewed by project and partner staff as offering a different type of intervention in Lambeth for young people aged 10–14 that was not available previously. It

should be noted that the YEF Lambeth DIVERT programme was developed from and replicated an existing programme that worked with older young people, i.e. aged 15–17, identifying eligible participants in custody and referring them into the programme. The service differentiation was based on focusing on a younger cohort, originally identifying them at the same entry point the criminal justice system and (as the name of the programme suggests) with the intention of diverting them from further offending and re-presentation to the criminal justice system.

*Adaptation***: Has the service diverged from its initial design? What is the nature of these adaptations and reasons for them? Are they beneficial or detrimental?**

The key adaptation for the project was in response to the COVID-19 pandemic. The monitoring data show that of the sessions delivered, just over half (166 out of 305) were face to face, with the remainder delivered virtually.

Table 4.4: Mode of delivery

Face to face	166	54%
Virtual delivery	139	46%
Total	305	100%

Project and partner agency interviewees reported adapting the project in the following ways:

Joint assessment with the family – to avoid:

 'Too many workers interviewing them at the same time, too many workers doing an assessment on them… asking them to repeat themselves twice over.' (Project staff)

Deploying financial resources in a flexible way to enable the tailored approach to young people's needs, for example by:

'… buying books, buying equipment that may be relevant to the young person in question depending on what it is that we're trying to do with them. So that, for me, is the flexibility that enables us to do, I would say, a good job in terms of supporting young people.' (Project staff)

5. Feasibility Study: Conclusion

The conclusion set out in this section needs to be read and understood against the context of the limitations of the research methodology outlined in Section 3.3, i.e. that the findings were derived from a small sample of monitoring data records; small interview samples of agency stakeholders and young people participants; and a small sample of participant survey respondents. Therefore, there are considerable limitations to the generalisability of the findings. Importantly, given the limitations of the data, it is possible that the overall impression of the programme may therefore be less nuanced than would be the case with a larger data sample and could be more positive than a wider range of experiences and data would provide.

The DIVERT programme has generally been implemented as intended, although there appear to have been delays in setting up wrap-around provision.

The programme has been well received by the young people involved in the project who engaged with the feasibility study.

It appears to have reached young people involved in offending activity. However, because data were not available, it is unclear how many of these young people were identified and referred from custody, which was the intended identification and referral route as set out in the theory of change.

Additionally, because of data limitations, it was not possible to determine if the young people engaged on the programme matched the intended age range, i.e. 10–14-year-olds. Therefore, it was not possible to answer the overarching research question:

Can the programme achieve its intended outputs for the intended target groups?

This research question was included as part of the pre and post pilot study.

The answers to the seven implementation research questions based on the implementation evaluation framework of Humphrey et al. (2016) are summarised in Table 5.1.

In addition, it is worth noting the following summary findings.

Based on the qualitative data from project staff and partners and the limited feedback from a small sample participants (via the feedback survey and interviews), the project appears to have adapted to the COVID-19 pandemic in a way that did not appear to materially affect the engagement of young people.

Two elements of the project design that non-project interviewees (partner agency and young people) reported as being important were:

- relatability, based on lived experience, of the project staff; and

- the tailoring and flexing of project activities to the needs and interests of the young people.

Just under half of the monitoring data records (12 out of 26) for completion outcome were recorded as 'not known'. This indicated that the young people were still engaged with the project at the time of data submission.

Figure 5.1: Summary of feasibility study findings

Research question	Finding
Can the programme achieve its intended outputs for the intended target groups?	It was not possible to answer this during the feasibility study due to limited data and unavailability of data. This question formed part of the research questions considered by the pre and post pilot study.
Fidelity: To what extent was programme delivery consistent with design, identifying facilitators and barriers?	Programme delivery was partially consistent with design. Delays appeared to have occurred in setting up wrap-around provision.
Dosage: How much of the service was received by the target young people?	The number of sessions ranged from 1–36, with a fifth of the group receiving 20 or more sessions, so resources were concentrated on particular cases.
Quality: How well was the service delivered, including how far did it conform to regulatory or professional service standards/guidance?	Staff applied youth work practice and principles in the way in which they engaged with the young people and appeared to tailor activities to the young people.
Responsiveness: How well did the programme engage with the young people, and did they see it as addressing their needs?	The programme was generally well received by the small number of young people who participated.
Reach: The extent to which the targeted young people came into contact with the programme	The majority of young people engaged in the programme had committed an offence. However, due to the unavailability of data, it was not possible to determine if the young people had been in police custody and/or if their ages matched the 10–14 age criterion.
Service differentiation: To what extent was the programme genuinely new and innovative – did it offer support in ways not previously available and to specific priority groups?	The programme was viewed as offering a different type of intervention in Lambeth for young people aged 10–14 that was not available previously.
Adaptation: Did the service diverge from its initial design? What was the nature of these adaptations and reasons for them? Were they beneficial or detrimental?	The service adapted to COVID-19 through a mix of online and face-to-face sessions.

6. Pilot (Pre/Post-Test) Study

6.1 Study overview

Research questions

The *research questions* that this pilot study aimed to answer were as follows. The primary question is highlighted in **bold**.

1. **Can the DIVERT programme achieve its intended short- and medium-term outcomes?**
2. Do the numbers of young people in Lambeth who join the scheme match their initial projected numbers?
3. What is the nature and extent of the contribution of wrap-around support to the delivery of the project?

The rationale for these questions is set out in this section.

In line with the YEF's mission to generate evidence on what works to reduce reoffending among young people, the primary research question for this pilot study evaluation was: *'Can the DIVERT programme achieve its intended short- and medium-term outcomes?'*

The timeframe and budget for this study necessarily constrained the focus on the following short-term and some medium-term outcomes set out in the theory of change:

- Quick access to wrap-around support services
- Improvement in physical and mental wellbeing
- Improvement in self-efficacy
- Improvement in financial literacy
- Improved attendance at educational provision (mainstream and otherwise)
- Increased strong and healthy relationships with family and friends

It was not possible within this study to undertake longitudinal tracking of participants to determine whether or not the programme met its long-term outcomes of reducing the number of FTEs and reducing reoffending in the target cohort. However, the use of the Self-Reported Delinquency Scale was intended to provide a measure of change in self-reported delinquent behaviour.

Reflecting on the findings from the feasibility study, the research team recognised that two elements of programme design required further examination in the pilot study:

- *Throughput*: Do the numbers of young people in Lambeth who join the scheme match their initial projected numbers?

The project application (Lambeth Council, 2019) and theory of change confirm that the programme intended to work with 80 young people (meeting the eligibility criteria) over its initial two-year duration.

As agreed with the YEF, the duration of the programme was extended by an additional six months to enable it to be delivered in a context where implementation was not adversely affected by the COVID-19 pandemic. In part, this was to allow the programme time to achieve the intended target throughput.

- *The contribution of the 'wrap-around' support for young people*. This key element of the programme design did not feature significantly in the feasibility study, in part perhaps due to delays in staff being in place to deliver this.

Given the YEF's interest in scalability and testing interventions through an efficacy trial, it was proposed by the research team that the pilot study examined the feasibility of the DIVERT model being replicated and scaled up in other local authority areas. Specifically:

- Would the projected/actual numbers of young people eligible for the scheme in Lambeth be replicated elsewhere in other comparable local authorities?

- Does the scheme work in Lambeth because of the partnership arrangements in place? Are these arrangement and organisations in situ elsewhere, or are they specific to Lambeth?

Addressing these additional questions required additional research time and resources. It was determined by the YEF that the focus of the pilot study would remain within the original funding envelope for the evaluation, which had been augmented by the YEF to cover the additional extended duration of the evaluation arising from the COVID-19 disruption.

7. Methods: Pilot Study

7.1 Summary

Table 7.1 summarises the data collection and analysis methods to address the research questions.

Table 7.1: Research questions and methods summary

Research questions	Data collection methods	Participants/data sources (type, number)	Data analysis methods
1. Can the DIVERT programme achieve its intended outcomes?	Project monitoring data	Individualised data for 12 young people and limited aggregate data for 16 young people	Descriptive analysis and comparative analysis
	Validated survey tool data	Pre surveys completed by 12 young people	
		Post-surveys completed by six young people	
	Project, partner staff and young people interview data	Six project/partner staff; eight young people	Thematic analysis
2. Do the numbers of young people in Lambeth who join the scheme match their initial projected numbers?	Project monitoring data	Individualised data for 12 young people; and limited aggregate data for 16 young people	Descriptive analysis
	Project staff interview data	Six project/partner staff interviews	Thematic analysis
3. What is the nature and extent of the contribution of wrap-around support to the delivery of the project?	Project monitoring data	Individualised data for 12 young people	Descriptive analysis
	Project, partner staff and young people interview data	Six project/partner staff; eight young people	Thematic analysis

7.2 Data collection

The research team adopted a mixed-methods approach comprising the following three elements:

- collection and analysis of routinely collected monitoring data;
- collection and analysis of data from validated survey tools; and
- qualitative data collection and analysis of interviews with project/partner staff and young people who engage with the project.

Monitoring data

Monitoring data for 28 young people were collected by the DIVERT programme staff using a template provided by the research team. These were individuals who started with the project between August 2021 and March 2022.

As for the feasibility study, the collection of monitoring data was intended to facilitate an assessment of the extent to which the activities as set out in the theory of change logic model (Figure 3.1) occurred. Additionally, it sought to understand the extent to which the participants recruited to the programme matched the intended eligibility criteria.

Details of the variables collected are presented in Appendix 2.

In compliance with MMU ethics and consent processes, the young people and their parents/carers were asked to consent to the provision of personal individualised data for the pilot study and, following completion of the evaluation, for the data to be stored in the YEF archive.

Twelve young people and their carers consented to the provision of personal individualised data, while 16 young people and their carers declined to give their consent.

The monitoring data received by the research team comprised individualised data for 12 young people across of the data variables and aggregated data for 16 young people for a limited number of variables. The impact of this on the study is detailed in the Section 7.3, and how the data were analysed is outlined in Section 7.4.

Survey data

To investigate the impact of the DIVERT programme (in relation to the originally stated outcomes in the logic model for the feasibility evaluation), the YEF have required that all evaluators use two validated survey tools: a strengths and difficulties questionnaire and a self-reported delinquency scale. To assess the impact of the programme on the 'resilience' of the programme participants, the Youth in Mind https://sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(UK) 'Strengths and Difficulties Questionnaire' (SDQ) was used for this pilot study. Alongside this survey, the young people

on the project were asked to complete a 19-point 'Self-Reported Delinquency Scale' from sweep 3 of the *Edinburgh Study of Youth Transitions and Crime*.

A pre- and post-survey design was deployed. To measure distance travelled/change over time, young people were asked to complete the same survey twice: once near the start of the programme and once towards the end of the programme. To make the dissemination and completion of the surveys as easy as possible for both young people and DIVERT staff, both validated survey tools were combined into one survey that the young people completed using online Qualtrics survey software.

In consultation with the DIVERT programme, the first survey was administered two weeks after the young people commenced with the project, while the second survey was intended to be administered eight weeks after the young people had been with the project.

Different reference periods were used for the validated tools, i.e. the period over which the young person was asked to assess their behaviour. In accordance with guidance from Youth in Mind, the owner of the SDQ, the reference period for the SDQ element of the pre survey was six months, and the reference period for the post survey was one month. Given the age of the young people involved in the study – 10–14 years – the parent/teacher version of the SDQ was used.

The reference period for the self-reported delinquency scale was eight weeks for the pre and post survey.

Most (but not all) of the outcomes specified in the theory of change were assessed using the validated survey tools. This was necessarily limited by what the tools were designed to measure.

Where it was not feasible to quantitatively capture data outcomes, such as improved financial literacy, the research team endeavoured to capture change qualitatively through the interviews with young people (primarily) and project and partner staff.

The 12 young people who consented to the sharing of monitoring data with the research team completed the pre survey. Six of these 12 young people completed the post survey.

Interview data

To qualitatively evaluate the impact of the DIVERT programme, qualitative semi-structured interviews were undertaken with a sample of up to six DIVERT programme and partner staff and eight young people who engaged with the programme.

Interviews with agency stakeholders and young people between 15 February and 12 April 2021.

Semi-structured interviews were undertaken virtually with agency stakeholders, including project staff and partners (managers and frontline staff), via Google Teams or Zoom. This was a purposive sample of individuals identified by the leads from Lambeth Council and the charity Juvenis. All of the agency interviewees had some involvement in the development and/or delivery of the DIVERT programme and were drawn from Lambeth Council, Juvenis, children's services and health agencies.

Semi-structured interviews were also undertaken with eight young people virtually or by telephone. This was an opportune sample drawn from young people who were engaged with the programme during the period the interviews were undertaken. Young people were recruited by youth workers from the programme, with interviews taking place as part of sessions that the youth workers were undertaking with the young people. Efforts were made by youth workers to provide the researchers (undertaking the young people interviews) with advance notice of these sessions and scheduled interviews. Often, these did not take place as the young person may have declined to attend the planned session. Instead, the researchers and youth workers opted for a different strategy, whereby the youth workers would contact the researchers on the day that a session would occur, and the researchers would then be on standby for that day. If the young person turned up for the session, the youth workers would contact the researchers to undertake the interview via Google Teams or telephone.

It should be noted that there was a high level of attrition – where scheduled interviews either planned in advance and even those notified 'on the day' did not take place.

The relatively low number of interviews undertaken with young people reflected the relatively small number of young people who were engaged in the programme and the attrition between young people agreeing to be interviewed and interviews that were eventually completed.

7.3 Interpreting the findings and limitations

In common with much evaluation research of similar projects undertaken by the research team, there were methodological limitations to this study that need to be understood when interpreting the findings. These are set out below. However, it is also important to note that both the delivery of the mentoring programme and the evaluation were undertaken during a period when the COVID-19 pandemic affected the access and delivery of the programme, with a subsequent knock-on effect on the data collected through the evaluation. Fewer partner agencies than intended were involved with the project, which necessarily limited which agencies and individuals could be recruited for the evaluation with sufficient understanding and insight into the project.

Given the small sample sizes providing qualitative and quantitative data, the findings for the pilot study need to be read with caution. While the findings are as representative as possible of the data collected, the limited data necessarily limits the generalisability of the findings.

Monitoring data

This dataset represented 28 young people who commenced the programme between August 2021 and March 2022. Individualised records were provided for 12 young people where consent was given by the young people and their carers for personal and monitoring data to be shared with the research team. The majority of the data variables were collected. However, for a small number of variables, data were limited. Aggregated data for a much more limited number of data variables pertaining primarily to the demographic characteristics and offending record of the young people were provided by the DIVERT programme for young people and carers who declined to provide consent for their individualised data to be shared.

The findings from the monitoring data, in particular in relation to dosage and types of sessions engaged in by the young people, are illustrative and therefore need to be treated with caution.

Further details of data limitations are presented in the findings section.

Survey data

Pre- and post-survey data were obtained from just over a fifth (6 out of 28) of young people who commenced the programme between August 2021 and March 2022. The findings from the survey data analysis are illustrative only and cannot be generalised across the whole cohort.

The questions on crime and other harmful behaviour used in this evaluation were drawn from the survey's used by the Edinburgh Study of Youth Transitions and Crime (1998–2003). The 'Young people questionnaires' for this study covered a range of topics, from leisure and work to friendship and family structure. In this present study, questions from the 'Things you might have done' section of the Edinburgh study were used, alongside another question from the Edinburgh study on drug use. Extra questions on problematic online behaviour were also added. The Edinburgh study questions were adapted for use here, with changes to the timeframes and to some wording, where wording from the turn of the century was inappropriate (see Appendix 1). It should be noted that the Edinburgh study was designed to be used for a longitudinal study of around 4,000 young people, surveyed annually from the age of 12. It was carried out as a self-completion study under exam conditions at school, hence a level of confidentiality that is not present in the current study. Further, the use of an annual survey with a standard cohort, each time covering a school year period, is designed to ensure that any change is due to the change in behaviour of children growing up – that is, to study the age at which some might start a particular behaviour – as opposed to any change related to time of year or other circumstance. The use here of shorter periods and the presence of mentors/other staff make these data problematic in relation to interpretation of the findings based on its use.

The SDQ used here is the version for use by parents and teachers, who are to complete it based on their opinion of the young person 'over the last six months or this school year'. The questionnaire is used in clinical settings, alongside professional judgement and other information, as an initial diagnostic tool. It is also used in clinical settings and broader environments, including studies of impact *and* epidemiological studies to study differences between subpopulations or across time. Youth in Mind do have recommendations for an impact measure, although this only applies to cohorts with 'high-risk groups where most children have psychiatric disorders and parents have previously been concerned about their child's mental health' (Youth in Mind, n.d.) and where an aggregate judgement can be made across a large sample. 'The added value score is not of much use for a single individual' (Youth in Mind, n.d.). Wolpert et al. (2014) provide a full discussion of a variety of methods of judging change, including 'difference scores, reliable change, crossing clinical thresholds and "added value"'.

Further details of data limitations are presented in the findings section.

Interview data

The design of the pilot study included *up to* six interviews with project and partner agency staff with partner agencies – which was achieved by the research team.

The agency staff (project and partners) who were interviewed may not have represented the whole range of views amongst all these stakeholders. However, those who were interviewed were able to provide a detailed account of their involvement with the DIVERT programme.

The design of the pilot study also included *up to* 12 interviews with young people. The research team achieved eight interviews with young people. It should be noted that during the fieldwork collection period of the pilot study (August 2021–April 2021), the DIVERT programme worked with a total of 28 young people – based on the monitoring data records. The number of young people who were interviewed by the research team represented just under a third (8 out of 28) of the total supported by the programme. Those who participated in the interviews were engaged with the project at the time of the interviews and therefore may not have represented the range of views of all the young people who the DIVERT programme worked with. Additionally, these interviewees were both engaged and willing to participate in the research, which suggests that they were drawn from an even smaller pool of potential interviewees. The interviews were undertaken virtually, where the young people were in the DIVERT programme offices. The setting may have affected the responses of young people.

It was not possible to obtain the views of young people who had disengaged from the programme because this required contacting these young people via the DIVERT programme staff. Undertaking interviews with the young people who were engaged with the programme supported though the DIVERT programme team was sufficiently challenging. Additionally, it

should be noted that there were insufficient resources for the research team to track down and engage with disengaged young people to recruit them to be included in the study.

7.4 Analysis

Quantitative data analysis

It was envisaged at the research design stage that the research team would undertake descriptive and comparative analysis of the monitoring and survey data to answer the questions detailed below.

As detailed in Sections 7.2 and 7.3, both the monitoring and survey data were not fully representative of the cohort of young people supported by the programme (August 2021–March 2022). Therefore, the analysis was more limited than intended.

- Do the young people meet the project eligibility criteria?
- How long do the young people stay engaged with the project?
- How many young people 'complete' the 12 week mentoring programme?
- What are the other 'completion' outcomes for young people who end their engagement with the project?
- How many young people engage, disengage and re-engage with the project?
- How many sessions do the young people undertake?
- How long do the sessions last?
- How frequently do the sessions occur?
- How many young people attain the intended short- and medium-term outcomes of the project*?
- Are there differences in attainment of outcomes based on the level and frequency of engagement and any other factors associated with service take-up by the young people?
- Are there differences in attainment of outcomes based on end-of-project outcomes?
- Are there differences in attainment of outcomes based on the 'risk and protective factors' captured in the monitoring data?

*It should be noted that the validated survey tools provide proxy measures for the short- and medium-term outcomes specified in the DIVERT programme's theory of change.

Qualitative data analysis

Thematic analysis was used to identify, analyse and report patterns (themes) (Braun & Clarke, 2006). The transcribed interview data were read and re-read several times. Pertinent data were initially grouped into themes provided by the dimensions of the implementation evaluation questions. Sub-themes from these grouped data emerged to address the specific research questions set out below.

- What kind of wrap-around support do the young people receive?

- How is this delivered, and by whom?

- How effective is the wrap-around support?

- What does the wrap-around support add to the experience of young people?

- To what extent have the young people attained the intended outcomes for the project?

- What difference has the project made to the lives of young people?

- Do they feel better able to cope with the challenges in their lives?

- What elements of the project delivery worked well, and what has worked less well?

- What aspects of the project facilitate change?

- What have been the factors that have facilitated and hindered the delivery of the project?

- How could the project be improved?

The findings from the themes and sub-themes were then refined to ensure narrative cohesion in reporting.

7.5 Timeline

The timeline of research activities undertaken for the pilot study is detailed in Table 7.2 below.

Table 7.2: Timeline of research activities

Date	Activity
Collected for individuals who started with the programme between August 2021 and March 2022	Monitoring data collection
March–May 2022	Qualitative interviews with project and partner staff and young people engaged with the programme
Completed by individuals who commenced the programme between August 2021 and March 2022	Pre and post surveys based on validated tools prescribed by the YEF Pre surveys were intended to be completed.

8. Findings: Pilot Study

8.1 Participants

A total of 28 young people were recruited to the programme during the period covered by the pilot study: August 2021 to March 2022.

This section draws on individualised data that a) 12 young people consented to provide and aggregated data for b) 16 young people who did not consent to share individualised data.

Analysis of the individualised data shows that a) participants were aged between 11 and 14 at the time when they commenced with the programme. This matched the 10–14 age criterion for the programme. Seven of the 12 participants were aged 14, two were aged 13, two were aged 12 and one was aged 11.

The aggregated data show that b) participants were aged between 12 and 14 when they were referred to the programme. This matched the 10–14 age criterion for the programme.

It should be noted that the other demographic characteristics of the young people engaged by the mentoring programme are provided here for context. Neither gender nor ethnicity were set out by the project as selection/exclusion criteria for the programme.

Analysis of the monitoring data shows that the majority of participants were male (8 out of 12), with four female participants.

In terms of ethnicity, the overwhelming majority (11 out of 12) were recorded as Black, and one was of mixed ethnicity.

Table 8.1: Demographic characteristics of programme participants at commencement

	Twelve young people who consented to data share: a) participants	Sixteen young people who did not provide consent: b) participants
Age	Seven out of 12 were aged 14. Two were aged 13. Two were aged 12. One was aged 11.	Eight out of 16 were aged 14. Four were aged 13. Four were aged 12.
Gender	Eight out of 12 were male.	Twelve out of 16 were male.

	Four out of 12 were female.	Four out of 12 were female.
Ethnicity	Eleven out of 12 recorded as Black. One out of 12 recorded as mixed ethnicity.	Six out of 12 were recorded as Black African/Caribbean. One out of 12 were recorded as mixed ethnicity. Two were recorded as White. Seven out of 12 were recorded as unknown ethnicity.

Family and education circumstances

Monitoring data on family and educational circumstances were recorded as a proxy for background information for potential risk and protective factors in the lives of the programme participants. These are set out in Table 8.2 for a) and b) participants, where data were available.

Taking each in turn:

- **Family circumstances:** For a) participants, seven out of 12 lived with one parent, four young people lived with two parents and one young person lived with a carer who was not their parent. No data on family circumstances were available for b) participants.

- **Statemented special educational need:** For a) participants, three of the 12 were recorded as having an SEN, six young people were recorded as having no SEN and no record was provided for three young people. For b) participants, five out of 16 were recorded as having a statemented SEN, and 11 out of 16 had none.

- **School exclusion:** Of the a) participants, three of were recorded as having been excluded from school in the previous 12 months, six young people had no school exclusions recorded and for the remaining three young people, no data on exclusions were recorded. For b) participants: Two out of 16 were recorded as being excluded from school in the previous 12 months, nine had no school exclusion record and five were recorded as 'don't know'.

- **Pupil referral unit:** Of a) participants, two of 12 were recorded as attending a pupil referral unit (PRU), and 10 out of 12 were recorded as not attending a PRU. For b) participants, none were recorded as attending a PRU.

Table 8.2: Family and educational circumstances of participants

	Twelve young people who consented to data share: a) participants	Sixteen young people who did not provide consent: b) participants
Family circumstances	Seven out of 12 lived with one parent. Four out of 12 lived with two parents. One out of 12 lived with a carer.	No data
Statemented SEN	Three out of 12: SEN Six out of 12: no SEN Three out of 12: no record	Five out of 16: SEN Eleven out of 16: no SEN
School exclusion in last 12 months	Three out of 12: excluded Six out of 12: not excluded Three out of 12: no record	Two out of 16: excluded Nine out of 16: not excluded Five out of 16: no record
Pupil referral unit (PRU)	Two out of 12: attending PRU Ten out of 12: not attending PRU	None recorded as attending PRU

Involvement with police

Participants' involvement with the police is examined in detail in Section 8.2 when addressing the question about participants meeting the eligibility criteria for the programme.

8.2 Programme feasibility

Overview

In accordance with YEF guidance, this section presents a summary of the findings related to the feasibility of the DIVERT programme and its implementation. This is revisited in this pilot study primarily because issues of programme delivery resurfaced in this study. Furthermore, the research team promised the developers to examine implementation in a more business-as-intended environment, with delivery occurring primarily in person and as unaffected by COVID-19 as was possible over the study period.

The summary findings have been themed according to Humphrey et al.'s (2016) dimensions of implementation and process evaluation (IPE) set out in Section 2.

Answers to the specific quantitative and qualitative analysis questions set out in Section 7.4 are presented within the relevant IPE themed sub-section below.

The findings in this section are drawn from:

- analysis of monitoring data for 12 young people where consent was granted by the young people and their carers for the data to be shared with the research team for the pilot study;
- analysis of individualised personal data for the 12 young people who consented to the data share and aggregated data for the 16 young people who did not consent to provide individualised aggregate data for the pilot study;
- anonymised personal data for the 26 young people sampled for the feasibility study; and
- analysis of interview data for six project and partner staff and eight young people.

Fidelity

The answers to the analysis questions themed under programme fidelity are set out in this section.

What kind of wrap-around support do the young people receive? How is this delivered, and by whom?

Table 8.3 below provides a record of which staff members delivered the 124 sessions received by the 12 young people whose monitoring data were shared with the research team. This shows that 59% of sessions (73 out of 124) were delivered by youth workers, and 28% of sessions (35 out of 124) were delivered by mentors.

What could be described as wrap-around support represented 13% (16 out of 124) of sessions, i.e. those sessions delivered by the family practitioner, health coordinator, therapist, liaison diversion worker, social worker or other staff member.

Table 8.3: Number of sessions delivered by staff member

Who delivers the session	Number of sessions
Youth worker	73
Mentor	35
Family practitioner	9
Health coordinator	2
Therapist	1
Liaison diversion worker	1
Social worker	1
Other	2
Not known	0
Total	124

Table 8.4 below provides a record of the content of the 124 sessions received by the 12 young people. This shows that:

- mentoring comprised the majority – 71% of the sessions (88 out of 124);
- assessment comprised 14% of the sessions (17 out of 124); and
- referral to other agencies comprised 8% of the sessions (10 out of 124).

There appears to be an anomaly between the number of mentoring sessions (88 out of 124) compared to the number of sessions delivered by mentors (35 out of 124) shown in Table 8.3. The qualitative data suggest that mentoring was delivered both by the youth workers and the staff described specifically as mentors. This appears to be supported by the data on the number of sessions delivered by specified members of staff. The youth workers and mentors delivered the overwhelming majority of sessions (108 out of 124) between them.

Table 8.4: Content of sessions

Content of session	Number of sessions
Mentoring	88
Assessment	17
Referral	10
Review	4
Education	3
Coaching	2
Exit	0
Not known	0
Total	124

What elements of the project delivery worked well, and what has worked less well? What have been the factors that have facilitated and hindered the delivery of the project? How could the project be improved?

The intention of the DIVERT programme during the period August 2021 to March 2022 was to deliver the service in person as much as possible. Part of the rationale for extending the duration of programme delivery was to enable the programme to be delivered and tested as originally intended, i.e. in no and/or less COVID-19-restricted circumstances.

The monitoring data for the 12 young people who consented to data sharing showed that the overwhelming majority of sessions (107 out of 124) were delivered face to face, with a small number (17 out of 124) delivered remotely. This accorded with the intention of the programme staff for this period of delivery.

Of the sessions delivered, the overwhelming majority (107 out of 124) were delivered on a one-to-one basis, and a small number (17 out of 124) were delivered on a group basis. The high proportion of sessions delivered on a one-to-one basis aligned with the intended mode of delivery captured in the theory of change in Figure 3.1.

Do the young people meet the project eligibility criteria?

The original programme eligibility criteria was based on young people aged 10–14 being arrested and referred from the custody suite.

The individualised personal data for 12 young people showed that they were aged between 11 and 14. The aggregate data for 16 young people showed that they were aged between 12 and 14. These age ranges accord with the intended age ranges for participants.

The intention of the programme was that referrals would be generated through the custody suite. As shown in Table 8.5 below, the overwhelming majority of referrals were recorded as being made via Children's Social Services rather than the police. Due to a new process implemented from January 2021, all potential referrals from the police (to the programme) were made via Children's Social Services, which would then refer cases meeting the eligibility criteria to the programme. It was therefore difficult for the programme to track custody suite presentation as part of the referral history, although the programme reported that police contact occurred in all cases.

The monitoring data show that for participants who provided consent to share individualised data, 10 out of 12 young people were referred to the programme by Children's Social Care, one young person by Early Help and one young person by the Youth Offending Service. For participants who did not consent to sharing data, 11 out of 16 were referred by Children's Social Care, two by Early Help Services and one each through Policy Custody, Youth Justice Services and other (non-specified) agency.

The interview data on referral sources from project and partner staff accord with the referral sources shown in the monitoring data. One of the partner interviewees expressed reservations about the limited possibilities of recruiting younger people aged 10–13 through the custody suite, given that these young people were less likely to be brought into the custody suite in the first place:

'Right now, in certainly the younger ages like 10 to 12, I mean it's very rare for some of that kind of age to come into custody; I mean, I feel like fourteen is kind of like the point at which some level of frequency with which people come in, um, so I don't, I would, I would make an educated guess that there's probably not enough data on sort of 10-, 11-, 12-, 13-year-olds that would be statistically meaningful, um, in terms of patterns of them coming in. They certainly don't come in very often.' (Partner staff)

Some agency interviews suggested that had the programme been able to operate from the custody suite in the same way as psychiatric liaison nurses, this may have facilitated access to young people more readily so that referrals could have been made from the custody suite. It was reported by interviewees that while efforts were made by the programme to arrange this access, there appeared to be competing requests with other agencies for the same kind of access. Additionally, there was reluctance from the police to granting such access until trial access by a different charity (to the custody suite) had been assessed.

Table 8.5: Referral sources

Referral source	Individualised personal data for 12 young people	Aggregated personal data for 16 young people
Children's Social Care	10	11
Early Help	1	2
Police Custody		1
Youth Justice Service	1	1
Other		1
Total	12	16

No data were available on whether or not the participants had been arrested. The referral source data presented in Table 8.5 show that one young person was referred from the custody suite.

As an alternative way of assessing the level of contact the young people had with the criminal justice system, offending data on numbers of police contacts and last recorded offence were recorded.

Table 8.6 presents the number of contacts with the police during the preceding 12 months, and Table 8.7 presents the offence type of the last recorded offence (prior to referral to the programme) for the following three cohorts of participants:

- individualised personal data for 12 young people shared for the pilot study;
- aggregated personal data for 16 young people for the pilot study; and
- anonymised personal data for 26 young people provided for the feasibility study.

We have included the data from the feasibility study in this section to make an assessment and comparison across the whole duration of the DIVERT programme (for which data are available) about the level of police contact and type of offences that the programme participants had engaged in prior to programme commencement.

This shows that the two groups from the pilot stage appear to have had less contact with the police and committed less serious offences than the young people from the feasibility study stage. Further, those that gave consent in the pilot stage appear to have a different profile to the 'overall' population represented by the other two groups. The sample of 12 seems to be involved in lower-level crime, if at all.

Table 8.6: Number of contacts with the police in the preceding 12 months

Number of contacts with the police in last 12 months	2019–21 Feasibility study	2021–22 (consent) Pilot study	2021–22 (no consent) Pilot study
0	5	2	2
1	3	8	5
2	3	0	4
3+	12	2	3

Not known	3	0	2
% 2 or more	58%	17%	44%

Table 8.7: Offence type for last recorded offence

Last recorded offence prior to referral to programme	2019–21 Feasibility study	2021–22 (consent) Pilot study	2021–22 (no consent) Pilot study
Anti-social behaviour	5	6	1
Assault	1		3
Non-offence related police contact			5
Other	4	5	4
Possession of a weapon	5		1
Theft		1	2
Drugs	4		
Burglary	4		
Affray	1		
Not known	2		

The interview data from project and partner staff (from the pilot study) indicated that some of the young people referred to the programme for support may not have committed any offences. For example, one interviewee reported that one young person was on a Child-in-Need plan and had been witness to a murder.

'…the young person I work with is on a Child-in-Need plan, but [they] should be escalating to a Child Protection Plan. So, I know in regard to DIVERT Youth, which has been quite a major help, there was this young person and [they] had to witness one of [their] friends being murdered in front of [them].' (Project staff)

One interviewee queried the appropriateness of the DIVERT programme being located within a criminal justice setting/context, where the issue with the young person was not one of criminality but of having a neurodiverse need that did not appear to be adequately addressed.

'There's one case in particular, there's a few, but one that really stands out, I think. There was a young [person] who came through for, I think, throwing something out of the window. It was less to do with kind of criminal attitudes and more to do with the fact that [they] had ADHD, and that wasn't necessarily being supported very well. With DIVERT, what I found is we get like hybrid cases where it's debatable whether it should sit in a Youth Justice Service arena or whether it should fit in social care Early Help sort of arena. This is why I said it fit better when it was in Early Help, because some of them may be more edging towards social care Early Help, as opposed to Youth Justice Service type case.' (Partner staff)

Other than the above observation, it was not possible to assess the extent to which criminal justice context/setting of the programme affected the numbers and types of referrals into the programme.

Dosage

This answers to the questions detailed below are based on descriptive analysis of the individualised personal records of 12 young people where data consent was obtained.

How many young people 'complete' the 12 week mentoring programme?

What are the other 'completion' outcomes for young people who end their engagement with the project?

How many young people engage, disengage and re-engage with the project?

As shown in Table 8.8, at the point when the data were provided:

- One young person had completed the programme;

- One had disengaged with the programme; and

- Ten out of 12 were still involved in the programme.

Table 8.8: Completion outcomes by participants

Completion outcome at point when data provided	Number of participants
Completed	1
Disengaged	1
Still attending project	10
Total	12

How long do the young people stay engaged with the project?

Figure 8.1 presents the number of days that the 12 young people from the limited sample were engaged with the programme at the point when data were provided.

Just over half (7 out of 12) of the young people were engaged with the programme for 119 days or over. Four young people were engaged with the programme from 23–65 days. One young person disengaged on commencement of the programme.

Figure 8.1: Number of days that 12 young people were engaged with the programme
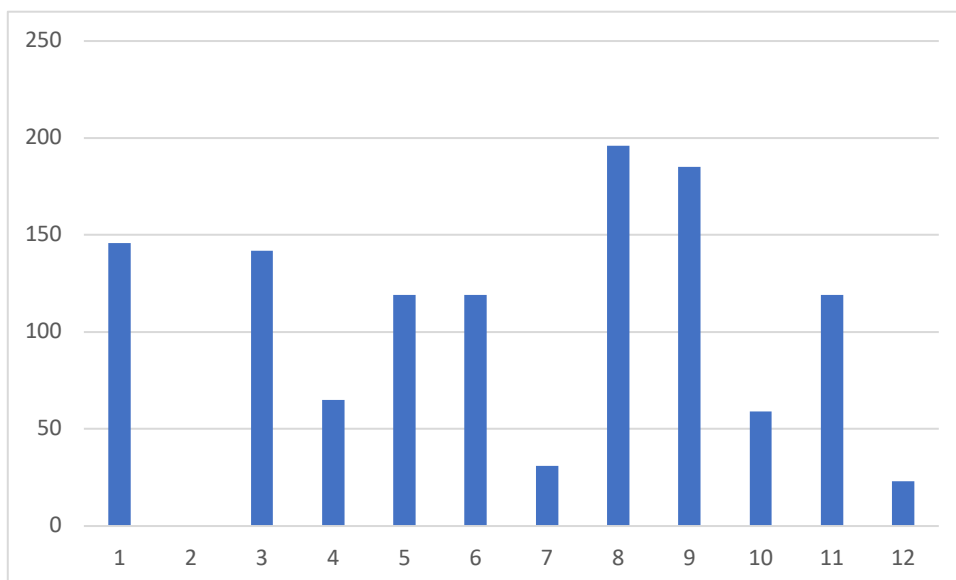
What is the amount of service received by the target young people?

How many sessions do the young people undertake?

Figure 8.2 details the number of sessions received by the 12 young people in the limited sample for the period August 2021 to March 2022. The figures show that:

- half (6 out of 12) of the young people received 12 or more sessions;
- of these six young people, the number of sessions received ranged from 13–19;
- just under half (5 out of 12) of the young people received less than 12 sessions; and
- one young person who had disengaged with programme did so without receiving any sessions.

The number of mentoring sessions that the young people were intended to receive was 12. Half of the young people in this sample had exceeded this number. As detailed in the sub-section above, only one of the young people had completed the programme, and 10 were still engaged with the programme, which suggests that these individuals, those that had received more and those less than 12 sessions, could have received further sessions past the point when the data were provided.

Figure 8.2: Number of sessions received by 12 young people
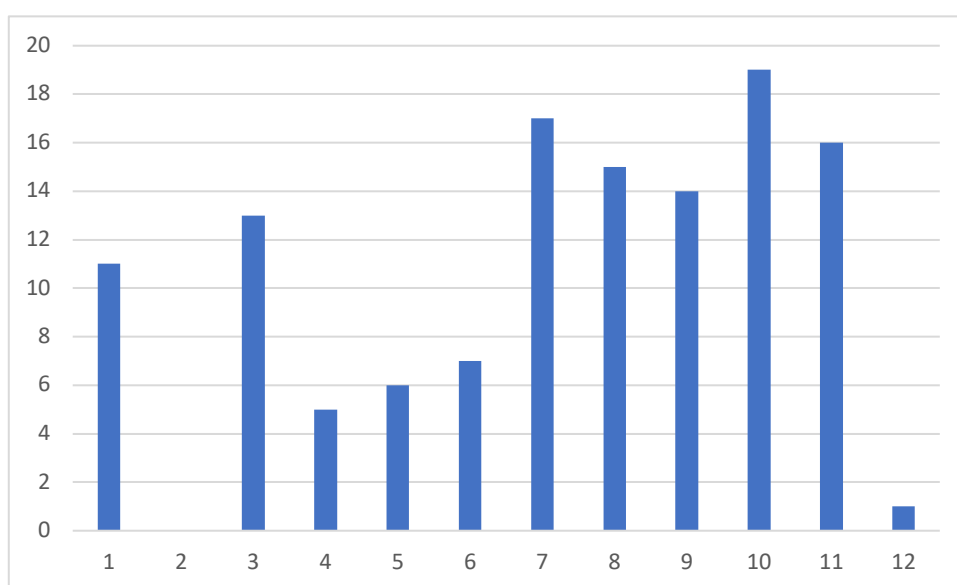
How long do the sessions last?

Table 8.9 outlines the duration of sessions (in minutes) received by the 12 young people in the limited sample. This shows that the overwhelming majority of sessions – 92% (114 out of 124) – lasted over 45 minutes.

Table 8.9: Duration of sessions in minutes received by young people in the limited sample

Length of sessions (minutes)	Number of sessions	Percentage
15	3	2%
30	7	6%
45	18	15%
60	96	77%
Total	124	100%

How frequently do the sessions occur?

The DIVERT programme was intended to be delivered as 12 mentoring sessions over a 12-week period; however, the data provided above on duration of programme engagement and number of sessions received suggest that in implementation, the programme ran over a longer period than the original intended 12 weeks and the number of sessions also exceeded the intended 12 sessions, although this was a combination of mentoring (in the majority) and other sessions.

Service differentiation

This section addresses the following research questions:

How effective is the wrap-around support?

What does the wrap-around support add to the experience of young people?

The wrap-around support, which included health and family support, was intended to be an integral part of the programme design (along with the one-to-one mentoring) and, according to the developers, a point of service differentiation from other provision.

The 'who delivered the session' data presented in Table 8.3 shows that 13% (16 out of 124) sessions appeared to constitute wrap-around support, i.e. sessions not delivered by the mentors or youth workers. Of these sessions:

- the majority (9 out of 124) were delivered by the family practitioner;
- two out of 124 were delivered by the health co-ordinator; and

- one session each was delivered by the therapist, liaison diversion worker and social worker.

The data appear to show that some wrap-around support was delivered but perhaps not as much as was originally intended, given that this support was intended to be made available to all the young people on the programme. However, the data need to be interpreted carefully.

It should be noted that 10 out of the 12 young people had not yet completed the programme at the time of the data collation; therefore, additional sessions with these wrap-around services could have been delivered at a later date.

Also, session data were not available for the 16 young people who did not consent to the provision of data.

Of the 12 young people that gave consent for all their data, seven had taken part in 11 or more sessions, one disengaged without any sessions and the others had taken part in 1–7 sessions.

Of the seven with high participation (as detailed above), the most common pattern was for the vast majority of sessions to be noted as being with a youth worker or mentor. *In addition* to these sessions, this pattern then included one or two sessions with another, noted as health co-ordinator, social worker or therapist. These sessions were programmed in after a few weeks with the youth worker or mentor. The exception to this pattern was the two participants with involvement of a family practitioner, where this was four sessions for one and five sessions for the other. In each of these cases, the family practitioner sessions were earlier in the process.

Family support

The agency and young people interview data appear to indicate that family support was delivered more widely than to the two young people that the limited monitoring data might suggest.

One young person reported that they had received family support as illustrated by the following account.

'They asked me, "What's the family situation?" Obviously, there was things going on between my mum and dad – they were not getting along, and they asked me what was going on from that and yes, they were just asking me how I feel about my whole family living situation and stuff.' (Young person)

Additionally, the family support extended to also working with the family as well as young person, which helped the relationship with the family, as reported by the same young person:

'It was between me and my mum; we've never really been on … well, we have, but we've never understood each other properly; we just never really got along really. So, that stressed me out in a way… I feel like it's helped because they spoke to my mum, they spoke to me, and that's brought us together again, from where we were.' (Young person)

Family support was regarded by agency staff as being a particular feature of the programme that addressed a missing element of the factors that may contribute to the young people being involved in crime, as illustrated by the following account:

'…this was an opportunity to work differently from how the youth justice service works, where a lot of the focus is just mainly on the young person and little attentional focus is attributed to other factors such as family. I just thought it was a good concept and somewhat of a blank canvas for us to build upon.' (Project staff)

Health support

The project staff interview data indicated that all of the young people engaged by the programme were offered health support, in particular an initial health assessment; however, not all of the young people chose to take it up, and/or their parents may not have given their consent.

Efforts were made by the other members of the delivery team to engage young people in health provision, where the young people had taken up this provision. Described as a team approach to engagement, this is illustrated by the following account:

'…if I can't get a hold of the young person, somehow I guess just the way [name of worker] is with them, they will always pick up [name of worker] telephone call. They will *all…* they always pick up the phone. It gives [the worker] an opportunity to say: "Listen, you've got to come and see the nurse for something quickly." It's interesting because they think I'm going to give them the COVID vaccine, and I'm just thinking: "What has [name of worker] told them today?" But it brings them in, it brings them in.' (Project staff)

The provision was described by staff as a holistic triage service that covered the following issues: diet, sleep, sexual health, education, the young person's wishes, worries, dental health, living, accommodation setting, people that the young people live with, their school experiences and their sense of their future.

This approach is illustrated by the account of various encounters with young people:

'I'm asking the young person, "What's your sleep pattern like?" "Oh, I don't have a sleep pattern, I share my room with my two brothers and my baby sister." Already, you are kind of building a picture; ultimately, they have to want that support in that area. Another example could be something such as sexual health, I realised that probably a lot of the work that I've done this year on this project has been debunking myths when it comes to sexual health; it's

been a lot of, "Oh, so I can go to a sexual health clinic? I didn't know I could, I didn't know that contraception was free, is it really free?"' (Project staff)

This account suggests that more young people were seen by the heath practitioner than the session data would seem to indicate. This may be due to the limitations of the data available as mentioned above.

8.3 Evidence of promise

Attainment of outcomes

The first part of this section aims to address the following research questions:

- To what extent have the young people attained the intended outcomes for the project?
- How many young people attain the intended short- and medium-term outcomes of the project?
- Are there differences in attainment of outcomes based on the level and frequency of engagement and any other factors associated with service take-up by the young people?

The findings detailed below are drawn from analysis of the pre- and post-survey data as a means of assessing attainment of the behavioural and crime and anti-social behaviour related outcomes detailed in the theory of change logic model detailed in Figure 3.1.

As outlined in Section 7.3, the findings are drawn from the responses of six young people. They are therefore illustrative and are not generalisable.

The results of the questions on criminal or negative behaviour are detailed in Table 8.10 below. They are difficult to interpret. Of the six young people, one gave reports that, taken at face value, could indicate an improvement in behaviour, two gave reports that could indicate a worsening of behaviour and three had no substantial change. These are RAG rated in the table below, with green indicating a clear-cut improvement, red indicating data that suggest behaviour getting worse and amber indicating 'about the same'.

However, it is difficult to know if these results are an artifact/limitation of: a) overall research approach or, more specifically, b) the method of measurement.

In relation to a), as stated in Section 1.1 and noted in Section 6.1, only data from the intervention cohort were collected, and therefore it was not possible to make any assessment of internal validity. The programme may have mitigated a downward trend, and a comparison cohort may have reported worsening of behaviour in the absence of the programme.

In relation to b), the survey questions were designed for use with a general population to estimate prevalence of behaviours, using a panel of 4,300 young people surveyed at the same period in a year, over a period of years. This survey is documented in the Edinburgh Study of Youth Transitions and Crime (2019). This could be used to judge onset dates, trends and behaviour patterns, including comparing one sub-population with another. Such research is possible on the assumption that any error in the survey is unbiased – people of different ages or backgrounds are equally likely to tell the truth, for example – and also that the research process itself does not have an effect on the data.

In the use here, the survey is closely associated with the programme, as it is presented to a young person near the beginning of the intervention and again near the end of the intervention. First, given the length of the intervention, the eight-week period essentially covers much of the intervention period as opposed to a period at some point post-intervention. More problematic, however, the relationship of the research to the programme creates validity problems. Given the cohort's status – having been referred in to a programme – there are likely to be important questions of trust. Trust between individual and project is theorised to build over time, as mentoring sessions proceed (see Guiney, 2020, who argues that six to eight weeks is needed to build the relationship). Thus, honesty as relates to the survey is likely to improve over time: in week one, a young person may not admit to all problem behaviours, worrying that this will be passed to the police. By week 10, they may be more likely to give an honest account, and for these reasons the records below that are rated red may actually be successes. What we have here is the mixing of a diagnostic and research approach.

Table 8.10: Pre- and post-survey responses for six young people (Edinburgh Juvenile Delinquency Scale)

Survey respondent	Pre survey	Post survey
A	5 skipping fares, 6-10 cheeky/noisy, ignore them/say nasty things/threaten to hurt (all once a week)	10+ skipped fares, ignore them (once a week), skipped school 6+ times
B	Hit, kick, punch (1), threats (<once a week), victim of cyberbullying	Hit, kick, punch (1), victim of cyberbullying
C	Ignore them/say nasty things (both <once a week)	10+ skipped fares, steal (1), ignore them (most days), drugs (1)
D	10+ skipped fares, ignore them (once a week), skip school (10+)	2 skipped fares, 1 skipped school

E		Skipped school (1 time)	Ignore them (once a week)
F		Nothing reported	Nothing reported

Likewise, the SDQ responses do not tell a simple story. The pre- and post-survey responses of the six young people are presented in Table 8.11. In absolute terms, the 'total difficulties' measure of the six participants increases for half of them and decreases for the other half. These may be genuine changes or merely reliability problems. Further, we should note that the SDQ scores themselves need interpreting. We know that, on average, boys and girls and children of different ages respond differently to the questionnaire: Vugteeven et al. (2022) have produced cut-offs that account for these patterns, such that the 'abnormal' includes the 10% highest scores for this category. However, this norming (like the norming used without gender/age adjustment) would still be inappropriate if there were changes in the population or the way the questions were interpreted.

Table 8.11: SDQ pre- and post-survey responses for six young people

	SDQ pre-survey response	SDQ post-survey response	Change in SDQ over intervention, if any, judged by 'crossing clinical thresholds' (text) and difference score (colour)
A	19	25	Abnormal
B	7	10	Normal
C	16	14	Borderline
D	12	15	Normal increase to borderline
E	16	14	Abnormal to borderline
F	15	9	Borderline to normal

In relation to answering the research question *'Are there differences in attainment of outcomes based on end of project outcomes?'*:

It was not possible to address this as not all of the six young people who provided pre- and post-survey responses had completed the programme.

In relation to answering the research question *'Are there differences in attainment of outcomes based on the "risk and protective factors" captured in the monitoring data?':*

With limited data and small numbers, it was difficult to make such judgments, for example in relation to whether or not an SEN statement is a relevant factor. Only three of the 12 have this recorded, and two of these are girls: given that statements are given out more for boys (3:1 ratio, approximately), this is a factor requiring explanation in itself. Moreover, only one of the sample of six with full completed pre- and post-intervention surveys had an SEN statement.

Impact on young people

This section draws on the interview data from a limited sample of young people to address the following research questions:

- What difference has the project made to the lives of young people?
- Do they feel better able to cope with the challenges in their lives?

It should be noted, as detailed in Section 7.3, that the experiences of these young people are illustrative only and therefore are not generalisable. In particular, the responses of the young people may be subject to bias. They may be more well-disposed to the programme because they were still engaged in the programme at the time of interview and also because the interviews were being conducted with the young person while attending the project. Further bias may have occurred in interpretation of their responses.

Focus and motivation
Some of the young people reported that the project had enabled them to become more focused and motivated as exemplified by the following account.

'I would say it's made me more focused and made me more motivated because even with making friends and stuff, it's helped me; if you put that to the side, it's made me more focused on what I want to do in life, what I want to achieve, and it hasn't really affected it in a bad way but in a good way; it's helped me get back on track, if you know what I mean.' (Young person)

Making better choices online

One young person reported that the project had enabled them to make better choices, specifically in relation to engaging with people online, as illustrated by the following comment:

'It will make you do better choices and what you're doing because a lot of people my age do stuff online that are not good. I would tell them to just try it.' (Young person)

As reported by this young person, they had watched a video (provided by the programme) about engaging online in an appropriate manner, which had helped them in engaging online in a safer way:

'…[Watched] a video to not like share stuff without asking people, without their permission, because you might get in big trouble…I've got some people that want to talk to me online, and so I blocked them, and the video's helped.' (Young person)

Opportunity to talk and financial support

Some of the young people reported that engaging with the programme had provided them with an opportunity to talk openly to someone about their concerns and challenges in their lives. In the case of one young person, this also combined with receiving financial support:

'I feel like it's very useful because you have someone to talk to because you don't like, I don't know. You don't want to go and talk – we're not comfortable for everyone to talk to you…it's helpful and like financial support is also a good thing as well because at home it's not there yet…' (Young person)

Emotional support

Some of the young people reported that programme staff had provided them with emotional support, as reported by one young person, who commented that following involvement in the programme, 'I just feel happier' (Young person).

Mechanisms of change

This section addresses the research question:

- What aspects of the project facilitate change?

This draws on the interview data from the project and partner staff and young people. As detailed in Section 7.3, the findings need to be treated with caution, given that they may not be representative of all agency staff and young people who were engaged in the programme.

Diversion/prevention ethos

First, the diversionary/preventative nature of DIVERT was facilitated through one-to-one support and linking the young person to activities such as football classes, illustrated by the following observation from a partner interviewee:

'…it's to try and prevent them from undertaking any further criminal activities and trying to engage them with work in the community and support within the community…signing up to like football classes and things like that…' (Partner staff)

This appeared to be confirmed by the interview data from young people; for example, one young person reported that following engagement with the programme:

'I don't do as many silly things as I used to before I started.' (Young person)

This young person explained that prior to the programme, they had been permanently excluded from school and that 'I was just getting myself into unnecessary trouble' (Young person).

Tailored support

Second, support is tailored to the needs and interests of the young person, exemplified by the following account from an agency interviewee:

'…we did an introduction meeting together, myself and [name of worker], and [they] kind of sat down with my young person and said to him, "What kind of things do you like to do?" and [name of worker] says, "Okay, that's what you want to do. I'm going to try and sort that out for you."' (Partner staff)

This approach to tailoring provision to the needs of young people is reflected in the accounts of the young people who were interviewed, exemplified by the following report from one young person:

'Well, I liked that it helped me, and they were supporting me with my family and stuff, and it changed my mindset as well…in a good way, if you know what I mean…even to do with basketball – it's got me more into basketball; I love playing basketball as well, and they just helped me with everything really; that's what I like about it.' (Young person)

Motivating and engaging young people

Third, the activities that the young people were linked to were intended to address the needs of the young people but also served as a means of motivating and engaging the young people, illustrated by the following comment from an agency interviewee:

'I think a lot of them, it's trying to keep them motivated, and we do so many different things to try and do that for them.' (Partner staff)

As reported by one young person, this was operationalised through talking through the young person's concerns but also engaging them by undertaking an activity and/or going for something to eat, as illustrated by the following account:

'…at first [name of worker] would come to my school, and we'd do one-on-one sessions and talk about what's going on in school. How we can improve school life. When I'm in trouble, we will talk about it and then try to resolve it. We used to – most first thing is we go out to do something. Go out to eat…' (Young person)

Reachable teachable moments
Fourth, agency interviewees reported that a further element of the programme was focused on targeting provision at the right point in time, described as 'reachable teachable moments' (Project staff). The rationale for this appeared to be based on the prior experience (by project staff) of young people being referred to the youth justice service but who had previously been involved in the criminal justice system – where they had previously been in contact with the police but not been charged.

'A lot of our young people that we've come across…it might have been their first offence that they've been charged with. Then, if you look through the chronology, there might have been a number of arrests or other things that might have kind of signalled that they may have been headed in the wrong direction, but there's no service or programme that would see them come to us, unless they're obviously charged with something. I thought, you know what, there's a number of cases that I've worked with where young people are actually heavily entrenched, but when you go right to the start of the chronology, there was actually a number of reachable teachable moments that we might have been able to do some work that therefore it wouldn't have led to what it ended up leading to.' (Project staff)

The interview data from the young people indicated that they were receptive to the programme, which might suggest that the programme was intervening at the right time with these individuals. However, it should be noted that these interviewees were engaged with the programme and therefore may not be representative of all the young people that the programme worked with.

Mentor transcending their role
Finally, some of the young people described their relationship with their mentor as transcending the role of a mentor, such as the mentor being viewed by one young person as a family member, as reported in the following account:

'I did find them inspiring, and I didn't even see them as a mentor; I saw them more like family in a way because, I don't know, it's just how I see them because they speak to me on a level where it's not a mentor talking to me – it's more like a family member talking to me. So, I see them as a family member really when they help me and stuff and when they talk to me.' (Young person)

In the case of another young person, the mentor was regarded less as a mentor but more as a role model, as reported in the following account:

'So I feel like with [name of worker] does that. Like, I don't see [them] as my mentor. I see [them] as like someone I could look up to.' (Young person)

Readiness for trial

Based on the findings from the pilot and feasibility studies, the DIVERT programme is not ready to be evaluated at a larger scale.

Three critical issues need to be resolved.

Eligibility criteria

The first issue relates to the target group of young people eligible for the programme. The original intention of the programme was that young people aged 10–14 would be identified following arrest and attendance at a police custody suite. The delivery of the programme would provide a 'teachable moment' for intervening with these young people.

Due to the unavailability of data, it was not possible to confirm if the 54 young people who were supported by the programme (during the feasibility study and pilot study stages) appeared at the custody suite and were referred from this point.

Data were available for these individuals, which showed that the majority (45 out of 54) had one or more contact with the police prior to their commencement with the programme, although nine of the 54 young people had no contact with the police.

The data also showed that some of these young people had committed an offence and/or anti-social behaviour, although the seriousness of the offence ranged from assault to a record of non-offence-related police contact. The interview data suggested that these individuals may have been victims of crime rather than involved in committing crime.

Further work would need to be undertaken by the programme developer to clarify the eligibility criteria.

Scale

Second, the programme was unable to engage with the 80 young people that had been projected at the project bidding stage. Combining this with required clarity in relation to the eligibility criteria for the programme, further work would need to be undertaken to determine if sufficient young people (meeting the eligibility criteria) could be recruited to meet the number required for an efficacy study from Lambeth and/or other local authorities.

A further feasibility study would be required to assess this.

Data collection challenges

Data collection for the feasibility study occurred during COVID-19, which made it challenging for the programme delivery team and also for the research team.

Data collection during the pilot study was less affected by COVID-19 than for the feasibility study: however, it still proved challenging. The level of participant engagement with the evaluation during the pilot study was considerably limited, despite efforts by the research team and developer to facilitate involvement.

If further evaluation were to take place, it is assumed that COVID-19-related challenges would not apply. However, joint working between the research team and the developer to devise ways to improve participant involvement in any future evaluation would be needed before consideration of further research should be contemplated. Additionally, the developer would need to review their capability and capacity to record and collect data in a more systematic way, which would avoid the data gaps that have occurred.

9. Conclusion: Pilot Study

The conclusions set out in this section need to be read and understood against the context of the limitations of the research methodology set out in Section 7.3, i.e. that the findings are derived from a very small sample of pre-post survey outcome responses, a small sample of complete monitoring data records and small interview samples of agency stakeholders and young people participants. Therefore, there are considerable limitations to the generalisability of the findings.

A summary of the pilot study findings are presented in Table 9.1.

Table 9.1: Summary of pilot study findings

Research question	Finding
1. Can the DIVERT programme achieve its intended outcomes?	The pre- and post-survey data findings related to outcomes are based on a very small number of cases of six young people and are inconclusive. The qualitative data findings are based on a limited sample of young people. They appear to indicate some improvements in general wellbeing, self-esteem, relationships with family and friends.
2. Do the numbers of young people in Lambeth who join the scheme match their initial projected numbers?	The original projected number of participants was 80 young people meeting the eligibility criteria over the duration of the programme. Based on the monitoring data provided by the programme for the feasibility and pilot studies, 54 young people had been engaged by the programme. This suggests that initial projected numbers were not achieved.
3. What is the nature and extent of the contribution of wrap-around support to the delivery of the programme?	The monitoring data on sessions indicate limited delivery of wrap-around support, such as family, health and therapeutic support. The qualitative interview data with agency staff and young people suggest a more widespread delivery/receipt of wrap-around support.

9.1 Evaluator judgement of intervention and evaluation feasibility

Outcomes

In response to the key research question (*Can the DIVERT programme achieve its intended outcomes?*), the answer, based on the findings from this study, is that the findings are inconclusive – for the following reasons.

First, the pre-post survey responses, which are intended to provide a quantitative measure of outcomes, are inconclusive. In any case, they are based on a very small sample of pre-post responses – six in total. Additionally, the timing of the pre surveys at the point when a trusting relationship had not yet been established with the project staff member who implemented the survey with the young person may have affected the response of the young person. They were less likely to be candid at the point when the pre survey was implemented and likely to be more candid at the point when the post survey was applied.

Second, the qualitative assessments of outcomes derived from the agency staff and young people, while generally positive, were derived from a limited sample of individuals. In particular, the young people interviewees were sampled from those engaged in the programme and willing to be interviewed. They cannot be considered to be representative of the views of all of the young people.

In relation to the short- and medium-term outcomes set out in the theory of change in Figure 3.1, in summary, the interview findings suggested the following:

Quick access to wrap-around support services

Family, health and therapeutic support were available to young people as part of the programme – dedicated staff were employed to these services. There appeared to be a greater willingness on the part of young people to engage in this provision based on the interview data, which appeared to result from efforts from all staff members of the DIVERT programme, mentors and youth workers encouraging young people to take up this provision. The monitoring data analysis appears to suggest limited take-up of health and therapeutic support, but this disparity may be an artifact of the data recording process and the fact that some of the young people had not yet completed the programme. Take-up of this provision could have taken place at a later time.

Improvement in physical and mental wellbeing; self-efficacy; and relationships with family and friends

The interview data (albeit limited) appear to suggest that there had been improvements for young people in relation to these outcomes.

Throughput of young people

In relation to the research question '*Do the numbers of young people in Lambeth who join the scheme match their initial projected numbers?':*

The original projected number of participants was 80 young people meeting the eligibility criteria over the duration of the programme.

Based on the monitoring data provided by the project for the feasibility and pilot studies, 54 young people had been engaged by the project.

It should be noted that young people may have been engaged by the project between the point when monitoring data were drawn down for the feasibility study and the commencement of the programme period for the pilot study.

It is not possible to confidently confirm whether or not the initial projected numbers had been reached.

Additionally, following a review undertaken by the project team, the YEF and research team in September 2020, the programme was extended by seven months, with the project team estimating a projected 103 young people would be engaged by the programme.

Wrap-around support

In relation to the research question '*What is the nature and extent of the contribution of wrap-around support to the delivery of the project*?':

As stated above, wrap-around support was available as part of the programme. The interview data suggested take-up of this provision by young people, who found it beneficial. However, the monitoring data suggest some take-up of family support but more limited take-up of health and therapeutic support.

9.2 Future research

Given the inconclusive nature of the findings at this stage, the DIVERT programme is not ready to be considered for a pilot randomised control trial or efficacy trial.

A limited feasibility study is indicated focused on accurately determining the numbers of eligible participants from Lambeth and other London boroughs who would potentially meet the eligibility criteria, i.e. aged 10–14 and entering custody suites, where the 'reachable teachable' moment principle might apply.

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Appendix 1: MMU Data Protection

The MMU Data Protection Impact Assessment (DPIA) stipulates and relies on the following legislation.

GDPR art. 6 Lawful basis for processing personal data

MMU will process personal data under Article 6(1)(e) of the GDPR: processing necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.

Per Article 6(3) of the GDPR and section 8 of the Data Protection Act 2018 (DPA), MMU study is in line with the university's powers under the Education Reform Act 1988, in particular section 123A and 123B:

123A higher education corporation in England has power—

(f) to carry out research and to publish the results of the research or any other material arising out of or connected with it in such manner as the corporation think fit.

123B Supplementary powers of a higher education corporation in England

(1) A higher education corporation in England has power to do anything which appears to the corporation to be necessary or expedient for the purpose of, or in connection with, the exercise of any of their principal powers.

GDPR art. 9 Lawful basis for processing 'special category' data

Any special categories of personal data used by MMU will be processed under Article 9(2)(j) of the GDPR: processing necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes and Section 10 of the DPA, which provides that processing meets the requirement in Article 9(2)(j) of the GDPR if it meets a condition in Part 1 of Schedule 1 to the DPA. Specifically Paragraph 4 of Part 1 of Schedule 1 provides that this condition can be used for processing which is:

Schedule 1(1)(4) This condition is met if the processing—

(a) is necessary for archiving purposes, scientific or historical research purposes or statistical purposes,

(b) is carried out in accordance with Article 89(1) of the GDPR (as supplemented by section 19), and

(c) is in the public interest

Appendix 2: Participant and Monitoring Data

The participant and monitoring data detailed below were collected by the Divert Project team and provided to the research team.

➢ Name, date of birth of young person

➢ Unique pupil number, current school, whether young person has a statement of special educational needs, whether the young person has been excluded from school, whether the young person is currently attending a pupil referral unit.

➢ Home or accommodation address, family information around who the young person lives with and whether the young person is a looked after child.

➢ Has the young person had previous contact with the police, nature of police contact, Police National Computer Reference number for the young person, has their sibling had contact with the police and the type of offence, number of previous cautions received by the young person in the last 12 months, the nature of the offence, the date of the last offence.

➢ Which of the project's referral criteria has been met by the young person?

The following types of special categories of Personal Data were also shared during the term of the pilot study evaluation.

➢ Racial or ethnic origin.

➢ Data concerning the young person's physical or mental health or condition.

In addition to this, data relating to the 'dosage' the young person received was also collected by the programme and shared with the research team. This included: dates of sessions, session length, session delivery type, session content, session outcome, attendance data.

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