

PILOT TRIAL PROTOCOL

# The Reach Programme

Sheffield Hallam University

Principal investigators: Anna Stevens and Charlotte Coleman

## Pilot trial protocol: The Reach Programme

Evaluating institution: Sheffield Hallam University

Principal investigator(s): Anna Stevens and Charlotte Coleman

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<b>Project title<sup>1</sup></b>	The Reach Programme
<b>Developer (Institution)</b>	VRU for Leicester, Leicestershire and Rutland, Leicester City Council, Leicestershire County Council
<b>Evaluator (Institution)</b>	Sheffield Hallam University
<b>Principal investigator(s)</b>	Anna Stevens and Charlotte Coleman
<b>Evaluation plan author(s)</b>	Anna Stevens, Sean Demack, Charlotte Coleman, Stevie-Jade Hardy, Ben Partridge, Bernadette Stiell
<b>Evaluation setting</b>	School
<b>Target group</b>	Children and young people aged 11 to 16 years old who are at risk of suspension or who are persistently absent from school, and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator.
<b>Number of participants</b>	12 schools, 220 young people

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<sup>1</sup> Please make sure the title matches that in the header and that it is identified as a randomised trial as per the CONSORT requirements (CONSORT 1a).

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## Study rationale and background

### The Reach Programme

#### WHY

The Reach Programme is targeted intervention aimed at young people (YP) aged 11-16 in secondary schools (years 7-11) who are at risk of suspension (i.e. they have carried out behaviour in their school that would normally qualify for a suspension), have 3 indicators of vulnerability (e.g. looked after, domestic violence or substance misuse in the home – please see appendix 2) and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator. It is a six-month, evidence-informed intervention – a context which has the potential to be a ‘teachable moment’. The ‘teachable’ moments interventions, often called ‘Navigators’ programmes, make use of points in people’s lives where they may be more inclined to seek help and support as a result of hitting a low point, or significant event in their lives. Navigators style programmes provide three key activities, ‘reach-in’ at the teachable moment, mentoring, and signposting, all of which are largely reflected within the Reach programme. It incorporates intensive and flexible mentoring, offers opportunities for prosocial activity, and addresses individual, relationship and community risk factors through structured learning components such as social skills training. The Reach programme provides an opportunity to explore the ‘teachable moment’ component in a school context.

As explained in more detail below, the programme has undergone a feasibility study (December 21 to September 22) which demonstrated that the programme was feasible in its intended context and was ready to move on to a pilot trial. A pilot trial is needed ahead of an efficacy trial given the potential issues around individual level randomisation in terms of being able to implement this from both a practical point of view and in a way that is acceptable to schools and parents/carers given the context and at risk nature of the YP involved. Further details on the objectives of the pilot study are set out below. The intervention’s core components have been identified as showing promise in preventing involvement in crime and violence. Mentoring is effective in both reducing crime and the behaviours associated with crime and violence. Research suggests that, on average, mentoring reduces crime by 26%). There is also strong evidence that mentoring can reduce behavioural difficulties and substance use and improve self-regulation – three important predictors of violence. However, impact varies widely depending on the approach taken. Additionally, evidence indicates that combining mentoring with recreational activity is an enabling factor that can increase participation. There is also a growing evidence base demonstrating positive outcomes for teachable moment interventions, subsequently reducing involvement in violence. On average social skills training programmes have reduced the number of children involved in crime by

32%. Furthermore, research on social skills training suggests that its impact on preventing violence is likely to be high. Targeted programmes working with children who were already demonstrating a need for more intensive support have achieved greater impacts than universal programmes focused on primary prevention (YEF Toolkit, 2021; YEF What Works Review, 2020).

### **WHEN and HOW MUCH**

Reach is a six month intervention, where the YW meets with the YP 2-3 times a week for the first eight weeks then 1-2 sessions each week for the next ten weeks. Most sessions are an hour long, however this varies, and may be longer for recreational activities. Following completion of the core components, the frequency of sessions between the YP and YW reduces to once a week/fortnight. If a YP sustains positive behaviour for an additional 4-6 weeks, the YW discusses closing the case with their Team Manager initially, and then with the YP and their parents/carer. If in agreement, and if sustainability plans are in place which ensures that the YP and their family have formal and informal support networks in place if issues do occur in the future, the case is closed.

### **WHAT**

Materials - The intervention consists of core components which are tailored to the needs and learning styles of the YP. The following provides an overview of the core components and the structure of the programme as a whole:

The session materials for the core components all included aims and objectives, a method outlining how to deliver the session, links to resources that the Youth Workers (YWs) could draw upon and a 'next steps' section for the young person (YP) to work on.

Procedures - YP are identified through schools for inclusion if they are aged between 11 to 16 years old, are at risk of suspension (i.e. they have carried out behaviour in their school that would normally qualify for a suspension), have 3 indicators of vulnerability (e.g. looked after, domestic violence or substance misuse in the home – please see appendix 2) and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator. Drawing on findings from the feasibility phase, it has been decided to also include persistent absenteeism to the eligibility criteria for this pilot phase.

Once identified, schools staff make a referral to the programme using an online form (it should be noted here that for this pilot trial, the referral process has been updated to incorporate consent for the evaluation, baseline data collection and randomisation, further detail on this is given later in this document). The referral will be triaged by the delivery team

to assess eligibility and eligible YP within 24hrs and their parents/carers will be contacted to arrange an assessment as soon as practicable. The assessment will explore the strengths, needs, risks and interest of the YP. This information will be used to match the YP to the most suitable YW who will act as a mentor throughout the duration of the intervention. The YW will then work through activities related to the core components with the YP as set out below:

**Relationship Building:** The YW will engage in activities with the YP that he/she enjoys doing such as cooking, gaming, or going to the gym. During this phase of the intervention, the YW is expected to meet with a YP at least twice a week. The sessions are designed to be unstructured and fun with the aim of developing a positive and trusting relationship between the YP and YW.

**Understanding Behaviour:** Once a trusting relationship has developed, the sessions will shift from an unstructured format to focusing on problem behaviours and emotional management. This phase will begin with setting several goals and short-term milestones which link to the behaviours of concern identified by the referrer and those revealed as part of the assessment and relationship building phase. The YP and the YW will agree an intervention plan which sets out the goals, milestones, and planned activities. Using motivational interviewing, the YW will ask the YP open questions to draw out their experiences of and perspectives on the drivers/causes of their behaviour. The YW will provide emotional and practical support during these sessions as required.

**Social Skills Training:** YWs will deliver six sessions focusing on Social Skills Training. These sessions will involve recapping the situations and experiences which lead to negative displays of behaviour (as identified in the core activity 'Understanding Behaviour'). To begin with sessions will focus on the feelings that YP feel, identifying the intensity of these feelings and understanding the difference between feelings and behaviours. Attention will turn to discussing the feelings and perspectives of others such as family members, peers, and teachers, including reading and interpreting social cues. These sessions will include role play and perspective taking. The remaining sessions will focus on tools to help manage feelings including relaxation and breathing exercises and communication skills.

**Confidence, Wellbeing and Resilience:** Within these interactive sessions, the YW gets the YP to reflect on their confidence and wellbeing. They will talk about activities or situations which make them feel anxious and fearful. The YP will have the opportunity to identify the activities that they are good at, while talking about the aspects that they want to improve on. The YW will explain a range of helpful strategies for overcoming fears and facing challenges confidently. Towards the end of this phase, they will also work on how to build resilience.

**Positive Family, Peer, and Community Relationships:** The YW will discuss positive relationships with the YP. They will explore positive and negative relationships in each domain:

- Within the family – at home and extended family
- Positive and negative peers – what makes a positive/ negative peer? How to resist negative peer influences
- Community – who is in their local community?
- Formal/informal relationships

The YW will also speak to the YP's family and spend time with their friends to gain a contextual understanding of their family and peer relationships. If the YW perceives that the parents/carers would benefit from additional support - e.g., with housing, employment, communication skills - they will be referred to relevant services.

**Identifying and Achieving Aspirations:** The YW will work with the YP to identify what they would like to achieve for themselves in the future, including discussing different roles and sectors. Key activities include listing what they would like to achieve in the next 3, 6 and 12 months and beyond, the steps to achieve that aspiration, and 'who' would help them achieve their aspirations.

**Recreational Activity:** During the relationship building phase, the YW will identify purposeful recreational activities that interest the YP. These sessions will take place alongside the more structured sessions outlined above. Where appropriate family member and positive peers will be encouraged to also participate in these activities. The YW will facilitate access to these opportunities and attend/participate if necessary to encourage participation. While at the beginning, recreational activities might include fun activities such as bowling, the YW will aim to identify more sustainable activities which the YP can continue beyond the project, such as football, youth groups, music clubs, or cooking/baking.

## **WHO PROVIDED**

The development of The Reach Programme has been led by the Violence Reduction Network for Leicester, Leicestershire and Rutland in collaboration with the Leicester City Council and Leicestershire County Council who are the delivery partners for this project. They have been involved in co-designing this intervention, utilising their data and expertise to ensure the intervention is targeted in the right places and at the right YP. They have led the intervention through the recruitment, onboarding and training of:

- 8 FTE experienced YWs who will provide intensive one to one support to at risk YP (10 YWs are planned to deliver the intervention during the pilot phase). The VRN provided formal training for the YWs, alongside drugs awareness training run by Turning Point. YWs were also



encouraged to undertake training in areas pertinent to their role such as safeguarding, ACES, county lines, and more YP related awareness raising such as social media use and drill music.

- 1.5 FTE Team Managers who are responsible for the line management of the YWs
- 1 FTE Project Coordinator to lead on mobilising the intervention and overseeing delivery across city and county
- 1.5 FTE Project Officers to provide administrative support to the delivery team and to gather data/information for the evaluation.

## **HOW**

The programme components are delivered face to face by YWs specifically recruited and trained for this programme. Sessions are mostly one-to-one between the YW and the YP, however, the YPs family and peers are also encouraged to take part and engage with some sessions where appropriate and seen as beneficial to the YP.

## **WHERE**

The YW arranges sessions at times and in places that work for the YP. Adopting a contextual safeguarding approach, the YW spends time with the YP in the spaces that they occupy including their school, street-based environments and at home. This enables the YW to develop a comprehensive understanding of the YP's lived reality and collect further information about their strengths and needs.

## **TAILORING**

Although it is expected that YPs will complete all components, where some activities are assessed as not needed, or a YP demonstrates a need to have extended time on some components, the schedule is amended flexibly to fit with the young person's needs and the 6 month period is extended accordingly. Thus the order and extent to which the core components are delivered are tailored towards the individual.

## **Logic Model, Blueprint and Theory of Change**

The updated logic model, blueprint and theory of change (ToC) are presented in appendix 1. During the feasibility study these were further refined following workshops with stakeholders, and in line with findings from the feasibility study report. These documents will be further reviewed throughout the pilot year and updated in liaison with the delivery team towards the end of the study.

## Evaluation design

The evaluation design aims to pilot the feasibility and acceptability of individual level randomisation using a sample of 12 schools (6 of these 12 schools were involved in the feasibility study and therefore some experience of the Reach programme) A total of 220 YP will be recruited to the programme across the 12 schools, and will be randomised so that 110 will be allocated to the intervention and 110 will be allocated to the control group. The intervention group will receive the Reach Programme over a period of 6 months, whilst the control group will receive “business as usual” means of support within their school. All YP completing baseline measures will receive an incentive voucher of £10 regardless of group allocation. Alongside this, an in- depth implementation and process evaluation (IPE) will take place (which will be informed by the findings from the IPE undertaken for the feasibility study) involving fieldwork with the delivery team, YWs, school leads, YP and their families to explore issues including:

- Implementation of the Reach programme
- Fidelity of the programme including dosage and time spent on each core component
- Perceived quality and outcomes of the programme including views from YP themselves
- Reach of the programme with a full exploration of how far the programme is reaching its intended recipients incorporating an analysis of data collected from schools on suspension rates by pupil characteristics compared with pupil characteristics of those recruited to Reach

## Progression from the feasibility study

A feasibility study of this intervention was conducted over a period of 9 months from December 21 to September 22 with a sample of 6 schools who will also take part in the pilot study alongside a further 6 schools who will be new to the project. The study was largely qualitative including interviews with school leads, delivery leads, YWs and YP alongside analysis of monitoring data and a short survey of YW recruited to the programme. The study demonstrated that the programme was generally well received in schools and that there was a real need and readiness for the programme. Once the full team of YWs were in place, the team were able to manage the level of referrals as planned and YP on the whole were well engaged and responsive to the programme. The study also highlighted the continual need for a flexible and YP led approach to delivery. All intended core components of the programme were delivered, however this worked best when the order and extent to which these were delivered was flexible according to the needs of the individual YP. This flexibility in terms of order and extent of delivery will be taken forward into the pilot trial with further detail

recorded on the monitoring data to allow a full analysis of the extent to which each core component was delivered for that individual.

The eligibility criteria was largely successful in reaching the intended recipients. It has now been extended to include absenteeism (less than 90% attendance), and defined as ““children and YP aged 11 to 16 years old who are at risk of suspension or who are persistently absent from school, and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator.” The criteria also takes into account having 3 or more risk factors as denoted by the online referral form as was undertaken for the feasibility study.

Although the data should be treated with caution and further school population data is needed to provide a more robust analysis, there was potential evidence to suggest that a slightly larger proportion of White British YP were being recruited to the programme compared to the levels of suspensions amongst this group. Thus a full exploration of this will be conducted during the pilot year using data on suspension rates by YP characteristics (age/gender/ethnicity) compared with those recruited to the Reach programme on a per school basis (whilst retaining anonymity of schools). The pilot trial will be extended to include fieldwork with the families of participating YP, to explore if there are any barriers in building that trusting relationship with the YW which, according to findings from the feasibility study, may be a particular issue for families with EAL.

As mentioned above, the intended flexibility of the programme and tailoring towards the individual YP is paramount to its success. With a view to gaining further insights into programme fidelity, the monitoring data collected at pilot stage will be fully reviewed to provide a more detailed account of time spent per core component for each individual YP given the variability of this.

Implementing randomisation at an individual level was explored qualitatively during the feasibility stage with the delivery team and with school leads. Based on findings from this randomisation will be implemented at the pilot phase in practice to fully assess whether this is practicable and acceptable in this context. As described in more detail below, the control condition will be “business as usual” support in schools, with financial support offered to the schools to support this.

### **Control condition**

During the feasibility phase, a full exploration of what the control condition could look like was undertaken. After an exploration of potential active control conditions, it was considered not practicable/suitable to implement a group activity type control condition due to the rolling nature of referrals, and due to lack of being able to tailor this general support to

individual needs. It was therefore deemed most appropriate to provide financial support to schools for them to support their “business as usual” case with YP allocated to control. Findings from the feasibility showed that schools had a range of existing support mechanisms to support YP, and it was considered most appropriate for schools to assess the business as usual support for those allocated to control. The support that YP allocated to the control group receive will be closely monitored and schools will be asked to provide this information as part of their involvement in the study.

All YP will be offered a voucher incentive for baseline data completion prior to randomisation. Vouchers will also be offered to YP and their families as an incentive to participate in qualitative fieldwork.

### **Racial and cultural sensitivity**

When looking at ethnic diversity, Leicester has a significantly higher proportion of its resident population from ethnic minority backgrounds, compared to the national average. Leicester has the largest Asian/Asian British population of any local authority area in England, totalling 37.13% and 50.52% of its overall resident population are from BAME backgrounds. In contrast, both Leicestershire and Rutland have significantly lower proportions of their respective resident populations from ethnic minority backgrounds when compared against the England average.

At all points of the study we will take every step to ensure that we are being inclusive and representative in terms of racial diversity. All Sheffield Hallam University staff undertake unconscious bias diversity training as part of standard operating procedures.

Detailed data on ethnicity will be collected by the delivery team and the monitoring data will be used to inform representativeness in terms of ethnicity when undertaking qualitative fieldwork with YP and their families. Fieldwork tools and will be accessible in terms of language including offering translation if appropriate. Providing the baseline/outcome measures in different languages will also be offered if required. Ethnicity data collected via the monitoring data will also be used to assess representativeness of the achieved sample in terms of baseline/outcome measure completion and in terms of balance in the intervention and control group.

As described above, the pilot trial will undertake a per school analysis of data to assess how far the programme is reaching those from ethnic minority backgrounds by comparing suspension rates by ethnicity for each school with participant recruitment data by ethnicity. Further, schools will be asked for summary information by ethnicity of all families contacted to be referred to the evaluation including those where no response was received and those

who did not consent to explore whether there are any issues in terms of take up for families from ethnic minority backgrounds. School leads will also be asked about this in the school lead interviews. Qualitative fieldwork will be undertaken with parents/carers and will be fully representative in terms of ethnicity, to further explore the finding from the feasibility study that there may be some barriers of “trust” for families with EAL. SHU will bring to the team a senior lecturer in Law and Criminology with a background of working in probation. This individual brings specific experience of working with YP and families from a diverse range of backgrounds in Birmingham, and is well placed to inform and undertake fieldwork with participants from a diverse range of backgrounds.

### **Pilot trial objectives**

The objectives of the **pilot trial** are:

- The overarching aims of the pilot trial are to assess evidence of promise and readiness for a possible efficacy study.
- Evidence of promise will be assessed through an analysis of any pre-post differences ahead of a potential efficacy trial (please see analysis section below for further details on analysis).
- If evidence of promise is found in the pilot trial, this will inform the design of the efficacy trial in terms of sample size and statistical precision. Specifically, this would draw on evidence of impact, sample attrition and practicalities of individual randomisation from the pilot.
- Any potential issues with randomisation, data collection and spill-over effects will be identified and resolved at this pilot stage in preparation for a potential full efficacy study.
- To pilot individual randomisation – thinking ahead to a possible efficacy design, from a purely statistical perspective, a classic individual level RCT design would be the most sensitive in that, for a given sample size, an RCT would be able to reliably detect the smallest ‘difference’ (measured as effect sizes) compared with other designs.
- To recruit a total of 220 YP to the evaluation. A total of 12 schools (including the 6 schools in the feasibility study) have been recruited to the pilot stage. The feasibility study demonstrated that the recruitment rate was 81%, so of those referred and eligible, 81% went on to be successfully recruited to the programme. Thus we would anticipate a need for around 275 referrals to achieve the 220 participants, assuming that the recruitment rate for the control group is similar.
- To pilot research instruments – The strengths and difficulties questionnaire (SDQ) is planned to be the primary outcome, and the pilot trial will collect both self report and teacher report. For the pilot trial, both of these versions will be considered to be

primary outcomes. The Self Report Delinquency Scale (SRDS) will also be collected as a secondary outcome. Both the SDQ and SRDS were explored alongside the ToC to confirm their appropriateness, and it was decided that both these measures fitted well with the ToC in terms of reduction of criminal behaviour and with peer relationships, conduct, emotions and prosocial behaviour.

- Of the other scales considered at the feasibility stage, it was determined that the “Mentoring Youth Alliance Scale (MYAS)” (<https://nationalmentoringresourcecenter.org/resource/measurement-guidance-toolkit/#mentoring-relationship-quality-and-characteristics--mentoryouth-alliance-scale-myas>) would be useful to take forward to the pilot trial in terms of evidencing short-term outcomes on the YW-YP relationship. This scale has evidence of reliability and validity. Establishing a good relationship with a YW is important in terms of the engagement and responsiveness of the YP to the Reach programme so is an important area to explore. This scale was piloted with 4 of the YP interviewees, all the YP involved understood the questions well and did not find the time taken to complete overly burdensome. This scale would be used with the intervention group only as part of the IPE, and will be linked into the final dataset as part of the “follow-on” analysis.
- All measures will be collected by SHU and facilitated by schools where appropriate. They will be collected independently from the Reach team. As described below, the teacher report SDQ will be completed online at the point of referral. A full set of guidance will be given to all schools by SHU to explain how and when to complete baseline measures, who should complete the teacher report SDQ (i.e. an appropriate school lead with close knowledge of the YP) and how to facilitate measure collection with the YP; indicating that YP can be supported with understanding a question, but that staff should not influence their response. All data will come straight to SHU using the online survey tool Qualtrics and both staff and YP will be reassured of the confidentiality of their responses in the introductory blurb; the member of staff completing the SDQ will be asked for their name and role at the point of data collection to ensure that where possible the same person completes this at follow up. YP themselves will be given an online link to complete both the SDQ and SRDS online, or a paper version can be offered if preferred. SHU will check that baseline data has been completed prior to randomisation, and will contact schools directly to follow up completion if there are any delays in completion of these.
- To pilot consent procedures – for this trial opt-in consent from both parents/carers and from YP is considered to be the most appropriate method of gaining consent. SHU will provide information sheets and consent forms to the school to distribute to

parents/carers, who will have the option of opting in by returning a paper slip, or by responding to a text message.

- To link to administrative data – the delivery team collect a full range of data on participants, including participant characteristic data (age/gender/ethnicity/disability), indicators of vulnerability/risk factors, length of time on programme and frequency of sessions. This will be linked to pilot participants using a pseudo-anonymised unique identifier to allow further sub-group analysis and allow an exploration of representativeness in terms of these factors.
- It may also be possible to link to other outcome data which the deliverer has access to, such as exclusion data, attendance data and data on whether a YP has committed any criminal offences before, during and post intervention.
- Given that the design will be individual randomisation, this brings with it potential issues such as spill-over and resentful demoralisation (see below section for full discussion of this). A further objective of the pilot would be to conduct fieldwork with the control group to fully explore this. For example it was mentioned that control group participants may be friends with the YP receiving the intervention, and may come into contact with their YW, this potential issue will be fully explored at the pilot stage through qualitative fieldwork. YWs will be asked how many sessions have involved peers of the YP, and the YP allocated to the control group will be asked if they have come into contact with any YWs.
- A full and in depth IPE will be conducted including the new schools recruited to the pilot trial, informed by and expanding on the IPE conducted during the feasibility stage, and in addition in depth fieldwork with the control group.

## Success criteria

The success criteria that were used for the feasibility have been further developed for the pilot study and are set out in Table 1 below.

**Table 1: Success criteria**

Criteria	Target set
<b>Project/evaluation implementation</b>	Attendance of YP at planned sessions (Green = 80%, Amber = 50%, Red = below 50%)
	Realities of randomisation and the extent to which this continues to be acceptable to schools. Green = 85% accept randomisation approach, Amber = less than 85% accept randomisation approach, Red = less than 50% accept randomisation approach.
<b>Recruitment and retention</b>	A total of 220 YP who are referred and who are eligible are successfully recruited to the evaluation (Green = 80%, Amber = 60%, Red = below 60%)
	Of those that are successfully recruited to the programme, the percentage that will go on to complete the full programme (Green = 75%, Amber = 50%, Red = below 50%)
<b>Fidelity</b>	Young people receive a minimum of 32 sessions with their youth worker which will cover all the core components (Green = 80%, Amber = 70%, Red = below 70%)
<b>Measurement and findings</b>	Of those that are recruited to the evaluation, teacher report SDQ is completed at both baseline and outcome. (Green = 80%, Amber = 70%, Red = below 70%).
	Of those that are recruited to the evaluation, young person report SDQ completed at both baseline and outcome. (Green = 70%, Amber = 60%, Red = below 60%).
	Of those that are recruited to the evaluation, SRDS completed at both baseline and outcome. (Green = 70%, Amber = 50%, Red = below 50%).



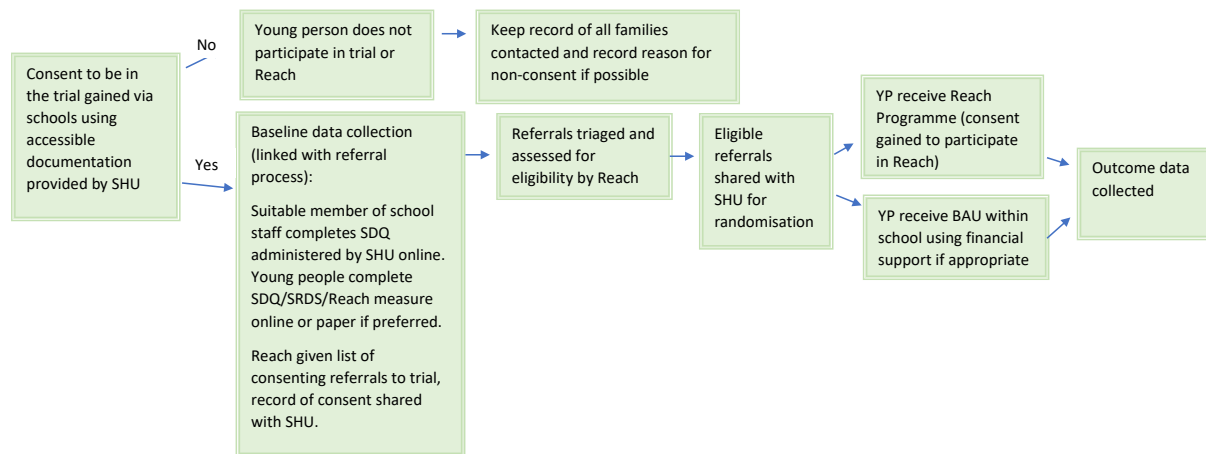
## Methods

### Pilot trial design

#### Randomisation

The referral process is rolling where participants will commence at different timepoints and will continue on the programme for varying lengths of time. There was some discussion with the delivery team as to the most efficient and effective way to incorporate consent, baseline data collection and randomisation into this process. It was decided that consent to be in the evaluation would be gained through schools at the outset using documentation/scripts provided by SHU to the schools. For all those consenting, baseline data would then be collected by including the teacher-report SDQ as part of the referral process, and from YP by school facilitation of the self-report SDQ and the SRDS. They will be collected independently from the Reach team. As described below, the teacher report SDQ will be completed online at the point of referral. A full set of guidance will be given to all schools by SHU to explain how and when to complete baseline measures, who should complete the teacher report SDQ (i.e. an appropriate school lead with close knowledge of the YP) and how to facilitate measure collection with the YP; indicating that YP can be supported with understanding a question, but that staff should not influence their response. All data will come straight to SHU using the online survey tool Qualtrics and both staff and YP will be reassured of the confidentiality of their responses in the introductory blurb; the member of staff completing the SDQ will be asked for their name and role at the point of data collection to ensure that where possible the same person completes this at follow up. YP themselves will be given an online link to complete both the SDQ and SRDS online, or a paper version can be offered if preferred. SHU will check that baseline data has been completed prior to randomisation, and will contact schools directly to follow up completion if there are any delays in completion of these. Following this Reach would then undertake their usual eligibility check, and subsequently all consenting and eligible referrals would then be randomised by SHU. Reach would then undertake their usual assessment and consent for all those allocated to the intervention, and SHU will share a list of those allocated to control with the schools for them to receive “business as usual” support. This is mapped out in figure 1 below:

**Figure 1: Referral process incorporating consent/baseline data collection and randomisation**



For the pilot, simple randomisation will be used; in each school the evaluation team will randomise half of referred YP to Reach and the other half will form the business as usual control group. The Reach and control group will be compared in terms of key characteristics to help evaluate the suitability of this randomisation approach for any potential future efficacy trial. For example, if the two samples are observed to be very different following the simple randomisation approach, minimisation could then be used to limit the possibility of this at efficacy. Randomisation will be undertaken within schools using “dynamic random allocation” on an excel spreadsheet. This allows the concealment of group allocation until the intervention is assigned. Two specified members of the evaluation team will undertake randomisation. Outcome data would then be collected once the participant has completed the programme.

### Sample size

We expect that around 220 participants would be recruited to the trial. The feasibility study demonstrated that the recruitment rate was 81%, so of those referred and eligible, 81% went on to be successfully recruited to the programme. Thus we would anticipate a need for around 275 referrals to achieve the 220 participants, assuming that the recruitment rate for the control group is similar. We would collect baseline data and then randomise these individuals so that 110 are allocated to intervention and 110 are allocated to control. We would hope to achieve a sample size of 100 intervention and 100 control participants with complete baseline/outcome data accounting for an estimated 10% attrition in baseline/outcome measures. Given that this is a pilot trial power calculations are not appropriate at this point, however this sample size will be sufficient for a pre-post analysis and for submission to the YEF data archive.

If the pilot does provide evidence of promise, an efficacy trial could draw on detail from the pilot to inform the larger design. Specifically, details on the practicalities of individual randomisation, attrition, outcome measures (distributions and correlations), effect sizes, and missing data could be drawn on when designing the efficacy trial.

### **Outcome measures**

Both self report and teacher report versions of the strengths and difficulties questionnaire (SDQ) are planned to be the primary outcomes for this pilot phase. Collecting both of these versions will allow an analysis of how far they correlate, and provide further validation of outcomes. The Self Report Delinquency Scale (SRDS) will also be collected as a secondary outcome. These measures were explored alongside the ToC to confirm their appropriateness, and it was decided that both these measures fitted well with the ToC in terms of reduction of criminal behaviour and with peer relationships, conduct, emotions and prosocial behaviour.

All measures will be used in their entirety with no adaptations. The data will be collected by SHU and facilitated by schools as required using Qualtrics (online survey software), a paper version will be offered if required. All data will be collected independently of the Reach team.

Of the other scales considered, it was determined that the “Mentor Youth Alliance Scale (MYAS)” may be useful to take forward to the pilot trial in terms of evidencing short-term outcomes on the YW-YP relationship. Establishing a good relationship with a YW is important in terms of the engagement and responsiveness of the YP to the Reach programme so is an important area to explore. This scale was piloted with 4 of the YP interviewees, all the YP involved understood the questions well and did not find the time taken to complete overly burdensome. This scale would be used with the intervention group only as part of the IPE and undertaken at a single timepoint. This will be brought into the dataset to capture a dimension of “fidelity” for the follow on analysis.

In terms of external data to be linked in, SHU will request attendance data and suspension/exclusion data directly from schools to form part of the outcome analysis. If possible, data on involvement in criminal activity held by the councils/VRU may be linked in. The Reach team collect a comprehensive set of monitoring data which will also be linked into the final dataset. The monitoring data will include factors as listed below:

- Gender
- Age
- Ethnicity
- Disability

- FSM status
- Living arrangements
- Risk factors
- Date of referral
- Source of referral
- Did the YP agree to engage with your service?
- Did the parent(s)/carer(s) agree to engage with your service?
- Any other services currently supporting the YP?
- Did the YP proceed to assessment? (if not reasons)
- Start and finish date of intervention
- Total number of sessions
- Average length of session
- Length of time per core component

The above will permit an analysis of representativeness by YP characteristics and the balance between intervention and control group in terms of these characteristics. It will also allow a quantitative exploration of fidelity and intensity of the programme for each individual to inform the follow on analysis.

### **Statistical data analysis**

Within the pilot, evidence of promise will be examined by comparing outcome measures for the Reach intervention and control groups whilst controlling for baseline measures. Analyses will be multilevel to acknowledge the clustering of participants (e.g. within schools). The main analyses will be undertaken using standard multilevel regression analyses but follow-on sensitivity analyses will adopt a difference-in-difference (DiD) modelling approach. The reason for doing this relates to scrutinising the simple randomisation approach. If simple randomisation results in good balance between the Reach and control group, the standard and DiD regression analyses will result in similar estimates. However, if simple randomisation does result in imbalance, the two analyses are likely to lead to differing estimates. DiD is a quasi-experimental econometric analytical approach that can help to address 'imbalance' between the two groups. This is done by examining the change over time in the Reach group (the first 'difference') and comparing this to the change over time in the control group (the second 'difference') and finally, DiD 'cleans' all time varying factors from the first difference by subtracting the second difference from it (i.e. difference in difference). DiD brings gains in sensitivity (resulting from 'stacking' data) and additional assumptions (e.g. that differences at baseline are time invariant).

The pilot analyses will examine evidence of promise across the range of outcomes identified/agreed during the feasibility study and specified under the outcomes section. The intention will not be to identify significant difference, but evidence of positive impact across a range of specified/agreed outcomes. Additionally, descriptive subgroup analyses will be undertaken to examine evidence of promise for male and female YP and across different ethnic groups if sample size permits, and other appropriate YP characteristics from the monitoring data. Follow-on analyses will examine the relationship between ‘fidelity’ to the Reach programme and outcome measures. As explained above, monitoring data will be linked into the final dataset to inform fidelity in terms of “time spent per core component” and “frequency of sessions”. Time spent per core component is considered the best way to reflect intensity given that during the feasibility study it was found that the length of sessions varied with each individual, so simply recording “number of sessions” was insufficient to reflect the amount of time the YP spent with their YW. Another dimension of fidelity could be considered to be the strength of relationship between YW and YP, this will be quantitatively measured using the “Mentor Youth Alliance Scale (MYAS)” as discussed above. Finally, sensitivity analyses will scrutinise missingness in the data and, if appropriate, use multiple imputation to complete the data file before re-running the original ‘evidence of promise’ as sensitivity analyses. If possible, analysis will be conducted by YW (on an anonymised basis), to explore any difference in outcomes by YW. However caution should be taken when interpreting this given that YWs tend to be linked to a particular school, and any variation in outcomes could be explained by school and other individual factors.

### **Implementation and process evaluation**

The research questions for the IPE are outlined below in Table 2 and based on the methodology used in the feasibility study. The tools used for the fieldwork have been piloted during the feasibility year, and these tools will be further refined to reflect findings from the feasibility study and expanded to address additional areas to be explored during the pilot year. Purposive sampling will be used and where possible, fieldwork will be undertaken with different schools and different individuals to those in the feasibility study with a particular focus on the new schools that have been brought in at the pilot stage. The content of the YW survey will be refined to explore the experiences of YWs at the timepoint of being further into the programme and having had the experience from start to completion of Reach.

A further addition to the pilot trial will be a survey of all pilot schools undertaken towards the end of the study to gain detailed information on what the control group has experienced and how the resource was spent on these YP. The survey will also ask for a brief overview of perceptions on implementation to supplement the qualitative interviews with SLs. Two focus groups are planned with YP allocated to the control group for this pilot year to explore any

issues regarding spill-over or resentful demoralisation, and to also further explore what the control group experienced during the pilot trial.

As noted above, the pilot trial will also be expanded to include two focus groups with parents/carers of YP receiving the intervention to gain their views on the programme in terms of quality and outcomes, and also to further explore the finding from the feasibility study that there may be some barriers of “trust” in terms of the relationship with the YW for families with EAL.

**Table 2: Research questions and methods overview**

Research question	Implementation/ ToC/LM relevance	Participants/ data sources
<p><b>Community level factors:</b> What is the level of need and readiness for change in the context where the intervention will take place?</p>	<p>Assess improvements in school attendance, reduction in family conflicts, and increases in the aspirations of YP to understand any reductions in community support resources needed, and increases in what resource/benefit YP can bring to the community. "Improved attendance at school - ToC". Improved relationships with family and reduction in conflict in the home - ToC". "Increased aspirations - ToC". "YP aged 11-16 years old are at risk of or have received a fixed term suspension and have three indicators of vulnerability - LM".</p>	<p>Early stage delivery lead (DL) interviews (2 participants)</p>
<p><b>Organisational factors:</b> What are the key issues facing the schools/communities around suspensions/disadvantage/crime?</p>	<p>Explore and understand the causes/drivers for problem behaviours (e.g. individual, familial, school, peer, and contextual factors). "Improved understanding of the causes/drivers for problem behaviours - ToC". "schools with the highest rates of fixed term suspensions agree to participate - LM".</p>	<p>Early stage DL interviews (2 participants)</p>
		<p>SL interviews (4 participants)</p>
<p><b>Organisational capacity:</b></p> <p>What is the readiness and capacity for change in the settings in which the intervention will take place?</p> <p>Is the culture, coordination, communication and leadership sufficient to enable implementation?</p> <p>How do schools/DLs perceive the sustainability of the intervention looking ahead?</p>	<p>Assess the extent to which staff make appropriate referrals and provide additional support to YP when at school. "Reduction in suspensions or problem behaviours - ToC". "Improved attendance at school - ToC". " schools with the highest rates of fixed term suspensions agree to participate - LM"</p>	<p>SL interviews (4 participants)</p> <p>Later stage DL interviews (2 participants)</p>

<p><b>Recruitment and retention of YWs:</b> Has the programme been able to recruit and retain suitable YWs with relevant experience?</p> <p>Is there diversity amongst the YW team?</p>	<p>Assess whether programme is reaching target criteria re experience/skills and diversity to support YW/YP relationship building and skills development of YP. "Development of positive and trusting relationship with YW - ToC". " Retain YWs throughout pilot period - LM".</p>	<p>Early stage DL interviews (2 participants)</p> <p>YW survey</p> <p>YW interviews (4 participants)</p> <p>Later stage DL interviews (2 participants)</p>
<p><b>Matching process and relationship building phase:</b></p> <p>Have YP been allocated to a suitable YW?</p> <p>Is the relationship building phase successful?</p>	<p>Assess allocation and matching process assesses need and mentor skill/experience to enable YW/YP relationship building. "Development of positive and trusting relationship with YW - ToC/LM". "YWs and YP meet two to three times a week during the relationship building stage - LM".</p>	<p>YW survey</p> <p>YW interviews (4 participants)</p> <p>Interviews/focus groups with YP (up to 8 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>MYAS (completed by YP on Reach programme)</p>
<p><b>Referrals process, eligibility criteria and reach of the programme:</b></p> <p>Are the level of referrals as anticipated?</p> <p>Is the eligibility criteria successful in accessing the intended population?</p> <p>What are the criteria that would make a YP potentially ineligible for the programme?</p> <p>Reach: What is the rate of participation by intended recipients?</p>	<p>Refinement and standardisation of eligibility criteria to ensure appropriate inclusion of YP. "75% (n = 90) of YP referred are recruited onto programme - LM".</p>	<p>SL interviews (4 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>Monitoring data</p> <p>Secondary data collected from schools (suspension rates by pupil characteristics and summary demographics of those not responding/consenting to the evaluation)</p>



<p>Are there any disparities in terms of <b>consent</b> to the evaluation with regards to reaching families/YP from minority ethnic backgrounds?</p> <p>Are there any disparities in terms of <b>participation</b> in the evaluation with regards to reaching families/YP from minority ethnic backgrounds?</p>		
<p><b>Implementation support system:</b></p> <p>What strategies and practices are used to support high quality implementation?</p> <p>What training and ongoing support or technical assistance is available?</p>	<p>Hiring staff and training YWs to ensure that they're highly skilled and culturally competent - LM. Assessment of relationship outcomes between YP and YWs. "Development of positive and trusting relationship with YW"</p>	<p>SL interviews (4 participants)</p> <p>YW interviews (4 participants)</p> <p>DL interviews early and later stage (4 participants)</p> <p>School survey (all schools in pilot trial)</p>
<p><b>Fidelity/adherence:</b></p> <p>To what extent do implementers adhere to the intended delivery model?</p>	<p>To gain an overview of fidelity to programme across the 8 YWs. "Prompt response (within 24hrs) from YW after 'critical moment' to arrange assessment - LM". Comprehensive and contextual assessment of YP to match YP to YW - LM". "YWs and YP to meet two to three times a week during the relationship building stage - LM". Extensive relationship building phase (4-6 weeks) to include recreational activities - LM". Facilitating access and encouraging participation in purposeful and sustainable activity - LM".</p>	<p>YW survey</p> <p>YW interviews (4 participants),</p> <p>Interviews with YP (early and later stage up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>Later stage DL interviews (2 participants)</p> <p>Monitoring data</p>

<p><b>Dosage:</b></p> <p>How much of the intended intervention has been delivered?</p>	<p>Assess ongoing delivery and make estimates of future expected delivery. "75% (n = 67) YP are recruited onto the programme - LM". "75% of YP complete the programme - LM". "YP complete 80% of core component sessions - LM"</p>	<p>YW interviews (4 participants)</p> <p>Later stage interviews/focus groups with YP (up to 8 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>Monitoring data</p>
<p><b>Quality:</b></p> <p>How well are the different components of the intervention being delivered?</p>	<p>Assess experiences of delivery and participation of each element of intervention to refine processes to improve likely outcomes. "YP complete 80% of core component sessions - LM". "75% (n = 67) complete the programme - LM".</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>Later stage DL interviews (2 participants)</p> <p>Focus groups with parents/carers (up to 16 participants)</p>
<p><b>Responsiveness:</b></p> <p>To what extent do the participants and their parents/carers engage with the intervention?</p> <p>Are families from Black, Asian and other minority backgrounds more hesitant in terms of developing a trusting relationship with their child's YW?</p>	<p>Assessment of engagement with intervention, mentor, and peers. "High rates of attendance and participation in sessions". "Increased and sustained engagement in prosocial recreational activities". "Increased network of positive peers and trusted adults".</p>	<p>YW survey</p> <p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>SL interviews (4 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>Focus groups with parents/carers (up to 16 participants)</p>

<p><b>Peer relationships:</b></p> <p>Has peer engagement work been undertaken as expected?</p> <p>Have YP received and engaged with appropriate activities to develop social awareness and skills?</p>	<p>“Increased network of positive peers and trusted adults – LM”. “Improved social skills – LM”. “Improved understanding of negative peer influences – LM”</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>Focus groups with parents/carers (up to 16 participants)</p>
<p><b>Intervention differentiation:</b></p> <p>To what extent are the intervention activities sufficiently different from existing practices?</p> <p>What “business as usual” support are the YP allocated to the control group experiencing?</p>	<p>To inform "business as usual" and what YP allocated to the control group are experiencing.</p>	<p>SL interviews (4 participants)</p> <p>School survey (to be completed by all schools in pilot trial)</p> <p>Focus groups/interviews with YP allocated to the control group (up to 16 participants)</p>
<p><b>Resources:</b></p> <p>Feasibility and appropriateness of the resources required to deliver the intervention</p>	<p>Clear and accessible intervention materials. Good understanding and use of learning outcomes for activities</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>Later stage DL interviews (2 participants)</p>

<p><b>Barriers:</b></p> <p>Exploring the barriers to the implementation of the Reach programme</p>		<p>YW survey</p> <p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>SL interviews (4 participants)</p> <p>Observations of delivery</p> <p>Later stage DL interviews (2 participants)</p>
<p><b>Randomisation and readiness for efficacy trial:</b></p> <p>Is individual level randomisation practicable and acceptable in this context?</p> <p>Are there any issues regarding “spill-over” e.g. resentful demoralisation, YP allocated to control group coming into contact with YWs?</p>	<p>To inform a potential efficacy trial</p>	<p>SL interviews (4 participants)</p> <p>School survey (to be completed by all schools in pilot trial)</p> <p>Focus groups/interviews with YP allocated to the control group (up to 16 participants)</p>

<p>Are consent procedures/baseline and outcome measurement procedures practicable and appropriate?</p> <p>Did simple randomisation result in a balanced sample?</p>		<p>Focus groups/interviews with YP allocated to Reach (up to 16 participants)</p> <p>Focus groups with parents/carers (up to 16 participants)</p> <p>YW interviews (4 participants)</p> <p>DL interviews (early and later stage 4 participants)</p> <p>Quantitative analysis of baseline and outcome measures linked with monitoring data (approx 220 sample size)</p>
<p><b>Collection and analysis of baseline and outcome measures:</b></p> <p>What is the level of attrition in terms of measurement collection?</p> <p>What is the level of agreement between the teacher report and self report SDQ?</p> <p>Is completion of the SRDS as well as the SDQ and Reach measure over burdensome on YP?</p>	<p>To inform a potential efficacy trial</p>	<p>Quantitative analysis of baseline and outcome measures linked with monitoring data (approx 220 sample size)</p> <p>School lead interviews (4 participants)</p>

<p><b>Evidence of promise:</b></p> <p>Does Reach show evidence of promise when comparing outcome measures for the Reach intervention and control groups whilst controlling for baseline measures?</p> <p>Does this vary across YP characteristics such as ethnicity/gender/age?</p> <p>Is there a relationship between programme fidelity and outcome measures?</p>	<p>To inform a potential efficacy trial</p>	<p>Quantitative analysis of baseline and outcome measures linked with monitoring data (approx 220 sample size)</p>
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## **IPE data analysis**

All qualitative data will be recorded and fully transcribed for analysis purposes. A descriptive summary of the findings will be presented using quotes from participants to illustrate findings under each thematic area. Data will be analysed using a codebook thematic analysis (Braun & Clarke, 2019). The codebook thematic analysis is akin to a framework approach and was used as this provides the opportunity to use the research questions as a deductive analytic framework, while also providing scope for some inductive analytic work around each research question write up. The deductive approach ensures that the write up will answer the study questions and meet the needs of the YEF evaluation while also allowing for the data from the YP, YWs, schools and stakeholders to speak for itself. Each interview will be coded with the research question framework as a guide. Themes and an analytic narrative will be inductively developed around each of the research questions. A team of researchers will code the data for validation purposes.

The small scale YW survey and school survey will be collected using Qualtrics online survey software and analysed using the statistical package SPSS. Given the lower number of respondents the findings from these surveys will be purely descriptive. The content of the YW survey will be refined from the feasibility stage to explore the experiences of YWs at the timepoint of being further into the programme and having had the experience from start to completion of YP involved. The school survey will be designed to collect detailed information on what the control group experienced and how the financial resource was spent. It will also collect a brief overview of school leaders' perceptions of the Reach programme (in terms of implementation) to supplement the findings from the school leader interviews.

## Outputs

Following completion of baseline and outcome data collection and of all fieldwork relating to the IPE, a pilot trial report will be produced drawing together findings from the statistical analysis of baseline and outcome measures (linked with IPE/monitoring/other external data), and findings from the IPE. This analysis will allow an assessment of:

- Readiness for efficacy trial; how acceptable and practicable were consent procedures, data collection procedures and randomisation in this context? Were there any issues with regards to spill-over?
- Evidence of promise; does Reach show evidence of promise assessed through an examination of outcome measures for the Reach intervention and control groups whilst controlling for baseline measures?
- Attrition and measurements; what were the levels of attrition in terms of baseline and outcome data collection? Were the measures used appropriate to take forward to an efficacy study? What would be the sample size required for an efficacy study?
- Control condition; what did the YP allocated to the control group experience? How was the financial resource given to schools used to support this?
- Success criteria; did the programme meet the success criteria? Should there may any changes made to the design ahead of an efficacy study?

## Cost data reporting and collecting

Cost data will be collected directly from the delivery organisation toward the end of the project, so that actual costs are obtained as opposed to projected costs. All relevant categories specified in the YEF cost evaluation guidance will be covered. A bottom-up approach will be adopted, in accordance with this guidance. Figures will be presented in the YEF reporting template. Cost data will be gathered using diaries and salary information from the delivery partner and we will aim for cost data on the entire workforce. The monitoring data will collect information on “time spent per core component”, which will give a detailed account on the amount of hours a YW is spending with each YP. Cost data will also be gathered on YW training, supervision, and overheads such as ITC requirements. The focus will be on costs incurred by the full delivery team who are delivering the intervention, rather than wider costs that fall outside of this.

A financial incentive is being given to schools to facilitate engagement with the evaluation and cover staff time. The financial incentive is also intended to be used flexibly for schools to



support their “business as usual” case. SHU will conduct a survey of all schools towards the end of the evaluation to find out further detail on how this money was spent. Whilst this is not a cost that is directly incurred by the delivery team, this will provide additional information on the costs of running a trial in schools and on supplementing the “business as usual” case. This will be presented separately to the costs incurred by the delivery team.

## Ethics and registration

### Ethical review

A full ethical review was undertaken for the feasibility study by the ethics review team at SHU prior to the start of data collection in December 2021. The ethics application was approved with reference number ER35983539. The ethical review for the pilot trial is currently in progress and has been updated from the feasibility study to incorporate the randomisation element. This has been given the reference number ER48532519.

SHU has established research ethics procedures in place to ensure research is undertaken in accordance with commonly agreed standards of good practice and academic integrity. It aims to promote good practice throughout the assessment of ethical issues and compliance with legal requirements. This can be found <https://www.shu.ac.uk/research/quality/ethics-and-integrity>. These processes align with BERA and BSA guidelines and operate through the University Research Ethics Committee (SHU REC) and Faculty Research Ethics Committees (FREC). The project team will always follow these procedures, including operating to standardised protocols concerning anonymity, confidentiality, informed consent, rights to withdraw, and secure (electronic and physical) data storage. The research team is experienced and committed to working in an ethically appropriate and sensitive way and are familiar with the ethical issues arising when working with diverse groups of participants. Copies of our ethics policy, principles and procedures are available <http://www.shu.ac.uk/research/ethics-integrity-and-practice>. SIOE ensures that professional standards and the wellbeing of research participants are protected and always maintained.

### Data protection

A privacy notice will be sent to schools and to parents/carers of the YP involved in the project to allow SHU to have access to the referral data and monitoring data collected by the delivery team. Two data sharing agreements were set up for the feasibility study and will be updated for the duration of the pilot trial to incorporate the sharing of the name/DOB and UPN for the YP for submission to the YEF data archive. It will be further updated to include the collection of other fields such as SEN, ethnicity, FSM status, suspension data, attendance data and LGBT

data (LGBT data will be collected for the intervention group only). All evaluation data collected will be submitted to the YEF data archive and participants of this will be fully informed via a privacy notice. The two agreements were with Leicester County Council and Leicestershire County Council to specify that SHU and the Councils are separate data controllers for the project.

At the end of the study pupil data supplied to the SHU evaluation team by schools will be shared with the Department of Education (DfE) and evaluation data will be submitted to the ONS. The DfE will pseudonymise the data, so it is no longer possible to identify any individual young person from the study data. The DfE will then transfer the data to the YEF Data Archive, which is stored in the Office for National Statistics (ONS) Secure Research Service. The YEF is the 'controller' of the information in the Archive. It will be possible for information in the Archive to be linked with information about the pupils from the National Pupil Database (NPD) and the Police National Computer (PNC). This will help approved researchers find out the long-term impact of the projects funded by YEF.

For the qualitative fieldwork, participant information sheets containing a privacy notice will be distributed to all participants prior to interviews being conducted. For the YP and parents/carers involved, this information will be tailored to be as accessible as possible. Consent forms will be completed by all participants prior to fieldwork taking place.

In terms of data storage, all recordings on digital devices will be removed once the audio file had been stored securely on the password protected shared drive. The audio files were sent to be transcribed using the SHU secure data transfer system "Zendto", and once the transcript had been returned copies of the audio files will be removed.

For the write up of the report, school names will not be reported and any references to schools included a number (i.e. School 1 to School 6). Participants were also anonymised or described using their first initial only for reporting purposes.

The processing of personal data through the evaluation is defined under GDPR as a specific task in the public interest. The legal basis for processing personal data will be 'Public Task' (Article 6 (1) (a & e)). Sheffield Hallam University (SHU) has established data protection (<https://www.shu.ac.uk/about-this-website/privacy-policy/information-governance-policy>) and research ethics (<https://www.shu.ac.uk/research/quality/ethics-and-integrity>) policies and procedures aligned with legal requirements and research society's standards of good practice. The project team will always follow these procedures, including operating to

standardised protocols concerning anonymity, confidentiality, informed consent, rights to withdraw, and secure data privacy, security, storage, transfer and processing.

Our research centre consults with the SHU Data Protection Officer and Information Governance lead on all matters regarding data security. All staff receive Data Protection training, and all projects are conducted in compliance with legislation including GDPR. The SHU Data protection policy statement can be found <https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notice/privacy-notice-for-research>.

## Stakeholders and interests

### Delivery Team

Table 3 below sets out the full delivery team involved in the delivery of Reach. Please note that 1 YW has since left post in the city and a replacement is currently being sought. Two additional YWs are currently being recruited in the county area.

**Table 3: Stakeholders and interests**

Violence Reduction Network		Leicester City Council		Leicestershire County Council	
Stevie-Jade Hardy – Evidence & Evaluation Lead	Involved in development	Nicola Odom - Partnership and Service Development Manager	Involved in development	Carly Turner - Youth and Justice Service Manager	Involved in development
		Ivor Sutton – Team Manager in Early Help & Prevention	Involved in development	Rachel Lobel - Team & Partnership Manager in Youth and Justice	Involved in development
		Ayesha Desai - Reach Team Manager	Involved in development and delivery	Emily Jackson – Reach Team Manager	Involved in development and delivery

		Charlotte Smith- Youth Worker	Involved in development and delivery	James Stephens- Youth Worker	Involved in development and delivery
		Zarah Lee- Youth Worker	Involved in development and delivery		
		Karen Norton- Youth Worker	Involved in development and delivery		
		Priyah Dosanjh- Youth Worker	Involved in development and delivery		
		Arwel Hughes – Youth worker	Started in post 01/09/22		

## Evaluation team

**Anna Stevens, Research Fellow (Co-PI/PM)** [a.stevens@shu.ac.uk](mailto:a.stevens@shu.ac.uk) Anna is co-principal investigator and project manager for the evaluation. She is the key contact for the evaluation team and will lead on the overall conduct of the study. Anna has over 10 years' experience of educational trials for the Education Endowment Fund (EEF) and is part of the YEF cross-team working group at SHU. Anna has extensive experience of educational research projects, and is particularly skilled in the management of randomised control trials, quantitative data collection, amalgamation and statistical analysis.

**Dr Charlotte Coleman (Co-PI)** Deputy Head of Psychology, Sociology and Politics. Charlotte is co-principal investigator for the project and will lead on the development of research tools and on the qualitative analysis. Dr Charlotte Coleman has extensive experience in crime reduction and mentoring programme evaluation. She is experienced in working with YP, vulnerable groups, and working with schools.

**Sean Demack, Deputy Head of SIRKE (Statistical advisor)** Sean is statistical advisor to the project. Sean has led the design and analysis of numerous large scale/national RCT-centred evaluations. He also has published on the methodology of educational RCT designs; and is working with Durham University to provide accurate, up-to-date, statistical detail for designers of educational trials in England.

**Claire Wolstenholme Research Fellow (IPE lead)** Expertise in young males' mental health and masculinity theory, recently completed PhD looking at mental health in young men. Extensive experience of project management and trials, particular expertise in IPE of education trials.

**Bernadette Stiell, Senior Research Fellow (IPE design, fieldwork and analysis)** Bernadette will lead on the design and conduct of the qualitative fieldwork. She has extensive of qualitative methods and IPE expertise and is experienced in project and programme evaluation for DfE, EEF and YEF, including the current ROE trial.

**Ben Partridge, Lecturer (IPE design, fieldwork and analysis).** Ben has experience of qualitative data collection and analysis through his work focusing on death and bereavement experiences in educational settings. In his previous posts, Ben has over 9 years' experience of working in education settings with YP.

**Laura Riley Senior Lecturer in criminal justice, Department of Law and criminology (Project fieldworker and advisor)** is a qualified Probation Officer, youth offending practitioner and manager, specialising in child criminal exploitation, children in care and custody and preventative family support. Extensive experience of working with marginalised YP from diverse ethnic backgrounds.

## Risks

### Key risks to project delivery and mitigation strategies

Overall SHU have a series of well-established processes in place to reduce likelihood of risks coming to fruition. We initially provide a brief overview of these before going on to specify the key project specific risks identified at this point in table 4 below.

Risk management will occur through:

- systematic and regular risk management processes
- a comprehensive risk register
- supplementary analysis and mitigation of project critical risks

The key approach to risk management is through compiling a detailed register that identifies potential risks, classified as high, medium, or low in terms of likelihood and level of impact, leading to an overall risk grading. For all medium and high risks, design and processes are included to mitigate the risk and reduce the likelihood and impact. Consideration of risk is a standing item for internal project management meetings between the PIs/senior advisers. If a project critical risk is identified, the YEF project manager will be informed and steps agreed to address the issues. As part of our usual monitoring process, progress will be subject to internal review to ensure progress is proceeding to plan and risks reviewed. These established processes have permitted us to respond proactively to match programme shifts due to Covid, with our approach drawing praise from What works centres EEF and YEF, for our responsiveness and capacity to keep projects on track. The project will be subject to internal ethical review and be fully GDPR compliant.

Please see table 4 below for an assessment of risks to the evaluation. Some of the key issues are also discussed below:

The deliverer has indicated that there is likely to be a high numbers of referrals to the programme, therefore **recruitment** is anticipated to be low risk. In terms of **attrition**, a higher sample of YP will be recruited at the pilot stage to account for drop out and attrition in terms of completing the quantitative measures. A key unknown is how YP will respond to finding out that they have not been allocated to receive the programme; therefore, a close examination of the **control condition** will be important in the pilot year. It seems likely that attrition would be a particular problem for the control group; the payment to schools to support their “business as usual” case and the voucher offer to all YP completing measurements is envisaged to lower this risk.

Because of the proximity of the intervention and control group, individual randomisation also brings the methodological risk of **spill-over**. Spill-over relates to when the control condition is contaminated by aspects of the intervention. Positive spill-over occurs when members of the control group indirectly benefit from the programme (e.g. through peer group / sibling interactions or sharing resources). This can result in under-estimating the impact of a programme (because it has had an impact in both intervention and control group conditions). Negative spill-over occurs when control group members react adversely to finding out about their allocation. This can result in over-estimating the impact of a programme (due to control group members becoming disengaged *because* of their allocation). In summary, spill-over brings the risk of bias. Gathering detail on how control group members felt/reacted to their allocation during the pilot year will be key detail to inform whether individual randomisation is feasible moving forward to a potential efficacy trial.

**Table 4: Risks**

Potential Risk Identification	Initial potential risk status			Preventative measures	Reducing the impact	Revised risk status		
	Likelihood	Impact	Risk			Revised Likelihood	Revised Impact	Revised Risk
Project specific risks								
Low recruitment	low	medium	medium	Deliverers can build positive relationship with schools to encourage participation, the deliverer has indicated the likelihood of this is low given the likely high number of referrals	Trial design can be adapted as necessary, schools will be offered an incentive payment for engagement and to support their “business as usual” case.	low	low	<b>low</b>
Attrition	medium	medium	medium	Encouraging compliance through strong rapport, advance notice and clear communication.	SHU has a strong track record of retaining schools and participants to minimise attrition. We use a dedicated project management/administrative support team to ensure a close positive working relationship with all stakeholders in the trial. Any attrition will be recorded using a consort flow diagram and taken into account at the analysis stage. Vouchers will be offered to all YP for measurement completion.	low	low	<b>low</b>
Deliverer staffing difficulties	medium	high	medium	The deliverer should ensure that cover is available in the event of staff absence or departure	YP could have an additional point of contact within the delivery team	low	medium	<b>low</b>
Getting all consent forms back	medium	high	medium	SHU is working closely with the delivery team and schools to communicate the evaluation effectively to parents/carers and provide communications and follow ups in alternative formats/languages if needed. All YP will be offered a total of £20 upon measure completion as an incentive.	Schools could approach a wider group of parents/carers if they have a lower than expected response in the first instance and will follow up parents/carers with text messages/phone calls, schools have been asked by the deliverers to refer a certain number of YP over the time period Jan to May 23 and will make every effort to reach these target numbers of referrals.	low	medium	<b>low</b>
Scheduling focus groups and interviews	medium	medium	medium	Participants will be offered incentive vouchers to participate in focus groups/interviews	SHU successfully undertook this work with YP during the feasibility study and will follow this methodology.	low	low	<b>low</b>
Generic risks								
Covid 19 related disruption	High	medium	high	Team will closely monitor and follow government guidelines around safe working. Staff are able to work remotely, offering flexible remote fieldwork options where possible.	Team are used to working flexibly and responsively to changes to projects, timescales and participant needs. In consultation with YEF, team able to put forward revised evaluation plans based on various future scenarios	low	low	<b>low</b>
Staff absence/departure (e.g. due to long term illness)	low	high	medium	Team is of sufficient size, with any staff absences handled by colleagues who are highly experienced researchers. Centre has very low staff turnover and the same team see projects through from inception to completion in almost every instance, when this is not possible we have capacity to meet our commitments.	We have a large number of experienced research staff within the SIOE, who can be brought into the project with short notice if necessary. We feel this offers good contingency for unexpected staff absence.	low	low	<b>low</b>

Slippage and deadlines not met	low	high	medium	All team members experienced working on projects with tight deadlines. A well developed and agreed project plan would be followed. Robust and dedicated project management and progress monitoring plans mean that timelines are clearly understood with agreed responsibilities and deadlines. Regular team meetings will review progress and plan forward.	Projects are assessed continuously so potential problems are quickly identified. Regular contact will be maintained between SIOE and YEF project managers to quickly anticipate and address emerging problems. Where a deadline is seen to be problematic this would be discussed at the first instance with YEF.	low	medium	<b>low</b>
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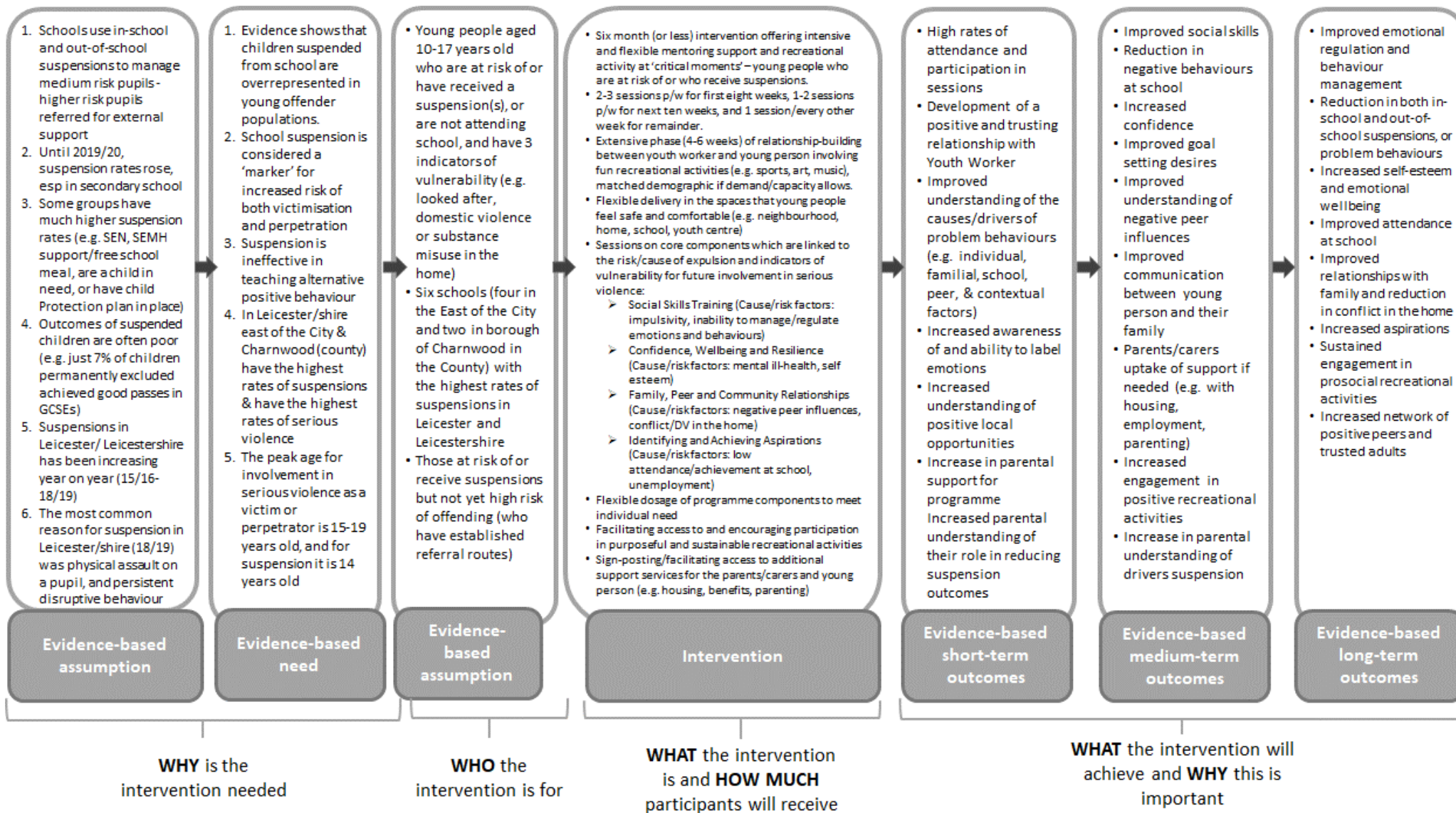


**Table 5: Timeline**

Month	Task	Who (e=evaluator, d=deliverer, s=schools)
Nov/Dec 22	Preparatory work with schools and delivery team	e, d, s
	YEF receipt of final pilot protocol and draft information sheets/consent forms/privacy notice/MoU (1st Dec)	e
	YEF receipt of final information sheets/consent forms/privacy notice/MoU (15th Dec)	e
	YEF receipt of SHU ethics approval (31st Dec)	e
	Christmas break (16th Dec to 2nd Jan)	
Jan-23	Schools send out information sheets and consent forms to families (ongoing up to June)	e, s
	Design IPE tools based on findings from feasibility study	e
	Schools receive opt in consent from families and share with Reach/SHU (ongoing up to June)	e, d, s
	Schools start referral process (ongoing up to June)	e, d, s
	Baseline data is collected from school staff and young people (ongoing up to June)	e, s
	Randomisation (ongoing up to June)	e
	Cost data collection and analysis (ongoing)	e, d, s
Feb-23	Schools share summary data on suspension rates by ethnicity/age/gender for later comparison to referral data to assess Reach of programme	e, s
	Early delivery lead interviews x 2	e, d
	Make contact with schools to discuss arranging focus groups and school lead interviews	e, d, s
	Half term (20th Feb to 24th Feb)	
	Interviews with key school contacts x 4 in total to confirm dates over Feb/March/April	e, s
Mar-23	Online survey of youth workers	e, d
	Early stage focus group/interviews with YP receiving Reach (involving up to 8 individuals)	e, s
	Early stage focus group/interviews with YP allocated to control (involving up to 8 individuals)	e, s
	Initial transfer of monitoring data	e, d
Apr-23	Continue fieldwork with schools and young people	e, s
	Easter holidays (3rd April to 14th April)	
May-23	Observations of delivery x 2 including 2 x YW interview	e, d, s
	2 x focus groups with parents/carers of young people allocated to Reach	e, s
	Half term (29th May to 2nd June)	
Jun-23	Completion of all baseline data collection	e, s
	Final referrals made	d, s
	Collection of outcome measures upon completion on programme (ongoing up to Dec 23)	e, s
	Schools share an overview of data on all families who were initially contacted including those where no response was gained and those who did not consent to the evaluation	e, s
Jul-23	Completion of any outstanding fieldwork planned before summer	e, d, s
	Schools close for summer break 14th July	
Aug-23	Young people continue to receive Reach	d
Sep-23	Remote interviews with 2 x youth workers over September/October	e, d
	Later stage focus group/interviews with YP receiving Reach (involving up to 8 individuals)	e, s
	Later stage focus group/interviews with YP allocated to control (involving up to 8 individuals)	e, s
Oct-23	Later stage interviews with delivery leads x 2	e, d
Nov-23	School survey to collect information on control group activity and use of financial resource allocated to schools	e, d, s
Dec-23	All young people complete programme and final set of outcome data collected	e, s
	Completion of any outstanding fieldwork	e, d, s
	Transfer of final monitoring data	e, d
Jan-23 to Mar-23	Statistical analysis of baseline and outcome data	e
	Qualitative analysis of IPE data and quantitative analysis of survey/costing data/school data collected	e
	Report write up	e
	YEF receipt of draft final evaluation report (31st March)	e
Apr-24 to Jun-24	Revisions to report following feedback and peer review process	e
	YEF receipt of final, peer reviewed evaluation report (30th June)	e
Jul-24	Data archived (15th July)	e
	Evaluator completed support for YEF publication process (30th July)	e

## Appendix 1: Theory of Change, Logic Model and Blueprint

### Theory of Change



# Logic Model

INPUTS	OUTPUTS		OUTCOMES		
What resources do we need?	Activities What do we need to do in order for individuals to accomplish the short-term outcomes?	Participation What must be reached for the short-term outcomes to be	Short term (2 months) What preconditions must be met for the medium-term outcomes to be achieved?	Medium term (4 months) What preconditions must be met for the ultimate goal to be achieved?	Long term (Completion of intervention) What are the long-term outcomes?
<ul style="list-style-type: none"> <li>Financial support from YEF to cover staffing, equipment, recreational activity and travel and subsistence</li> <li>Hiring staff and training Youth Workers to ensure that they're highly skilled and culturally competent</li> <li>School buy-in and in-kind resource to complete referrals</li> <li>Training for key stakeholders in schools to ensure understanding of eligibility criteria and aims of intervention</li> <li>Learning materials and project documents (e.g. referral forms, assessments) for the delivery of the intervention</li> <li>Existing strategic and operational governance structure, organisational infrastructure and policies (e.g. safeguarding) to escalate barriers and problem-solve</li> <li>Referral partners (e.g. sports clubs, housing) who are aware of the intervention and anticipate referrals</li> </ul>	<ul style="list-style-type: none"> <li>Clear and concise online referral form for schools</li> <li>Prompt response following referral for young person (YP) – if YP meets eligibility based upon referral information and data systems, Youth Worker (YW) attempts to contact young person and their parents/carers in 24 hours and arranges assessment as soon as practicable</li> <li>Ongoing communication between YW and school to update on progress and encourage positive reinforcement from teachers in school</li> <li>Comprehensive and contextual assessment of young person to identify strengths, needs, risks and interests – information used to match young people to YW</li> <li>Parents/carers early engagement in and support for the intervention, includes participating in assessment and monthly reviews, and receiving support for parenting techniques if required</li> <li>Extensive phase (4-6 weeks) of relationship-building between youth worker and young person involving fun, recreational activities (e.g. sports, art, music)</li> <li>Flexible delivery in the spaces that young people feel safe and comfortable</li> <li>Sessions on core components which are tailored to young person's needs, interests and leaning styles:               <ol style="list-style-type: none"> <li>Social Skills Training</li> <li>Confidence, Wellbeing and Resilience</li> <li>Family, Peer and Community Relationships</li> <li>Identifying and Achieving Aspirations</li> </ol> </li> <li>Facilitating access to and encouraging participation in purposeful and sustainable recreational activities</li> <li>Monthly reviews of progress towards key milestones involves Youth Worker talking to young person, parents/carers, and school. If milestones haven't been met, young person and Youth Worker will continue to work on relevant core components (e.g. Social Skills Training)</li> <li>Case closure process – when key milestones are met YW discusses plans with Team Manager, speaks to YP and parents/carers to assess views and gain agreement and ensures sustainability plans are in place (e.g. formal and informal mechanisms to access support if problems arise)</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people (11-16 years old) who are at risk of exclusion or who are persistently absent from school, and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator.</li> <li>12-14 schools (ten in the City and two/four in the County depending on YW numbers) with the highest rates of suspensions agree to participate</li> <li>Teachers refer eligible young people</li> <li>290 referrals received during pilot period</li> <li>75% of young people referred are recruited to the programme</li> <li>Youth Workers and young people meet two to three times a week during the relationship building stage</li> <li>Young people complete 80% of core component sessions</li> <li>75% of young people complete the programme (n=67)</li> </ul>	<ul style="list-style-type: none"> <li>High rates of attendance and participation in sessions</li> <li>Development of a positive and trusting relationship with Youth Worker</li> <li>Improved understanding of the causes/drivers of problem behaviours (e.g. individual, familial, school, peer, &amp; contextual factors)</li> <li>Increased awareness of and ability to label emotions</li> <li>Increased understanding of positive local opportunities</li> <li>Increase in parental support for programme</li> <li>Increased parental understanding of their role in reducing suspension outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Improved social skills</li> <li>Reduction in negative behaviours at school</li> <li>Increased confidence</li> <li>Improved goal setting desires</li> <li>Improved understanding of negative peer influences</li> <li>Improved communication between young person and their family</li> <li>Parents/carers uptake of support if needed (e.g. with housing, employment, parenting)</li> <li>Increased engagement in positive recreational activities</li> <li>Increase in parental understanding of drivers suspension</li> </ul>	<ul style="list-style-type: none"> <li>Improved emotional regulation and behaviour management</li> <li>Reduction in exclusions or problem behaviours</li> <li>Increased self-esteem and emotional wellbeing</li> <li>Improved attendance at school</li> <li>Improved relationships with family and reduction in conflict in the home</li> <li>Increased aspirations</li> <li>Sustained engagement in prosocial recreational activities</li> <li>Increased network of positive peers and trusted adults</li> </ul>

## **Blueprint**

Every YP on the programme receives the core components mapped out below but the order and the extent to which components are delivered is based upon the needs of the YP. Each YW will record the number of sessions delivered as part of each component to monitor dosage.

Core component	Content	Objective	Short term outcomes
<p><b>1. Introduction and Assessment</b></p>	<p><b>Eligibility criteria:</b> <i>Children and YP who are at risk of exclusion or who are persistently absent from school, and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator.</i></p> <p>YP who fit this eligibility criteria are identified by school. The school contacts the parents to gain consent to submit referral to the team.</p> <p>Online referral submitted and triaged by Team Manager who has access to data management systems. Those who meet the eligibility criteria are forwarded to the YW who is the SPOC for that school.</p> <p>If the YP is deemed eligible based upon the additional information from data management systems, the YW will attempt to make contact within 24 hours with the YP's family to discuss the project, arrange a visit and conduct assessment.</p> <p>If the YW is unable to make contact, they will make three further attempts and send a letter to the family. If still unsuccessful, the Project Coordinator will speak to the school lead who made the referral to see if there is any other way to contact the family.</p> <p>For those where contact is made, the YW conducts a comprehensive and contextual safeguarding assessment to identify needs, strengths and interests, and assess existing support structures.</p> <p>The YW who conducts the assessment will be the one who provides ongoing support to the YP if they agree to participate on the programme. However, if there are specific requests (e.g. a female worker), this will be facilitated where possible.</p>	<p>To identify at-risk YP in an upstream environment at a critical moment</p> <p>To intervene at a time when a YP and their family might be more receptive to receiving support</p>	<p>High rates of attendance and participation in sessions</p>
<p><b>2. Relationship Building</b></p>	<p>The YW contacts the YP to arrange a meeting within the first week of the incident happening.</p>	<p>To encourage active engagement in the programme rather than passive involvement</p>	<p>Development of a positive and trusting relationship with YW</p>

<p><b>Number of sessions: 12 over 3 weeks</b></p>	<p>The YW will arrange sessions at times and in places that work for the YP. Adopting a contextual safeguarding approach, the YW will spend time with the YP in the spaces that they occupy including their school, street-based environments and at home. This will enable the YW to develop a comprehensive understanding of the YP’s lived reality and collect further information about their strengths and needs.</p> <p>The YW will ask about previous personal/professional relationships – “describe a time when you had a positive relationship with someone – what made this a positive relationship?”</p> <p>The YW will engage in activities with the YP that he/she enjoys doing such as cooking, gaming or going to the gym. The YP will be asked to rate each session between 1-10 to assess progress. The YW will also get feedback from parents on what the YP is saying about the sessions when they return home to provide further validation.</p> <p>During this phase of the intervention, the YW is expected to meet with a YP at least twice a week. The sessions are designed to be unstructured and fun.</p>	<p>To develop trust and a positive practitioner-child relationship as this is associated with positive outcomes</p> <p>To provide a positive role model</p>	
<p><b>3. Mentoring: Understanding Behaviour</b></p> <p><b>Number of sessions: 4 over two weeks</b></p>	<p>In this phase, the sessions will shift from an unstructured format to focusing on problem behaviours and emotional management.</p> <p>This phase will begin with setting a number of goals which link to the behaviours of concern identified by the referrer and those revealed as part of the assessment and relationship building phase. The YP and the YW will agree an intervention plan which sets out the goals and planned activities.</p> <p>Through the use of motivational interviewing, the YW will ask the YP open questions to draw out their experiences of and perspectives on the drivers/causes of their behaviour.</p>	<p>To develop an intervention plan in collaboration with the YP which sets out clear and realistic goals based upon their needs and strengths</p> <p>To identify and discuss the drivers/causes of the behaviours of concern</p>	<p>Improved understanding of the causes/drivers for problem behaviours (e.g. individual, familial, school, peer, and contextual factors)</p>

	<p>The YW will provide emotional and practical support during these sessions as required.</p>	<p>To facilitate a safe space to discuss challenging issues and experiences and to provide emotional support</p> <p>To provide practical support to ensure that the YP and their family have access to and are aware of local services</p>	
<p><b>4. Positive social activities</b></p> <p><b>Number of sessions: N/A</b></p>	<p>The YW will also identify purposeful recreational activities that interest the YP. These sessions will take place alongside the problem behaviours and emotional management interventions. Where appropriate family member and positive peers will be encouraged to also participate in these activities.</p> <p>The YW will facilitate access to these opportunities and attend/participate if necessary to encourage participation.</p> <p>A budget has been allocated which equates to £50 per YP. While at the beginning, recreational activities might include fun activities such as bowling, the YW will aim to identify more sustainable activities which the YP can continue beyond the project, such as football, youth groups, music clubs, or cooking/baking.</p>	<p>To identify purposeful and sustainable recreational opportunities</p> <p>To maintain interest and engagement in the intervention</p> <p>To provide positive peer group experiences and opportunities to develop social skills</p> <p>To improve mental and physical health</p>	<p>Increased engagement in positive recreational activities</p> <p>Increased confidence</p> <p>Increased network of positive peers and trusted adults</p>



<p><b>5. Social skills training</b></p> <p><b>Number of sessions: 12 over 3 weeks</b></p>	<p>YWs will deliver six sessions focusing on Social Skills Training. These sessions will involve recapping the situations and experiences which lead to negative displays of behaviour (as identified in the core activity 'Understanding Behaviour'). To begin with sessions will focus on the feelings that YP feel, identifying the intensity of these feelings and understanding the difference between feelings and behaviours.</p> <p>Attention will turn to discussing the feelings and perspectives of others such as family members, peers and teachers, including reading and interpreting social cues. These sessions will include role play and perspective taking.</p> <p>The remaining sessions will focus on tools to help manage feelings including relaxation and breathing exercises and communication skills.</p>	<p>To become more aware of and be able to label emotions</p> <p>To be able to understand others' points of view and assess others' emotions</p> <p>To use new strategies for self-control and emotional management</p> <p>To use new interpersonal problem-solving strategies to develop and implement effective plans for interpersonal and school-related challenges</p>	<p>Improved social skills, emotional regulation and behaviour management</p> <p>Reduction in negative behaviours at school</p>
<p><b>6. Mentoring: Confidence, Wellbeing and Resilience</b></p> <p><b>Number of sessions: 4 over 2 weeks</b></p>	<p>Within these interactive sessions, the YW gets the YP to reflect on their confidence and wellbeing. They will talk about particular activities or situations which make them feel anxious and fearful. The YW will reassure the YP that these are normal feelings which all people feel.</p> <p>The YP will have the opportunity to identify the activities that they are good at, while talking about the aspects that they want to improve on.</p>	<p>To help YP understand the importance of mental wellbeing</p> <p>To help YP to manage and maintain their mental wellbeing</p> <p>To develop skills such as resilience and self-confidence</p>	<p>Increased confidence, self-esteem and emotional wellbeing</p>

	<p>The YW will explain a range of helpful strategies for overcoming fears and facing challenges confidently. Towards the end of this phase, they will also work on how to build resilience.</p>	<p>To develop coping strategies</p>	
<p><b>7. Mentoring: Positive Family, Peer and Community Relationships</b></p> <p><b>Number of sessions: 8 sessions over 4 weeks</b></p>	<p>The YW will discuss positive relationships with the YP. They will explore positive and negative relationships in each domain:</p> <ul style="list-style-type: none"> <li>• Within the family – at home and extended family</li> <li>• Positive and negative peers – what makes a positive/negative peer? How to resist negative peer influences</li> <li>• Community – who is in their local community?</li> <li>• Formal/informal relationships</li> </ul> <p>The YW will also speak to the YP’s family, and spend time with their friends to gain a contextual understanding of their family and peer relationships.</p>	<p>To identify the drivers/causes of conflict in the home environment and to develop strategies to reduce and avoid these tensions</p> <p>To help with a YP’s commitment to the intervention</p> <p>To understand what negative peer influences are and why positive peer support is important</p> <p>To identify ways of resisting negative peer influence</p> <p>To identify positive community bonds and resources</p> <p>To identify existing and new support structures within and beyond the family</p>	<p>Improved communication between YP and their family</p> <p>Parents/carers uptake of support if needed (e.g. with housing, employment, parenting)</p> <p>Improved relationships with family and reduction in conflict in the home</p> <p>Increased network of positive peers</p>

<p><b>8. Mentoring: Identifying and Achieving Aspirations</b></p> <p><b>Number of sessions: 4 sessions over 2 weeks</b></p>	<p>The YW will work with the YP to identify what they would like to achieve for themselves in the future, including discussing different roles and sectors.</p> <p>Key activities include listing what they would like to achieve in the next 3, 6 and 12 months and beyond, the steps to achieve that aspiration, and 'who' would help them achieve their aspirations.</p>	<p>To improve understanding of different jobs and career paths</p> <p>To identify a range of short-term goals and long-term aspirations</p> <p>To develop skills in setting goals and planning how to achieve them</p>	<p>Increased aspirations</p> <p>Improved attendance at school</p>
<p><b>9. Mentoring: Sustaining Positive Change</b></p> <p><b>Number of sessions: 6 sessions over 6 weeks</b></p>	<p>During this stage, contact between the YW will reduce and will comprise of face to face and telephone discussions.</p> <p>Throughout the intervention the YW will be assessing progress by revisiting the initial intervention plan and goals, and asking the YP to score how they feel things are progressing. They will also monitor the frequency and severity of the problem behaviours and identify positive behaviours.</p> <p>Where there is absence of a negative behaviour the YW will discuss with the YP what they feel contributed to this. This strength focused approach will support positive reinforcement from the YW to the YP.</p>	<p>To provide positive reinforcement for and encourage positive and sustained behaviour change</p> <p>To provide motivation and support to continue the positive change</p> <p>To identify and put in place tangible mechanisms so that the YP has access to ongoing emotional and practical support (e.g. family members, peers,</p>	<p>Reduction in exclusions or problem behaviours</p>

	<p>During this stage the YW will complete 'what if....' exercises to provide the YP with realistic scenarios that they may come across in the future. This provides a safe space for the YP to consider options available to them and the possible consequences of their actions.</p> <p>These sessions will also focus on earlier activities completed around relationships and talk to the YP about their support network who will be in a position to help with situations post intervention.</p> <p>When goals have been achieved, support structures are in place and there has been sustained period of positive behaviour, the YW will consider closing the case. They will discuss this and reach agreement with the YP and their family/the referrer, and with their Team Manager during case supervision.</p>	community groups, recreational activities, local services)	
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## Appendix 2: Reach Referral Form

## Referral to The Reach Programme

**Please complete if a young person is at risk of exclusion OR has received a fixed term exclusion. (This form MUST be completed and submitted on the same day that the fixed term exclusion is issued).**

Name of Referrer	
Job Title	
School	
Telephone Number	
Email	

### Young Person Details

Name				
Date of Birth				
Year Group				
Attendance				
Attainment				
Gender				
Any identified SEND/SEMH/SLCN				
Positive Attribute/ Strengths and areas of interest				
Home Address				
Home Telephone				
Other Telephone				
Ethnicity	White		Asian or Asian British	Mixed
	Black or Black British		Chinese	Other

### Family Details

Who holds Parental Responsibility?		Mother	Father	Other (Please give details)	
Relationship	Name	Address		DOB	Telephone Number

### Situation that has occurred to put the young person at risk of exclusion, or fixed term exclusion

Previous exclusions and periods of reduced timetable		
Reason for exclusion or reduced timetable	Date Excluded	Number of days of exclusion

Please Tick all that apply to the young person:		Tick
1	Showing signs of early abuse and / or neglect	
2	Impulsive (low self-control)	
3	Aggressive behaviour	
4	Low school attainment	
5	Substance use	
6	Previous head injury	
7	Unconcerned attitude towards offending	
8	Showing signs of anti-social behaviour	
9	Previous offending	
10	Low self-esteem	
11	Previous truancy and school exclusions	
12	Association with pro-criminal peers	
13	Child criminal exploitation (CCE)	
14	Gang membership	
15	Looked after child	
16	A family circumstance presenting challenge for the child, such as substance misuse, mental health, domestic violence, young carer	
17	Living in a deprived household	
18	Poor parental supervision	
19	Parental or sibling criminality	
20	Lives in a high crime area	

Details of Any Other Agencies Involved (For Example, Social Care, CAMHS, Youth Service, Police, etc...)	
Name of Contact	
Agency	
Telephone Number	
Details of Their Involvement	
Name of Contact	
Agency	
Telephone Number	
Details of Their Involvement	

Consent
Please confirm this referral has been discussed with the parent or carer of the young person you are referring: Y/N
Name of person you have discussed the referral with: _____
Relationship to the young person _____
Date _____

Referrers signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### **References used in relation to the Theory of Change (Appendix 1):**

#### **References for evidence-based assumption:**

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