

EVALUATION REPORT

United Borders music mentoring programme

Feasibility study report

Professor Siddhartha Bandyopadhyay, Professor Caroline Bradbury-Jones, Professor Eddie Kane, Professor Paul Montgomery, Professor Anindya Banerjee, Dr Emily Evans, Dr Ioannis Karavias, Dr Juste Abramovaite, Dr Melaine Jordan, Dr Kausik Chaudhuri, Lorraine Khan, Alice Burton and Pascal Pelosi Campbell.

July 2023

UNIVERSITY OF
BIRMINGHAM



CENTRE FOR CRIME
JUSTICE AND POLICING



YOUTH
ENDOWMENT
FUND

About the Youth Endowment Fund

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

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

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

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

For more information about the YEF or this report, please contact:

Youth Endowment Fund
C/O Impetus
10 Queen Street Place
London
EC4R 1AG

www.youthendowmentfund.org.uk

hello@youthendowmentfund.org.uk

Registered Charity Number: 1185413

Contents

About the Youth Endowment Fund.....	1
About the evaluator.....	3
Executive summary.....	4
The project	4
Introduction.....	6
Background	6
Intervention.....	8
Research questions.....	18
Success criteria and/or targets.....	19
Ethical review	20
Data protection	20
Project team/stakeholders.....	21
Methods	23
Participant selection.....	23
Theory of Change/logic model development.....	23
Data collection.....	23
Analysis.....	27
Timeline	28
Findings	30
Participants	30
Intervention feasibility	31
Logic model development.....	45
Conclusion.....	52
Evaluator judgement of intervention feasibility	54
Interpretation	55
Future research and publications.....	56
References	61
Appendices	6363

About the evaluator

Professor Siddhartha Bandyopadhyay (SB) was the Principal investigator and overall Project Manager and co-led the impact study. He is the main point of contact for the study:

s.bandyopadhyay@bham.ac.uk

The quantitative data gathering and analysis was co-led by Dr Ioannis Karavias (IK).

The Theory of Change (ToC) and process work was led by Professor Eddie Kane (EK) from the University of Nottingham.

Professor Caroline Bradbury-Jones (CB-J) supported the ToC and process work.

Two University of Birmingham (UoB) research fellows supported the study:

- Dr Emily Evans (EE) supported the process, implementation and ToC work and supported SB in project management.
- Dr Juste Abramovaite (JA) supported the impact work.

The team have a small group of experts who advise them and provide quality assurance:

- Professor Paul Montgomery (PM) provided expert input into the overall research design.
- Dr Mel Jordan (MJ) advised on trauma-informed care and practice.
- Lorraine Khan (LK) supported our work with the peer-researchers as part of the process evaluation.
- Dr Kausik Chaudhuri (KC) provided quality assurance of the statistical analysis.
- Professor Anindya Banerjee (AB) provided quality assurance to the study.

The project

The Building and Understanding of Self (B.U.S) programme is a music mentoring intervention that aims to reduce behavioural problems, improve wellbeing and self-esteem, and enhance personal relationships. In the long term, B.U.S intends to reduce involvement in serious youth violence and offending. Delivered by the charity United Borders, B.U.S is a 10-week intervention where young people make music in a specially adapted bus that features a recording studio. The bus is parked in neutral spaces in London and invites young people for two-hour weekly music production sessions, where they also receive mentoring support from a matched mentor. Mentors then offer the young person and their families as-needed support beyond the sessions. Key components of the B.U.S sessions include encouraging young people to authentically express themselves in their music, working with other children from different postcodes during the sessions and exploring the trauma children have faced through songs. B.U.S targets young people who are at high risk of involvement in serious youth violence and who may have experienced domestic violence, gang exploitation, county lines networks and post-traumatic stress disorder as a consequence of knife crime. Children recruited are aged 10–17, live in London, are yet to be involved with court proceedings and have been identified by the police or other statutory bodies as at high risk of involvement in violence.

YEF funded a feasibility study of B.U.S, which aimed to establish the Theory of Change (ToC) underpinning the programme, ascertain the short-, medium- and long-term outcomes that the programme is aiming to impact, identify how a control condition could be established in a future pilot trial, and assess how feasible the intervention is and whether it should progress to a pilot study. To explore these questions, the evaluation used monitoring data from the project's case management system, in addition to collecting data on selected outcome measures related to behaviour (including the Strengths and Difficulties Questionnaire [SDQ] and the Self-Report Delinquency Scale). The evaluation also included interviews and focus groups with six members of United Borders staff, eight professionals from referring agencies and partners, and seven participating young people. During the feasibility study, which ran from December 2021 to November 2022, 55 young people received the B.U.S intervention. The study took place during the coronavirus pandemic, requiring both the delivery and evaluation teams to adapt to challenging circumstances.

Key conclusions

The feasibility study established a clear ToC indicating that B.U.S is underpinned by several key mechanisms. These mechanisms include the creative nature of the programme, the neutral space in which the programme takes place, meeting young people 'where they are' and taking a trauma-informed approach.

Several short-, medium-, and long-term intended outcomes of B.U.S were identified. In the short term, these include the aims of improving peer relationships, reducing behavioural problems and improving emotional functioning. Intended medium-term outcomes include building trust with young people from different areas. In the long term, B.U.S aims to reduce young people's involvement in gangs, violence and offending.

It was possible to recruit eligible young people to the programme, and the intervention was delivered largely as originally intended. Young people received the expected number of sessions, mentors received appropriate supervision and support, referral routes to the programme were effectively monitored, all children enrolled were eligible and 55 young people completed B.U.S (surpassing a target of 50). Eighty-nine per cent of those who began the intervention completed it. The programme was also well regarded by those interviewed.

The evaluator identified several routes to construct a control group for a future pilot study. Their preferred option is to compare the established B.U.S programme with a lighter-touch mentoring initiative. The feasibility study did gather SDQ data (pre and post). However, the evaluator suggests that an alternative will be required to the SRDS in a future pilot study and proposes the International Self-Report Delinquency Study (ISRD).

B.U.S is a feasible intervention that is ready to undergo further evaluation in a pilot study. YEF has, therefore, funded a pilot trial that will report in Summer 2024.

Interpretation

The feasibility study established a clear ToC indicating that B.U.S is underpinned by several key mechanisms. First, the creative nature of the programme is suggested to provide the hook to get young people interested and build relationships with mentors (who, themselves, have worked in the music industry). The neutral space (the bus) is also perceived by the evaluator to allow young people from different areas to meet – this may not be possible in other settings. Meeting children and young people ‘where they are’ also appears to be a key underpinning mechanism. This involves being willing and able to work with young people on their individual needs and issues rather than any expectation of them meeting criteria to be ready for the programme. Focusing on empowering young people is a core programme component. This may be aided by the lived experience that mentors have of the violence that targeted children have faced. Finally, the feasibility study identifies B.U.S’s trauma-informed approach as a key mechanism; the programme aims to help young people understand the impact that past experiences have had on their wellbeing.

Working alongside the United Borders team, the evaluator identified several short-, medium-, and long-term intended outcomes of B.U.S. In the short term, these include improved peer relationships, reduced behavioural problems, improved emotional functioning, reduced impulsivity, improved wellbeing and improved confidence. Intended medium-term outcomes include enabling young people to take ownership of their own positive pathways and building trust with young people from different areas. In the long term, B.U.S aims to reduce young people’s involvement in gangs, violence and offending.

B.U.S is a feasible intervention. It was possible to recruit eligible young people to the programme. One hundred and sixteen were referred from seven sources (schools, pupil referral units, the Metropolitan Police, children’s services, children’s social care, youth offending services and Redthread), and 62 of those referred were enrolled to begin B.U.S. The intervention was then delivered largely as originally intended. Young people received the expected number of sessions, with all children attending at least nine bus sessions (the median child attended 14). Some young people also attended additional sessions, while young people also received a small number of early engagement sessions, parental interactions, home visits and phone contacts. Various types of wrap-around support were also provided by mentors, including tutoring for maths and English, opportunities for young people to be peer mentors and B.U.S ambassadors, and onward referral to other agencies. Mentors also received appropriate supervision and support, all children enrolled were eligible and 55 young people completed B.U.S (surpassing an initial target of 50). Eighty-nine per cent of those who began the intervention completed it. The small number of young people and referral and community partners interviewed regarding B.U.S were positive about the operation and effect of the programme. The swift and easy referral process, safe environment, creative expression offered, professionalism of the music support, mentoring relationships and the provision of an inclusive space that could foster a sense of belonging were all commended by interviewees.

The evaluator identified several routes to construct a control group for a future pilot study. Their preferred option is to compare the established B.U.S programme with a lighter-touch mentoring initiative. The feasibility study did gather SDQ data (pre and post). However, the evaluator suggests that an alternative will be required to the SRDS in a future pilot study. In this feasibility study, only two out of 55 young people completed the SRDS questions (with 53 refusing to do so). Young people raised concerns about ‘incriminating’ themselves when answering questions. United Borders staff also noted the lack of contextual information in the SRDS questions regarding why certain groups may be more affected by, and involved in, offending. The International Self-Report Delinquency Study (ISRD) is a measure that considers this information and may be considered more suitable in future and will be trialled. B.U.S is ready to undergo further evaluation in a pilot study. YEF have therefore funded a pilot trial that began in April 2023 and will report in Summer 2024. The pilot will use the control condition proposed by the evaluator and will aim to assess evidence of promise and the feasibility of progressing to a larger randomised controlled trial, understand how the treatment and control interventions are received by participants, and establish a feasible method to measure outcomes of interest.

Introduction

Background

The core of the United Borders (UB) programme is the provision of mentoring, delivered through a music-making programme.

Mentoring matches children who, in this case, are at risk of involvement in crime and violence with a mentor. It aims to help children form a good relationship with a positive role model. This may help children develop important skills such as self-regulation, form positive relationships with others and develop positive behaviours, interests and aspirations. In addition, children can directly benefit from the advocacy a mentor provides and connecting them to services or opportunities of interest or benefit.

Research using both administrative and self-report data has found that it can significantly reduce delinquency outcomes (Blattman et al., 2017; Heller et al., 2017). A toolkit prepared for YEF on mentoring as a strategy for preventing children and young people (CYP) becoming involved in crime and violence (Gaffney, Jolliffe and White, 2022), drawing from three meta-studies, provides key evidence on this issue. The headline findings are that mentoring programmes can lead to a 14.2% reduction in youth offending based on 37 evaluations, a 21.1% reduction in violent behaviour based on eight evaluations, and a 20% decrease on reoffending based on findings from 23 studies.

The YEF mentoring toolkit reports that both of these reviews reported mean effect sizes for additional outcomes, with results suggesting that mentoring programmes have the potential to impact a wide range of risk and protective factors for youth offending and violence. For example, one meta study considered found that mentoring programmes had a desirable effect on academic achievement, drug use, family relationships and physical health, but not on some other outcomes such as social and emotional outcomes and school behaviour. Another of the meta studies included found that mentoring programmes have desirable effects on outcomes across several domains, including school, psychological, social, cognitive and health outcomes (Gaffney, Jolliffe and White, 2022).

This mirrors the findings of other studies in this area. For example, regarding academic outcomes, Falk et al. (2020) and Rodriguez-Planas (2012) have found that mentoring can be supportive. Other studies have found more limited evidence regarding reductions in aggression and drug use (Tolan et al., 2013).

Regarding moderating factors, the YEF toolkit evidence suggests that matching mentees and mentors on sex (evidence found for males) supports the effectiveness of mentoring and that shorter meetings between mentors and mentees are also associated with greater effectiveness (Gaffney, Jolliffe and White, 2022). Indeed, the authors report from qualitative data on the importance of matching mentors to mentees, with failure to do so resulting in cost inefficiencies, premature ending of mentoring relationships that are not going well and poor handling of termination negating the positive impact of the programme. Tolan et al. (2013) also found evidence that the motivation of the mentors can moderate the effect of the intervention, and only limited detailed evidence of what the mentoring programmes actually consisted of and how they were implemented. The study found stronger effects when the mentoring offered emotional support and advocacy. However, the authors stated that further studies were required to understand which components of mentoring are having the observed effects, findings mirrored in the YEF toolkit (Gaffney, Jolliffe and White, 2022). This will be important to consider in the current study.

Early-stage evidence regarding the particular potential role of mentoring for children from Black communities has found that mentoring can help challenge negative wider social stereotypes, which children from these communities often feel they are flooded by in the media and which narrow their own perceptions of their potential and undermine their wellbeing (Khan et al., 2017).

Regarding music, which is the main focus of UB, there is only limited good quality evidence base for music mentoring interventions (Daykin et al., 2011; Daykin et al., 2013). One systematic review of 11 international studies (from the UK, Canada, Australia, South Africa and the USA) has been published on this type of programme (Daykin et al., 2013). Sample sizes were often small (36 people on average, range 4–150) and included programmes run in the community and custodial or other residential facilities. As such, it is difficult to generalise the findings. However, the review found evidence that music-making programmes can support intermediate outcomes for CYP, which may in turn support a reduction in involvement in offending. These outcomes included social skills and self-efficacy. Successful interventions may allow young people to safely express their hopes, dreams and frustrations and thereby offer a means of coping and asserting control over life (Daykin et al., 2013: 207).

Participation in such programmes is particularly supported through the use of a culturally relevant music genre and allowing CYP to have ownership of the programme. However, there is currently no evidence of a direct link between such programmes and a reduction in crime.

Mentoring using music aims to improve self-esteem and self-regulation by allowing CYP to reflect and act on their emotions in a positive and creative way. It is thought that this may, in turn, support positive strategies that lead away from offending behaviour. Music is thought to be particularly well suited to addressing risk factors in young people, given the special place music and musical subcultures occupy in adolescence regarding the development of identity and values.

Common themes from early-stage qualitative evidence on the potential outcomes of music interventions with young people at risk of offending include the following:

- a) Identity formation and values: It may help CYP shift from negative identities to more positive identities. Guided reflection on music can also support CYP development of values.
- b) Empowerment: It may provide a voice for CYP to express feelings about challenging experiences and living and learning conditions.
- c) Cultural relevance: Use of music can provide a resonant tool that feels relevant and validates cultural heritage.
- d) Expression and emotion: It can also provide a less threatening, more engaging and less medicalised way of opening up a dialogue about vulnerabilities. In addition, it can help CYP give voice to and cope more effectively with emotional and mental health distress.

(Miranda and Claes, 2004; Daykin et al., 2013; The Baring Foundation, 2020; Cheliotis and Jordanoska, 2016).

Wider literature and evidence beyond criminal justice links music and other creative practices with prosocial behaviour and positive identity change. Self-improvement and beneficial community-inclusion can result from creative practice engagement. For example, Capoeira, a Brazilian martial art and game that is played in the UK, can result in self-benefit for new participants (Jordan et al., 2019). Corporeal and discursive boundary-empowerment can be experienced, fostering positive identity work in the wider world (Jordan et

al., 2019). This suggests that engagement in new creative practices can have benefit beyond the setting of the intervention. The capoeira study is part of a larger Creative Practice as Mutual Recovery (CPMR) programme, which seeks evidence of arts initiatives in the community as beneficial for mental health and wellbeing.¹

Given the availability and state of the evidence so far, this project provided an opportunity to examine the feasibility of studying the effect of a music mentoring programme in the UK and specifically examining the impact on violence and offending. In addition, to date, there has been no formal internal or external evaluation of UB. While UB review their work and gather feedback from CYP clients, this study is the first formal study.

Intervention

A series of co-design workshops held between the research and UB teams at the start of the study enabled the research team to complete a Template for Intervention Description and Replication (TIDieR) checklist for the music mentoring intervention. This checklist details the key elements of the intervention and underpins further investigation of it. The information gathered has been used to complete this section of the report.

Rationale

There has been significant and ongoing concern about rising levels of some violent behaviours, street crime and of criminal exploitation involving CYP (HM Government, 2018). This has been a particular and longstanding concern in urban areas, including some areas of London (ONS, 2021; BBC News, 2019), including in the areas covered by UB (Brent Overview and Scrutiny Task Force, 2013). Indeed, the UB music mentoring intervention and the creation of UB as a whole was prompted by significant levels of violent behaviours and violent crime committed and experienced by CYP in London, including the areas covered by UB in North West London, primarily around Harlesden, Church End and Willesden Green in the Brent borough. This violence is often characterised by territorial disputes making it difficult to bring CYP together in one physical location.

These CYP are frequently at high risk of being involved in violence either as perpetrator or victim or both and may have experienced domestic violence, gang exploitation, county lines and/or PTSD as a result of knife crime.

Previous research specifically regarding those CYP at risk of gang involvement are generally noted to come from more deprived communities (Wolff et al., 2020), are more likely to be exposed to gang and county line activity, and come from areas and communities with reduced opportunities (Brent Overview and Scrutiny Task Force, 2013; Khan et al., 2013). The lack of a positive adult role model in a child's life has also been identified as a risk factor for gang involvement (Brent Overview and Scrutiny Task Force, 2013; Home Office, 2011). Furthermore, these young people are noted to have higher levels of mental health need and exposure

¹ Led by Professor Paul Crawford – healthhumanities.org

to trauma and face other multiple vulnerabilities such as exposure to domestic violence, school difficulties, limited access to opportunities and difficulties with self-regulation (Wolff et al., 2022; Khan et al., 2013).

Intervention outline

UB deliver a trauma-informed music mentoring programme called Building and Understanding of Self, or B.U.S, centred around producing music. This is delivered weekly over a two-month period, primarily on a specially equipped bus containing recording studio space that is parked in neutral spaces (often around Stonebridge) to allow CYP from different areas of London to attend. The list below outlines the key elements of the B.U.S music mentoring programme:

- Music programme and mentoring support lasts for 10 weeks.
- Each session lasts around two hours.
- Sessions take place up to twice a week.
- Emergency intervention to support CYP if needed.
- Soft engagement set-up phase includes engagement with families.
- Wrap-around parental, sibling and peer support.
- YP are matched with an appropriate, individual mentor.
- Support to CYP outside of the sessions, as needed, on needs/issues arising from the CYP. This involves a hands-on approach rather than just advising as well as work with other professionals involved with the CYP, e.g. attending meetings/court cases and referral to other services.
- Ongoing support to families during the period of the programme on issues that arise during it (this can involve attending multi-agency meetings, liaising with practitioners involved in the CYP life and sometimes acting as an advocate for the family).
- Graduation ceremony at the end of the programme.

UB take a holistic, strengths-based, person-centred and trauma-responsive approach. Their work focuses on empowering CYP and helping them to understand the impact past and current experiences have on their wellbeing. This enables UB to help CYP identify how they can transform their future opportunities through a better understanding of the past. The mentoring UB provides includes experiences of music production, pathways into creative industries and employment, physical training, and education about knife crime and staying safe. Creative work is the way to build the relationship; this can then start working to move towards engaging with education, employment, etc.

The CYP are referred by a youth offending service, the police or other relevant agency, or they can self-refer. The specific inclusion criteria for the feasibility study were as follows:

- Children/young people aged 10–17
- Who live in London
- Who have witnessed, experienced or perpetrated violence, including domestic violence
- Who have yet to go through a court process
- Who have been identified by police or other statutory bodies as at high risk of becoming involved in crime or who have been arrested or received an out of court disposal.

If they meet these criteria, CYP complete an online baseline survey assessing their mood, self-esteem, confidence and engagement with education. This helps to identify required areas of support, unlock their passions and confirm pathways to higher learning or employment while also aiming to understand the needs

and desires of the CYP. The CYP also complete a '16 personalities test'² to gauge what personality traits they have – this is based on the Myers-Briggs personality assessment and is used as an ice-breaker exercise to understand how it can impact communication with CYP and their perception of themselves.

The first session (Engage through arts) entails mentors exchanging musical tastes with mentees. This helps mentors to understand what the CYP values musically. UB have developed and use a 'trauma within music' (TIM) scale to measure if trauma can be identified, on a scale from 0–10, throughout the songs that CYP identify with, for example by examining the subject matter and lyrics of such songs. In addition, an interest in 'drill' music artists from specific postcodes can allude to postcode wars. This helps to create conversation with CYP around trauma and its impacts.

Following this induction session, CYP determine if they would like to do the music programme and consent if they do.³ The programme runs for two months and pairs CYP with an interest in music and music-making with mentors who are also music producers and writers. CYP are challenged to express authentically and work with other CYP throughout music sessions from different postcodes. This unified approach helps to connect CYP who reside in areas with existing tension.

The music mentoring programme has the following core aspects:

- Young people are put into small groups and work through the 10 'stop' music programme composed of a number of modules. Each module covers specific themes, such as empathy.
- Through group discussion and one-to-ones, a mentor supports the CYP by taking a trauma-informed approach – for example, the TIM approach asks CYP to explore the trauma within songs (i.e. the song creates a point for discussion, helps the CYP identify their own trauma and provides a space to introduce the idea of using music or spoken word as a therapeutic tool or prompt for therapeutic conversations that CYP could explore in the future).
- CYP are challenged to express themselves authentically and to work with other CYP from different postcodes throughout music sessions. This unified approach helps to connect CYP who resided in areas with existing territorial tensions.
- At the end of the programme, a CYP has recorded around four to five songs to reflect on the journey they have been on.
- Throughout this process, CYP complete a baseline, mid-point and final survey to assess the impact of the intervention, which uses the questions asked in the Getting to Know You (GTKY) survey regarding the character, trust and understanding, wellbeing, and togetherness of participants.⁴
- The information from the final survey is used to refer young people to further opportunities and/or support such as education or employment. These included some young people being linked with other music production activity, referral on to wider music industry opportunities or links with physical education opportunities.

² <https://www.16personalities.com/free-personality-test>

³ There is also a newer podcasting programme that does not form part of this study

⁴ Please refer to Appendix A.

There is a mix of sessions focused on CYP creating music with their mentors or with a small number of other CYP and group sessions in which the music created is reviewed by all CYP and mentors. There are four sessions that guide CYP through recording their own music. These are as follows:

- **B.U.S STOP/BOSS START**
CYP are encouraged to record lyrics or music production that are familiar to them, so the expression is modelled on their lived experience without editing or censoring their expression.
- **MORALISING MUSIC (M&M)**
Mentors and young people revisit the song to delve deeper into the themes presented in the track after feedback from mentors and the group listening party. In this session CYP are challenged to self-edit what they have created, such as lyrics containing references to trauma, glorifying violence and misogyny.
- **3PEAT**
CYP are challenged to create music with CYP who they aren't familiar with and reside in a different postcode and then to edit it with a younger audience in mind, i.e. primary school children. This process is repeated three times.
- **B.U.S STOP/BOSS UP**
The final session reviews the four songs created and re-edited. If UB and the CYP agree upon a track that fits the UB ethos, they create a music video to promote the CYP's work and highlight UB's work supporting CYP.

After each of these is a group 'listening party', in which other CYP and mentors can feed back on the music created. Following the end of the formal programme, there is a graduation ceremony at which some of the CYP perform songs they have created and is attended by family members, friends, teachers, former programme graduates and other partner agencies.

In addition, UB provide wrap-around support, including providing in-house tutors for maths and English and introducing CYP to other initiatives as needed based on the interests of CYP; this has, for example, included boxing classes. UB often remain engaged with CYP following graduation, if required. A small proportion, estimated by UB staff to be around five per cent, return to UB as peer mentors or work supporting the technical side of music production in the UB bus, with the potential to progress into an employed staff member.

Intervention providers

The UB B.U.S intervention was delivered by a pool of six mentors, one of whom was full time, with the remainder being part time. Mentors have worked in a variety of areas, including the music industry, and some have lived experience of living in violent areas/being involved in violence. This helps CYP and mentors find common ground and build a trusting relationship. The skills and qualities specified in the job description for the UB mentors are as follows:

- Ability to empathise
- Ability to create optimism and clear pathways for young people to succeed
- Come from a background of lived experience
- Have experience connecting and supporting marginalised young people
- Experience with caseload management, one-to-one mentoring and goal-setting
- Strong social skills, effective communicator and ready to right wrongs and be wrong
- Understanding local complex challenges
- Have experience in creative skills and a passion for music
- Very inquisitive and ready to share new thinking via popular social media platforms

- Write and share an honest account of who you are and how you became the person you are today.

These criteria are assessed during the recruitment process UB uses, which includes an application and interview process.

UB use trained facilitators to deliver some training to their mentoring team, as well as conducting internal training on the programme and procedures. Topics covered include:

- Safeguarding – one full day’s training provided by one NSPCC facilitator
- Contextual safeguarding – one full day’s training provided by one Power the Fight facilitator
- Understanding youth violence – one full day’s training provided by two Power the Fight facilitators
- Introduction to conflict triggers and de-escalation – one full day’s training provided by two LEAP facilitators
- Primary care and mental health – one full day’s training provided by one LEAP facilitator.

Throughout the whole process, UB support families by providing weekly updates on the efforts of their CYP via face-to-face meetings or phone calls, as preferred. This encourages open communication between parents, mentors, schools and agencies. Additionally, CYP engage in at least two hours of group mentoring per week with the other CYP on the programme (around 15 people). This runs alongside the music mentoring programme, which covers a series of themes, e.g. empathy. These are led by UB staff. One-to-one mentoring is available if the CYP is not ready to integrate into a group setting.

During the co-design phase to develop this study, we worked with UB to produce an initial Theory of Change (ToC) and logic model for the B.U.S intervention. These are presented below.

United Borders draft Theory of Change

WHY	Problem Observation	There are significant levels of violent behaviours and violent crime committed by CYP in London, including the areas covered by UB – Brent and Westminster. This violence is characterised by territorial disputes, making it difficult to bring CYP together in one physical location.
	Need	A number of these CYP are frequently high risk and may have experienced domestic violence, gang exploitation, county lines and/or PTSD as a result of knife crime.
WHO	Target Population	CYP (male and female) aged 10–17 who are referred typically through the Metropolitan Police, youth offending teams, schools or via social services. In addition, CYP can self-refer into the programme. In order to meet YEF criteria for this funding round, the CYP would need to be pre-sentence – so have received no sanction beyond an out of court disposal. Planned scale: approximately 50 people in a six-month period.
	Intervention Activities	<p>A 10-week music and mentoring programme aimed at diverting CYP away from offending. It offers a safe space to talk and focuses on empowering young people, helping them to understand the impact the past and current experiences have on their wellbeing and identifying how they can transform their own opportunities. Creative work is the way to build the relationship; this can then start working to move towards education, employment, etc.</p> <ul style="list-style-type: none"> • Programme delivery mainly takes place on the UB bus, which provides a neutral space for the intervention activities. The programme is centred on producing music. • Once referred, the young person comes to the bus and completes a baseline survey. The UB staff use this to identify the needs of the young person and match them to the most appropriate mentor. The match will depend on what a young person hopes to get from the programme and the mentor's skill set. UB staff will also consider whether a young person can join a group (and not feel conflicted across borders) and safeguarding assessments. This is done by UB staff at the start of their contact with the CYP and is based on their discussions with the CYP and their family and information they have on the CYP from the referral source. • Mentors have worked in the music industry and have lived experience of living in violent areas/being involved in violence. This helps CYP and mentors find common ground and building a trusting relationship. • During the induction, the assigned mentor explains what UB is, what it does and how it can help. Young people will be put into small groups and work through a number of modules over the weeks. Each module covers specific themes, such as empathy. After each session, they have a session called rhyme and reason, which offers reflective practice. • Through group discussion and one-to-ones, a mentor will support the young person by taking a trauma-informed approach – for example, the TIM approach asks CYP to explore the trauma within songs (i.e. the song creates a point for discussion, helps the CYP identify their own trauma and provides a space to introduce the idea of therapy). • In-house tutors for maths and English. • There is also an option to introduce young people to other initiatives, excursions or trips. • At the end of the programme, a young person will have recorded four to five songs to reflect on the journey they have been on. • There is a graduation ceremony that takes place with family and friends. • Throughout this process, young people complete a baseline, mid-point and final survey to assess the impact of the intervention. The information from the final survey is used to refer young people to further opportunities and/or support. • CYP can continue to remain engaged following graduation. Some CYP return as peer mentors.
WHAT	Short-Term Outcomes	<ul style="list-style-type: none"> • Improve wellbeing, self-esteem and confidence (as measured by the SDQ).
	Medium-Term Outcomes	<ul style="list-style-type: none"> • For young people to take ownership of their own positive pathways moving forwards.

		<ul style="list-style-type: none"> • Build trust between CYP from different areas.
	Long-Term Outcomes	<ul style="list-style-type: none"> • Improve CYP safety. • Reduce gang involvement, violent crime and offending (as measured by the SRDS and other non-PNC measures, if possible). • A reduction in harm caused by and experienced by the CYP.

INPUTS	What resources are needed?	<p>Provision of a dedicated, trained team of mentors: Currently six mentors – one full time and five part time. Mentors have worked in a variety of areas including the music industry, and some have lived experience of living in violent areas/being involved in violence. This helps CYP and mentors find common ground and build a trusting relationship.</p> <p>Skills and qualities specified in the job description:</p> <ul style="list-style-type: none"> • Ability to empathise • Create optimism and clear pathways for young people to succeed • Come from a background of lived experience • Have experience connecting and supporting marginalised young people • Experience with caseload management, one-to-one mentoring and goal setting • Strong social skills, effective communicator, and ready to right wrongs and be wrong • Understanding local complexed challenges • Have experience in creative skills and a passion for music • Very inquisitive and ready to share new thinking via popular social media platforms • Write and share an honest account of who you are and how you became the person you are today <p>The mentor team will collaborate with partner agencies.</p> <p>Provision:</p> <ul style="list-style-type: none"> • Bus – provides a neutral space for the intervention activities • Recording equipment • Separate vehicle to transport young people to/from the bus
OUTPUTS	Activities <i>What needs to take place for CYP to accomplish the short-term outcomes</i>	<p>Referral</p> <ul style="list-style-type: none"> • Once referred, the young person comes to the bus and completes a baseline survey. The UB leaders use this to identify the needs of the young person and match them to the most appropriate mentor. There are numerous considerations, including understanding whether a young person can join a group (and not feel conflicted across borders) and safeguarding assessments. The match will depend on what a young person hopes to cover (e.g. skill set), where they are in life stage and other needs. <p>Induction</p> <ul style="list-style-type: none"> • During the induction, the assigned mentor explains what UB is, what it does and how it can help. There is also an assessment of the suitability of group placement. <p>Music programme and mentoring</p> <ul style="list-style-type: none"> • Core diversion programme centres around producing music. • Young people will be put into small groups and will work through the 10 stop music programme composed of a number of modules. Each module covers specific themes, such as empathy.

		<ul style="list-style-type: none"> Through group discussion and one-to-ones, a mentor will support the young person by taking a trauma-informed approach – for example, the TIM approach asks CYP to explore the trauma within songs (i.e. the song creates a point for discussion, helps the CYP identify their own trauma and provides a space to introduce the idea of therapy). Creative work is the way to build the relationship; this can then start working to move towards education, employment, etc. Uses a B.U.S model. At the end of the programme, a young person will have recorded four to five songs to reflect on the journey they have been on. Throughout this process, young people complete a baseline, mid-point and final survey to assess the impact of the intervention. The information from the final survey is used to refer young people to further opportunities and/or support. There is a graduation ceremony that takes place with family and friends. Face-to-face delivery helps build trust more quickly than online delivery, particularly between CYP themselves. <p>Wrap-around support</p> <ul style="list-style-type: none"> In- house tutors for maths and English. <p>Endings and transitioning</p> <ul style="list-style-type: none"> There is also an option to introduce young people to other initiatives, excursions or trips. CYP can continue to remain engaged following graduation. Some CYP return as peer mentors. <p>The vast majority of service delivery takes place face to face with service users. However, given Covid-19, UB have developed virtual methods of service delivery.</p>
	<p>Participation What outputs must be achieved for the short-term outcomes to be achieved.</p>	<p>A number of these CYP are frequently high risk and may have experienced domestic violence, gang exploitation, county lines and/or PTSD as a result of knife crime. Referred via:</p> <ul style="list-style-type: none"> Youth offending teams Metropolitan Police Schools Pupil Referral Units Social services <p>Planned scale: 50 CYP engaged with the service</p>
OUTCOMES	Short-Term Outcomes	<ul style="list-style-type: none"> Improve wellbeing, self-esteem and confidence (as measured by the SDQ).
	Medium-Term Outcomes	<ul style="list-style-type: none"> For young people to take ownership of their own positive pathways moving forwards. Build trust between CYP from different areas.
	Long-Term Outcomes	<ul style="list-style-type: none"> Improve CYP safety. Reduce gang involvement, violent crime and offending (as measured by the SRDS and other non-PNC measures, if possible). A reduction in harm caused by and experienced by the CYP.
UNDERPINNING ASPECTS		
Assumptions		External Factors

<p>There are significant levels of violent behaviours and violent crime committed by CYP in London, including the areas covered by UB – Brent and Westminster. This violence is characterised by territorial disputes, making it difficult to bring CYP together in one physical location. A number of these CYP are frequently high risk and may have experienced domestic violence, gang exploitation, county lines and/or PTSD as a result of knife crime. Referral pathways operate effectively – i.e. UB can expect to receive referrals from partner agencies listed above.</p>	<p>The family, social and community circumstances of the CYP using the UB service.</p> <p>Availability of specialist services for mentors to refer on to and thresholds of these organisations.</p>
---	---

Research questions

The overarching research objective of the feasibility study was to determine if it is possible to evaluate UB through a pilot study. In addition, it aimed to provide a robust understanding of the operation of the intervention based on a ToC and logic model. Our approach to the feasibility study was based on the dimensions of implementation and factors affecting implementation outlined in YEF's feasibility study guidelines (2021).

The specific research objectives for the feasibility study were:

- To test and refine a ToC/logic model working with UB, YEF and relevant stakeholders. Primarily, this involved clarifying what the different components of the programme are, and the presumed channels by which these produce outcomes for CYP. As part of this, the following dimensions of implementation were considered:
 - Fidelity/Adherence – consistency in the programme delivery
 - Dosage – level of attendance at sessions and topics covered
 - Quality – how well the different components of the intervention are delivered
 - Reach – size of target group and how many received the intervention, broken down by demographics and offending history; and whether there is a sufficient enrolment of the target population to run a pilot and their referral routes
 - Responsiveness – completion of the programme by CYP and outcome measures
 - Intervention differentiation – the extent to which the intervention activities sufficiently differ from existing practices
 - Adaptation – whether changes are needed to accommodate context and population need.

In addition, we considered the following factors affecting implementation:

- Community-level factors – the level of need and readiness for change in local area UB operates in, including the policy practice, and funding context
 - Provider factors – the perceived need for and benefit of the intervention among UB staff, and whether they have the necessary skills, experience, attitudes and psychological characteristics
 - Intervention characteristics – form the intervention takes, whether it is compatible with the context in which it is delivered and whether it requires modification or adaptation
 - Organisational capacity – the readiness and capacity for change in the settings where UB operates; whether the culture, coordination, communication and leadership are sufficient to enable implementation
 - Implementation support system – whether strategies and practices are used to support high-quality implementation. Whether training and ongoing support or technical assistance are available.
- Clarified the expected short-, medium- and long-term outcomes. Identified one primary outcome of the intervention and a small number of secondary outcomes:
 - Established a feasible way to measure the outcomes of interest or their proxies. Explored with UB, YEF, referring and other relevant agencies whether data are available to the research team to measure the outcomes identified
 - Established the feasibility of using the YEF mandated outcomes, the Strengths and Difficulties Questionnaire (SDQ; an emotional and behavioural screening questionnaire, see <https://www.sdqinfo.org/a0.html>) and the Self-Report Delinquency Scale (SRDS, see Huizinga and Elliott, 1986) for CYP taking part in the UB programme, both at the start and end of the intervention.

- Confirmed with UB, referring and other relevant agencies the feasibility of identifying and constructing a control group for the pilot study
- Tested information sheets and consent statements developed with CYP and their families to assess their suitability for the study
- Decided on the basis of the pre-determined progression criteria whether the feasibility phase can proceed to a pilot trial.

The final study plan can be found here: <https://youthendowmentfund.org.uk/funding/who-we-fund/united-borders/>

Success criteria and/or targets

- Project implementation
 - Baseline (GTKY) survey of all involved CYP had at least 60% response rate; anything below that was cause for concern (Yellow), with a need to review (Red) if the response was below 40%.
 - The case management system (CMS) indicated that staff implemented the intervention as planned (e.g. number and type of sessions and timeline of delivery); this was reviewed by the University of Birmingham (UoB) team, and significant divergence would be reviewed with UB and YEF.
 - Personnel records showed mentors received agreed supervision and support outlined in logic model (e.g. records of case supervision meetings, staff reviews and training); this was reviewed by UoB team, and significant divergence would be reviewed with UB and YEF.
 - Established an understanding of the referral routes into UB – organisations and teams within organisations (referral form).
 - CYP referred to and accepted on to the UB programme meet the eligibility criteria (referral form). We expected the majority of CYP accepted on to the programme to meet these criteria; anything below 90% would prompt a need to discuss with UB.
- Recruitment and retention
 - Recruitment onto the intervention was at least 60% (Green) of planned numbers within the feasibility period. Anything below this (50% Amber; 40% Red) would be reviewed with UB and YEF to understand what the causes were.
 - There was an understanding of the extent to which CYP complete and graduate from the UB programme. A completion/graduation rate of below 60% would be a cause for concern (Yellow), with a need to review (Red) if the rate was below 40%.
- Measurement
 - Provision of administrative police/youth justice contact information was agreed with relevant referring organisations for the CYP taking part. Assessed how easily data can be matched between referring organisations and UB records.
 - Provision of administrative police/youth justice contact information was agreed with relevant referring organisations for a control group.
 - The piloting of the SDQ/SRDS measures allowed a decision to be made on their use. Anything below 60% completion of the SDQ and SRDS would be a cause for concern (Yellow), and below

40% (Red) would imply the viability of capturing such data needs to be discussed with the funder and UB.

These ratings relate to the feasibility of the methods of data collection of the pilot. Failure to meet success criteria does not necessarily mean that a pilot study should be abandoned but will suggest that the proposed design or methods require revision.

Ethical review

The UoB has an overarching Code of Ethics, and ethical approval is a requirement of the UoB's Code of Practice for Research. All research projects go through the ethical review and approval process, which includes completion of a self-assessment form. For studies involving human participants such as this, Stage 2 was required to secure ethical approval via the central research ethics committee.

Ethical approval for the research was granted in May 2022, reference number: ERN_22-0091.

Agreement to participate was based on informed consent with information about the study laid out in participant information sheets (PIS) for all participant groups. CYP and their parents/guardians were provided with PIS, which were explained by UB staff during the consent process for the intervention. Those CYP interviewed or observed during the programme by the peer-researcher had consent confirmed using a separate consent form in advance of the interview/observation. For UB staff and referrers interviewed, UoB researchers sought consent using a PIS. All PISs are included as Appendices (please see Appendix B). Consent forms and processes included clear contact details in the event of participants having any questions, concerns or wanting to withdraw from the evaluation. The peer-researcher's ongoing presence with the project also facilitated ease of approach on these issues.

Data protection

The six lawful bases for processing are set out in Article 6 of the UK GDPR (one of which must apply when data is processed). A relevant basis for processing personal data here was the 'public task' basis.

For qualitative data, the most relevant principle/basis was consent. Informed consent was obtained from all study participants and from their parents/carers for those CYP taking part in the programme who were aged under 16. Consent for programme participants and parents/carers (where appropriate) was gained by UB staff during the process of inducting CYP into the programme. Participants received information outlining the nature of the research, what they are being asked to do, their right to refuse to take part without negative consequences and their right to withdraw from the research during the fieldwork and up to two weeks afterwards.

Regarding confidentiality, participants were informed prior to and post the interview process that the information they provide will be kept strictly confidential and that no identifying information will be available to anyone external to the research team. Confidentiality has been preserved (for quantitative and qualitative data) through steps such as (1) assignment of participant numbers/pseudonyms, (2) deletion of audio files post-transcription, (3) transcripts/consent forms stored in a locked cabinet at the University and (4) electronic data held on password protected spaces only accessible to researchers.

Data management plan

Assessment and use of existing data and creating new data

The research team respected any conditions of usage set forward by the data owners, and the informed consent sheets set out how data collected were used.

When prior consent was received, all interviews were digitally recorded. The recorded data were saved on password-protected computers of the research co-ordinator (EE) and leads for the qualitative work (EK and CB-J) and sent electronically to a transcription agency that complied with the University's data protection policy and agreed security standards set by the funder. The transcripts were then thematically analysed.

Quantitative data were stored anonymously. Individual-level data collected were stored against case management or research ID numbers. A separate list detailing the participant name and research ID code was stored in an encrypted file on the research co-ordinator's laptop, separate from the rest of the project files. All UOB laptops have secure encryption that satisfies the requirements of the Data Protection Act 2018. All work involving matching using names was on UoB encrypted machines used by researchers under SB's supervision.

All data collected were for the specific purpose of carrying out the different phases of the feasibility studies and was GDPR compliant.

Quality assurance of data

Data collection was designed and reviewed to ensure integrity and quality. This was achieved through regular project team meetings and consulting research participants on an ongoing basis.

The PI/project manager had ultimate accountability and oversight for quality assurance of data; however, all team members had a personal responsibility to produce high-quality data. In order to ensure 360-degree oversight, a selection of each piece of work was peer reviewed by another member of the research team. Data were also manually examined by more than one person, either using subsets of the data for complete examination against the original data or running frequencies of the original and newly created data, for inconsistencies and errors.

Back-up and security of data

The research team stored the data on their password protected laptops. Further data back-up was provided by using the UoB's secure network. Backup copies of data were taken at least on a daily basis or immediately if needed.

The UoB's Information Security document can be provided upon request. The project team was mindful of not carrying/using devices that contain sensitive data (such as personal details of participants) in 'risky' situations (e.g. all members of the project team will be made aware of the issues posed by the theft of laptops).

Project team/stakeholders

The UB team and their roles for this project were as follows:

- Justin Finlayson – Programme Management and deputy safeguarding lead

- Ceri Finlayson – Strategy Development, reporting, safeguarding lead
- Stephen Graham – Lead Facilitator/Mentor team lead
- Mentors – support for CYP
- Shae Love – administrative support

During the co-design phase of the study, the research team worked with UB to agree the design and conduct. This included the use of a peer-researcher for the data collection with CYP participating in the intervention and the timings of the interviews and observation with CYP during the programme. The research team provided training in areas such as Theories of Change, research methods, management of data, ethics, consent and withdrawal from the research, and interview techniques. The team also worked with the peer-researcher to analyse the findings from these research activities.

As stated above, UB have received funding from a variety of organisations across London to date. There were no other potential conflicts of interests to declare.

Methods

Participant selection

The groups of participants were selected in the following ways:

- CYP – all those who started on the programme during the feasibility study period were included in the data for the study. The peer-researcher engaged CYP for interviews and observations at the start and end of the programme. CYP were recruited based on attendance at the programme over the course of a few days at the start of the programme and were then followed up towards the end.
- UB staff – all relevant staff were invited to take part in a focus group for the study, with all bar one mentor included.
- Referrer and partner organisation representatives were suggested to the research team by UB and approach by research team to take part in interviews.

Consent was sought from all research participants through the use of a participant information sheet and consent statement.⁵

Given the extent and purpose of the feasibility study, this scale of data collection was appropriate. It included all those CYP who started on the programme following referral and an appropriate number of interviewees in the three relevant groups.

UB staff and CYP were interviewed and observed on the bus where the programme is delivered, located primarily in Brent. Referrers were interviewed remotely via Microsoft Teams, usually at their place of work.

Theory of Change/logic model development

During the co-design phase to develop this feasibility study and the plan for it, we worked with UB to produce an initial ToC and logic model for the B.U.S intervention. This was based on discussions with the core UB team. These are presented earlier in the report.

During the feasibility study, we worked to assess and refine both the ToC and logic model. This was explored during the process work with UB staff, including the mentor team, CYP and referral and community partners. Refinements, based on the process evaluation and feasibility study findings, are presented below in the findings regarding the logic model.

Data collection

The feasibility study was mixed method. Outlined below are the ways in which the qualitative and quantitative data were collected:

⁵ These are included in the Appendices to the report; please see Appendix B.

Qualitative data

The qualitative data explored the implementation processes and quality of the interventions and considered CYP's responses to the interventions.

The research team initially spoke with UB staff (N=6) in a focus group to fully understand the intervention's aims and operation. This allowed the team to reflect on the ToC developed during the co-design phase.

Interviews were also conducted with representatives of local partner and referring organisations by the research team (N=8 one-to-one interviews). Topics included views of the intervention, expected benefits as well as any barriers or areas for improvement. These were conducted remotely with individuals recommended by UB.

Following initial concerns from UB and families they work with regarding the length and nature of the information sheets for the study, we discussed conducting a series of focus groups with the parents/carers of CYP to assess the suitability of these documents and consider amendments to them. Ultimately, these did not go ahead at UB's suggestion as it was not possible to get back in touch with the families who had raised the concerns. Instead, comments on the information sheet documents and processes were fed back to the research team by UB, which will be revised in any future pilot.

The research team had intended to attend the graduation ceremony for the CYP who completed the UB intervention during the feasibility study period. The date of this was delayed for a number of reasons⁶ and ultimately fell outside of the period of the study. A member of the research team did attend the ceremony held on 11 November, as we understood the importance of it on the overall intervention.

Engaging with peer-researchers

During the co-design phase with UB, the potential to engage peer-researchers for data collection was discussed and advised. UB noted that interviews with, and observations of, the CYP would be much more successful and useful if conducted by peer-researchers (i.e. those who have been through UB programme themselves).

Peer-research has become a well-established and valuable part of the research landscape investigating people's lives, views and needs, and the associated literature is plentiful (Bradbury-Jones, Isham and Taylor, 2018). Peer-researchers are purposively recruited to work as part of a research team because they share similar demographic characteristics and/or experiences as the study participants. In research with CYP, adopting a peer-research methodology can help overcome the problem of protectionism whereby CYP are regarded as being too vulnerable to participate in research and are therefore excluded. This can, in fact, make CYP more vulnerable by their exclusion, and co-research is one way to bring about meaningful participation for them by enabling their participation via a peer (in this study, a former graduate of the programme) rather than having to discuss their experiences with an unfamiliar researcher. Members of the research team have undertaken a number of studies with child and adult peer-researchers and published widely on the issue (Bradbury-Jones and Taylor, 2015; Bradbury-Jones, 2014; Taylor, Bradbury-Jones et al., 2014; Khan et al., 2017). Benefits of such research can include: voices of CYP heard; rich insights gained; and

⁶ Including the suspension of public events during the period of national mourning following the death of Queen Elizabeth II.

empowerment and development of new skills among peer-researchers. In the case of research with minoritised communities, there is evidence that those involved in programmes favour bottom-up and non-hierarchical developments that maximise meanings and solutions with a good cultural fit (Fitzpatrick, 2014). Peer-research 'arm-in-arm' working can help build this way of working into the evaluation. Peer-researchers can also help navigate the cultural and ethical terrain (particularly relevant to the UB project), providing solutions to ethical dilemmas and helping us respond to and, at times, transform understandings of what it means to be ethical and safe in their context.

A further fundamental advantage of engaging with CYP as peer-researchers is the insider perspectives that they bring to the research. Peer-research encourages closer intimacy and fuller discussion between researchers and those researched because of the mutual understanding of their worlds and subcultures (Bradbury-Jones and Taylor, 2015). However, the risk of bias that the use of peer-researchers can bring is a noted issue in the literature. There is a need for peer-researchers to balance their insider peer knowledge with the need to have the enquiring nature of an outsider or researcher.

We worked with UB to select two peer-researchers to work with the team on the study.⁷ The peer-researchers were both graduates of UB and are still in touch with the programme. The UoB provided training to the peer-researchers, including ethical and safety considerations and methods for data collection and analysis. UoB also paid the peer-researcher as part of the research team. Regular supervision and support were provided by Professor Bradbury-Jones, who is an expert in participatory research and working with peer-researchers. She was supported by Professor Eddie Kane and Lorraine Khan, who have extensive experience of supporting peer-research in similar youth-focused projects. Following the training period of four sessions, it was not possible to maintain the involvement of one of the peer-researchers, and the feasibility study proceeded with one peer-researcher. Based on discussions with the peer-researcher, we agreed to interview CYP at the start and end of the intervention (N=7, interviewed at two time points) and to observe both a one-to-one and group work session. The peer-researcher also helped to develop the fieldwork schedules for both the interviews and observations. These research activities allowed insight into CYP's perception of their mentor, barriers and enablers to their participation and ways in which the intervention could be improved. The peer-researcher then worked with the research team to understand the findings of these activities.⁸

Quantitative data

The study's quantitative data measured how well the programme was delivered. The types of data collected included:

- Availability – number of sessions offered to CYP
- Dosage – attendance at sessions and topics covered
- Adherence – consistency in programme delivery (assessed through CMS data and supported by staff interviews)
- Reach – size of target group and how many CYP received the intervention, broken down by demographics (sex, age and ethnicity) and offending history

⁷ UB ensured the peer-researchers had a DBS check and safeguarding training in advance of the start of their work on the project.

⁸ As agreed, the UoB team will provide a summary of the work the peer-researcher has done so as to be useful for their CVs.

- Response – completion of the programme (documenting those who do not complete and why) and outcomes
- Engagement – with support services, including education and social care (as documented on the CMS)
- Contamination – whether CYP also took part in another intervention that is similar to the UB intervention, which can make distinguishing the effect of the UB programme difficult (as documented on the referral form).

The feasibility study also assessed the availability and suitability of data to assess change in the identified outcomes of the intervention. This included:

- Programme monitoring data provided to YEF
- CMS data, including:
 - Referral forms – demographic and other background information, reasons for referral, engagement in other programmes and with other professionals.
 - GTKY questionnaire that UB complete with CYP at the start, mid-point and end of their work. It gathers an assessment of how the CYP see themselves in four domains (character, trust and understanding, wellbeing and togetherness (regarding working with others)⁹ and their expectations of the programme.
 - Mid- and end of programme survey – covers their assessment of the effect of the programme and changes from the GTKY survey regarding how they see themselves.
- YEF selected outcome measures: SDQ and SRDS. These were trialled during the feasibility study to assess their suitability for use as outcome measures in the pilot study.
- Official offence records – we discussed with referring or other relevant agencies the possibility of accessing administrative records on the participating CYP regarding their contact with the police or youth justice services. This included offending, rearrest or involvement as a perpetrator, victim or witness.

⁹ CYP are asked to rate the extent to which they agree with the following statements on a scale from 1–5: Character: I feel able to express myself freely, I can communicate my thoughts effectively, I feel confident taking on new challenges. Trust and Understanding: I am comfortable mixing with people who are different to me, I have a good understanding of what life is like for people who are different to me, I am willing to build and establish trusting relationships. Wellbeing: I feel responsible for my wellbeing, I am accountable for managing my own feelings, I pay attention to my wellbeing. Togetherness: I am capable of working with others as part of a team, I can positively contribute to my community, I am willing to understand beliefs and viewpoints different to my own.

Table 1: Methods overview

Research methods	Data collection methods	Participants/data sources (type, number)	Data analysis methods	Research questions addressed	Implementation / logic model relevance
Quantitative	Provision by Metropolitan Police/local youth justice services Questionnaires (SDQ/SRDS) UB case management system / monitoring returns to YEF	Feasibility of gathering administrative data on outcomes of CYP CYP (N=55) Monitoring data on intervention take-up and operation (N=625)	Descriptive	Feasibility of: 1. Measuring the outcomes of interest or their proxies 2. Constructing a control group 3. Progressing to a pilot study Understanding the operation of the UB programme (e.g. reach, retention and dosage).	Outputs (activities), participation, short-, medium- and long- term outcomes.
Qualitative	Observations Interviews / Focus groups	CYP (N=2, peer-researcher) CYP (N=7, peer-researcher) UB staff, mentors (N=6) Referring organisations (N=8)	Thematic	Understand dimensions of implementation and factors affecting implementation Clarify programme outcomes Revise information sheet Revise ToC/LM	Inputs, outputs (activities), participation, underpinning aspects

Analysis

The feasibility study was primarily concerned with assessing the current state of project implementation and delivery to inform a decision about a future pilot study. As such, the data gathered, both qualitative and quantitative, will be used to inform this assessment, as opposed to assessing the effect of outcomes of the intervention.

Quantitative data analysis

As outlined above, data was gathered from the UB case management system, monitoring returns to YEF and other records maintained. These were analysed primarily using descriptive statistics to understand the dimensions of and factors affecting implementation outlined above. In addition, the completed SDQ and SRDS surveys were analysed primarily to assess levels and fullness of completion. This informed whether they were suitable measures for use in any follow-up pilot study.

Qualitative data analysis

All interviews (including those undertaken by the peer-researcher) and focus groups were digitally recorded, transcribed and analysed using Framework Analysis (FA).¹⁰ This is a qualitative method where data are sifted, charted and sorted in accordance with key issues and themes supported by using NVivo software, which aids the organisation and analysis of unstructured qualitative data such as interviews.

Where individuals were unwilling to be recorded, a written record of the interview was made. Informed consent, via a consent statement, was sought from each participant following the provision of a participant information sheet.

As a mixed method study, we also brought together the findings from the quantitative and qualitative data collection to reach the conclusions in this report. This process of triangulation strengthened the conclusions reached.

Timeline

Figure 1 below provides the timeline of the feasibility study.

Figure 1: Timeline

Dates	Activity	Staff responsible/leading
Jan–May 2022	Project set-up: staff recruitment, training, defined referral pathways, recorded management processes Evaluation set-up: information sharing agreements, develop evaluation materials, gain ethics approval, trained peer-researchers	UB: JF/CF UoB: SB/EE
June 2022	Project go live: recruitment of CYP into intervention, began collecting case monitoring data Began collecting data, working with peer-researchers	UB: JF/CF UoB: SB (lead) and UoB team.
June–October 2022	Project operation Explored and gathered quantitative data sources (outcome measures, case monitoring data, administrative data, control group)	UB: JF/CF UoB: SB (lead) and IK and JA

¹⁰ Srivastava, A. and Thomson, S. B. (2009). Framework Analysis: A Qualitative Methodology for Applied Policy Research. *Journal of Administration and Governance*, 4(2), 72–79.

	Gathered qualitative data (interviews with staff, referrers and CYP, observations of the programme)	UoB: CB-J (lead), EK, EE and LK
November 2022	Drafted study report	UoB team
November 2022	YEF made decision whether to progress to pilot study	YEF
January 2023	Submitted final study report/support YEF publication process	UoB team

Findings

Participants

A description of each group of study participants is provided below.

Children and Young People

During the feasibility study period, 55 of the 116 CYP referred to UB started and completed the programme, and seven CYP started but did not complete the intervention. Their characteristics are provided in the table below. All the CYP who started the programme met the inclusion criteria set by UB.

Table 2: Characteristics of CYP who started the United Borders intervention

	Completers (N=55)	Non-completers (N=7)
Referral source	School = 38 Pupil referral unit = 7 Metropolitan Police = 6 Other (local authority departments, Redthread (provide support to CYP affected by violence at hospital emergency departments) = 4	Local authority children's services, youth offending services and the Metropolitan Police
Age	Average = 14.6 years Range = 12-17	Average = 15 years Range = 13-17
Sex	Male = 52 Female = 3	Male = 7 Female = 0
Ethnicity	Black African = 13 White = 12 Black Caribbean = 10 Mixed ethnicity = 10 Asian = 4 Other Black background = 3 Other ethnic background = 3	Black ethnic group (British, African or Caribbean) = 6 White = 1
Disability status	None declared = 50 Declared disability = 5 (including included learning disabilities, PTSD anxiety and ADHD).	None declared = 5 Declared disability = 2 (SEN, eating disorder)
Living arrangements	Living with their family or parent = 54	Living with their family or parent = 6 Living in a care home = 1
School status	In school = 50 NEET = 4 Identified by school to be at risk of exclusion or getting involved in offending = 10	In school = 5 NEET = 1 Work placement = 1
Affected by violence	Directly impacted by violence = 20 Parent /friend impacted by violence = 16 Impacted by violence through social media = 18	Directly impacted by violence = 4 Parent /friend impacted by violence = 5 Impacted by violence through social media = 0
Involvement in the CJS	Undergoing criminal proceedings = 5 Past arrests or convictions = 5	Undergoing criminal proceedings = 1 Past arrests or convictions = 5
Support from other services	None = 40 Children's services = 7 Youth offending services = 2 CAMHS = 4	Children's services = 4 Youth offending services = 2 CAMHS = 2

During the feasibility study period, UB developed a working relationship with Enfield Borough and their Nexus service, which vets and promotes alternative provisions to local schools and alternative education providers, such as PRUs. Through this relationship, UB received referrals from three secondary schools and

an alternative education provider from the borough that, in total, provided the majority of the referrals of CYP – 45 of the 55 who completed the programme (81.8%). During the co-design period for the feasibility study, UB had anticipated that the majority of their referrals would come from established referral sources, including the Metropolitan Police and the youth justice and children's services within Brent borough. It had also been expected that UB would run two or three consecutive programmes, each working with around 20–25 CYP in order to meet the expected sample of CYP. However, as UB were able to operate in different areas of London and on school sites, on different days, they instead ran concurrent programmes with the expected number of CYP.

All CYP attended the programme on the UB bus, which was either located locally to the intervention in Brent or visited CYP at their school or other educational establishment. In this way, the intervention remained local to all CYP who visited it.

Seven of the CYP who completed the programme were interviewed at the start and end of their involvement in the programme by the peer-researcher. Of these, six were male and one was female, with an age range of 13–17 and mixed ethnically. None were referred from a school, although most were attending school (because of the different locations in which the programme was delivered when working with CYP referred by schools). They were instead referred from the Metropolitan Police, youth offending services, Redthread and children's social care.

Our peer-researcher also observed two sessions of the UB programme, one group session of four CYP and one one-to-one session with a CYP and their mentor.

United Borders staff

The research team held a focus group with UB staff in August, at the end of the delivery of the programme. This was held on the UB bus where it operates from in Brent. It was attended by the core team of three staff along with three of the mentors.

Referrers and partners

The research team spoke with eight practitioners, of whom five directly referred CYP to UB, broker referrals to UB or manage CYP cases who are working with UB. These practitioners worked at alternative education providers or a local authority.

The others work with UB in a broader sense, contributing to the development or operation of services primarily in the Brent area. These interviewees worked for Brent borough, a housing association operating locally and the Metropolitan Police. All were interviewed remotely, primarily at their place of work.

Intervention feasibility

Outlined below are the key findings from the feasibility study. Dimensions of implementation, concerning the operation of the intervention, were considered first followed by factors affecting implementation, which considered the context in which the intervention is operating.

Dimensions of implementation

Availability

The outline of the UB programme states that it runs for 10 weeks, with eight weeks of programme sessions, followed by a graduation ceremony. The focus group with UB staff and other conversations during the feasibility study period revealed the importance of the preparatory work done with CYP and their families prior to the start of the formal programme, which generally take around two weeks. This 'soft engagement' is necessary to get consent, assess the CYP using the tools described above and get them to a point they can work in a group. In addition, mentoring support that takes place outside of the formal programme was reported to be common and important to the operation and effect of UB. This includes support provided in addition to the sessions of the formal programme as well as support that continues after the end of the formal programme. It was also reported that a number of CYP stay in contact with their mentor and with the UB team generally following the completion of the programme. This, indeed, is how our peer-researcher was recruited – as a previous graduate of the programme who remains involved as an ambassador. On average, UB report that this lasts for around four weeks and can take many forms, such as:

- YP coming to continue to make music on the bus on their own
- UB informing them of employment opportunities/other volunteer opportunities
- Becoming ambassadors (involves training)
- Informal catch-up, e.g. if there are other issues.

This support is not as formal or structured as the programme itself and does not involve music therapy nor mentoring as such; it is more just keeping in contact with the CYP and making onward referrals as necessary. Should the pilot progress further, we intend to understand more about the magnitude of such effects, i.e. how many CYP have continued to be involved since completing the programme?

Dosage

The table below indicates the treatment intensity across individuals. The early engagement sessions range from 1–7, with an average of 1.83. However, they are unevenly spread and focused on a few CYP, as more than half of the CYP in the sample have received only one early engagement session.

Parental interactions range from 1–24 and follow the same pattern as early engagement sessions. The vast majority of CYP receive only one parental interaction, while few CYP received many.

Home visits range from 0–16; again, these are focused on the few CYP that are in greater need.

Bus visits range from 9–25, with the median CYP having 14 bus sessions. The distribution of the bus visits was more symmetric around the mean. It should be noted that unlike the other types of engagement, all CYP attended at least nine sessions on the bus, which covered the period of the formal programme. These lasted for around an hour. There are then additional sessions, which some CYP have attended. UB reported that these additional sessions are used by both CYP who are struggling to create the songs required during the programme and required additional support and by those who are producing music prolifically and want to use the bus to record these additional songs. These sessions varied in length.

Phone/SMS contacts ranged from 0–34 and have a skewed distribution.

No shows are few and have not resulted in dropouts.

Table 3: The statistics include the mean, median, 25th and 75th percentiles, minimum and maximum.

N=55	Mean	25 th	50 th	75 th	min	max
Early Engagement Sessions	1.83	1	1	2	1	7
Parental Interactions	3.89	1	2	3	1	24
Home Visits	1.56	0	0	2	0	16
Bus Visits	13.72	11	14	15	9	25
Phone/SMS	4.65	0	2	5	0	34
No Shows	1.01	0	0	1	0	9

While the programme sessions that took place on the bus lasted for around an hour, the other types of engagement varied in length, depending on the nature of the interaction and the needs of the CYP or their family.

Fidelity/Adherence

It is evident from Table 3 above that the amount of contact CYP have with the programme varies. While there is a set programme provided to all CYP, their mentoring experience will vary depending on individual need and requirements. Indeed, the ToC and logic model created during co-design state that in-house wrap-around support (including in-house tutors for maths and English, ongoing support outside of the formal programme and opportunities for CYP to become peer mentors or ambassadors) and onward referral to other agencies are available as needed by CYP depending on needs and requirements. As such, it is to be expected that CYP have different levels of exposure to UB. During the focus group with the UB staff and mentors, they described the music mentoring programme in the following way:

It's a little bit of a carrot, so come and learn music, come and do something creative, but it's also very much an engagement process because it does go through various different topics, which a lot of these young people will be dealing with, so it just gives them a way to express themselves, and that's key in any mentoring relationship. It was just more of a creative way, we need to be able to – they're not always going to want to come and sit down and have a conversation, so having a musical outlet, a different way of expressing is definitely a carrot for a lot of these young people, like yeah, come down to the bus. (UB staff member)

As noted above, all the referring partner agencies interviewed as part of this study were from schools or alternative education providers where the UB programme was delivered onsite during the school timetable. As such, the intervention had to be delivered in the way set out in the programme and for the number of hours agreed with the referrer. However, the extent of the early engagement and work with parents varied depending on the needs of the CYP and their family.

With regard to the adherence of UB to the provision of support to the mentoring team, it was reported that support to mentoring staff is provided through fortnightly team debriefs, one-to-one meetings with individual mentors and training as needed and required.

Quality

A sense of the quality of the intervention was drawn from the interviews undertaken with CYP attending the intervention and referral and other community partners that work with UB. Overwhelmingly, these groups of interviewees were positive about the operation and effect of the UB intervention.

The CYP interviewed noted the following:

- **Referral experience.** Most talked about the swiftness of link-up and relative ease of access (ranging from two weeks to just over a month). The process of referral and access was not generally experienced as difficult or challenging. No-one talked about their families' reactions to the experience. It might be good going forward to get a third-party view of the intervention.

I didn't know this existed until school told me about it, and then I had – like, I called TT [a mentor], and we started talking about mentoring and how we can make this work. (CYP interviewee 7, 1st interview)

One young person also valued the effort that UB staff made to get them involved.

I feel like United Borders is a lot more hands-on, like they actually reach out to you ... they want to see you, they want to work with you. Whereas like other groups and that, it's just like, "Oh, if you want to come, then come," but like obviously they don't force you here, but it's like you see their effort. (CYP interviewee 7, 2nd interview)

- **Initial impressions and environment.** All felt that the experience and project was welcoming and almost all felt safe. Many used the word 'calm' or 'chill' to describe the environment. One young man did not feel so safe because of the area and wondered whether the bus might be located in a more neutral location. All talked about the warmth and supportiveness of staff; they also mentioned things like valuing the food, transport and feeling looked after.

Every time I come is a nice treat man. Yeah, good vibes. (CYP interviewee 4, 1st interview)

Very safe. As I said, it feels like a family, a community, always welcoming, never a time where I felt a different way once I stepped on this bus. Always a good day, good energy the whole way through. (CYP interviewee 1, 2nd interview)

The research team held a debrief and analysis session with our peer-researcher in October 2022; the points below are based on his *analysis* of what he was told during the CYP interviews and what he witnessed and observed (as well as experienced himself) regarding the operation and effect of the UB intervention:

- **The programme starts with something that young people want to do/engage with, rather than something they had to do:** The UB programme works because it focused on what these young people wanted to do and what they had investment in and ownership of – creative expression and particularly music making. Otherwise, if people felt 'sent there', they could feel punished, which reduces young people's motivation to get involved and move forward.

For the majority, music was a really important motivator to hook up with the project. Participants valued the skills and the links that staff had within the music production process.

You see lot of people my age will do rap or do singing, whatever, but they won't take it seriously, but more time the man on the bus they actually do seriously. They release it, they promote themselves, like they know what they're doing, and that shocked me. (Peer-researcher)

Most CYP interviewed felt that the professionalism of the musical support, and the focus on improving one's craft, was really welcome. One participant felt that the mixing could be improved as it was a little rushed as so many people were waiting to record their pieces.

- **The mentoring relationship and the authentic care** that young people felt from the mentor (and often didn't feel from other interventions) were also key components promoting change. They valued someone who respected them and who they respected and related to. It was also important that they were positive role models (to counter negative role models) and guided young people in positive ways. They also valued someone who would support them with their 'critical thinking' about their lives and decisions they had made or were making.

It is an energy that you pick up on, you know when someone cares (Peer-researcher).

Like he won't beat around the bush; he'll just say how it is and that. Yeah, I respect him. (CYP interviewee 3, 1st interview)

Friendly, welcoming, made you feel like you're part of a family. Just I feel like they learn so much about you so quickly, and they want to just help you grow as a person, which is why I feel like I've improved so much on this programme. (CYP interviewee 1, 2nd interview)

One of the most supportive places. Obviously, they do their music, but they also do – they talk to you about stuff, like if you need support of something they're there and you can rely on them type of stuff. (CYP interviewee 6, 1st interview)

This was reflected in the focus group discussion with UB staff and mentors:

We're not parents, and we're not teachers, and we're not friends, but we fit into that grey area where when the rapport is built well; there's kind of nothing they won't tell, unless it's really, really, really safeguard super serious, and even then we're probably the first point of call to that, but other than that there's nothing that they won't tell us; they just lay it all out because another thing, you don't have to be here. I always lead with that, they don't have to be here, this isn't forced; social workers are forced, parents lead with issues, your school you didn't have a choice in, and all of these other professionals who come in with pens and notepads, you didn't choose them, so you can – and I always give the option like if you want, you don't have to be here; that's the first, and they always want to be here.

There's a thing called unconditional positive regard, which we will show young people in meeting them where they're at and trying to help them and positively assist them on a journey, whereas in the other environments they are, they are not getting that unconditional response necessarily; they're getting a ... forced response, or a perceived solution to the perceived problem.

- **UB provided a therapeutic creative space for young people.** The act of making music with trusted members of UB staff provided a really important therapeutic opportunity for young people to express themselves and their feelings and explore their emotions and experiences in a much more natural way (rather than being sent to have an intervention 'done to them', as would happen in Child and Adolescent Mental Health Services (CAMHS) or probation. In this way, the UB programme was a form of creative therapy.

Obviously, they do their music, but they also do – they talk to you about stuff, like if you need support of something, they're there and you can rely on them type of stuff. (CYP interviewee 6, 1st interview)

- **Getting CYP with a common interest together and creating an inclusive space and a positive sense of family and belonging**, which countered the feelings of exclusion and any lack of belonging they might

feel in their lives (maybe because of family problems or because of 'other cards they had been dealt'). The peer-researcher explained how older young men in the community involved in gangs often exploited the lack of belonging and opportunity CYP felt. He described them doing this through stepping in, grooming young people, buying them food and offering them what looked like opportunities, but which led them into negative activity that was destructive or led them up a dead end. UB was aiming to counter this, and young people described the importance of having alternatives to this exposure in the interviews.

A few CYP talked about valuing the sense of community, shared endeavour and 'family' that they experienced being part of the UB group. Some also talked about valuing meeting 'new people' with shared interests.

So like meeting other people that were literally just like me. Because the thing is like where I live, not a lot of people are similar, if that makes sense. Like everyone's different. So when I meet someone that's like similar to me, they do music, they relate on my type of stuff, it's like something I can relate to and it just like – I don't know, it just feels normal. (CYP interviewee 6, 2nd interview)

A couple of CYP talked about hanging around less with peers involved 'on road':

I stopped hanging with mandem like that. ... Like obviously, I still have my friends and whatever, but I've started doing more productive stuff for my life. Do you get it? Like I'll go school and then go studio, and then come home. (CYP interviewee 6, 2nd interview)

This was reflected in the graduation ceremony attended outside of the feasibility study period. The ceremony, held in Westminster City Hall, included performances from graduates showcasing their compositions developed over their involvement in the programme. We noted that the close and supportive connection between the graduates was clear, as were the close links with the UB staff. It was also clear from the families that were there that they recognised the positive impact the programme had had on the CYP. Overall, the graduation ceremony celebrated the changes that the graduates had made in their lives and presented a hopeful picture of how those changes could be the start of a more positive chapter for them in the future.

- **United Borders provided an opportunity to link in with new young people.** This was considered important when young people spent most of their time on the same estate and rarely moved beyond these boundaries. Interviewees indicated that meeting new young people broadened their horizons, made them feel less anxious and was particularly important when people felt generally unsafe. Our peer-researcher felt that this type of feeling of being 'penned in' and unsafe could often result in anger and violence.
- **Providing positive opportunities for personal growth:** UB provided young people with activities/opportunities/relationships that allowed them to step beyond the 'cards they were dealt' and 'change the path' they were on. Although almost all CYP accessed the project because of the musical opportunities, most felt that it had had a significantly wider effect on their personal development – and in a range of different ways:
 - **Perfectionism, conscientiousness, feeling 'pushed to improve' and feeling motivated.** Many valued the effort and encouragement, focused on and sparked by the focus on their music, to improve and perfect their artistic work.

The challenge that got set for us to make four different tunes I thought was good. (CYP interviewee 5, 2nd interview)

They're very supportive, very critic, like they'll give you good criticism and that. (CYP interviewee 2, 2nd interview)

Meeting a music expectation, but that's kind of for me and being part of the programme because I hate when I don't like listening to my own songs. Like I feel like I don't meet a standard. That's the only thing really (CYP interviewee 1, 1st interview)

- **Improved 'growth' mindset and motivation:** For most, this focus on perfecting their music appeared to lead to growth in other areas of their personal development and broader lives, reported to have been achieved mainly through the process of mentoring. As they built trust with mentors and felt safe to disclose and talk through issues affecting their lives and their plans and aspirations, they were able to achieve this growth.

A few referred to improved motivation, a 'different mindset' and feeling that they were on a 'different pathway'. Some referred to personal 'growth' or a growth 'mindset'. Some said they valued being around others with a similar commitment.

Like before United Borders, I was quite – I was lazy, but now I'm like motivated ... it didn't really help me in terms of like actually making me feel better, but it showed me that it is possible to feel better, do you know what I mean? Like actually it made me motivated. (CYP interviewee 6, 2nd interview)

They want to just help you grow as a person, which is why I feel like I've improved so much on this programme... I feel like I became more mature through the programme. I was able to put a growth mindset towards anything I did, even in and out of the programme. You know, whatever I'm doing, maybe education or with family. Yeah, so it's helped me improve a lot. (CYP interviewee 1, 2nd interview)

Many of the qualities and competences described by CYP above are consistent with the body of academic work focused on the social and emotional competences and personality traits associated in research with CYP's success in life (see Heckman et al., 2021). For a couple of CYP, this had translated into self-reported improved school engagement, and one CYP mentioned how the advocacy offered by the mentor had helped avoid further time out from mainstream schooling.

- **Improved problem solving and decision-making:** A few CYP said they had gotten better at making decisions and problem solving.

Having meet ups with [mentor], like talking about things, working through problems and I can just like better them I guess. (CYP interviewee 7, 1st interview)

I think more before my decisions, and I'm really mindful now. (CYP interviewee 5, 2nd interview)

Other positive effects mentioned by a smaller number of CYP included:

- **Improved personal organisation:** A couple of CYP said that turning up on time was the biggest challenge of UB; another felt that engaging with UB had improved their personal organisation.

- **Improved family relationships:** A couple of CYP talked about UB having an impact on their family relationships.
- **Improved mental health:** A couple of CYP referenced improvements to their mental health:

I think mental health has changed. My mindset overall, really. Like I'm more motivated to do things now, like more excited to follow all my education, more motivated in music in general. So I wasn't having a lot of motivation in music before, but now I've improved a lot. (CYP interviewee 1, 2nd interview)

Linked to this, one young person felt it had helped them move forward from reliance on substances.

Responsiveness

Completion of the programme by CYP

During the feasibility study period, 116 CYP were referred to UB. Of these, 54 (46.6%) either did not participate in or complete the intervention;¹¹ 22 CYP were deemed by UB staff to be unsuitable for the intervention¹² and a further 22 CYP did not give consent to take part. For 13 CYP, this was due to UB staff not being able to engage with their parents/carers. This included cases where there was a language barrier or it was not possible to get consent forms signed or back once signed due to other commitments, such as work. In most of these cases, UB knew there was a willingness by the CYP to take part in the programme, but it was not possible to have their parents/carers consent for them to take part. In a further nine cases, parents/carers chose not to consent to their children taking part. In these cases, UB staff found that parents/carers were put off by the evaluation and its demands or that parents/carers were in denial about what their child was involved in. The remaining 10 CYP were signposted to other more appropriate services.

Seven CYP started the intervention but did not complete it. Reasons given for drop-out from the programme included:

- Provision of other support (e.g. social workers/YOT) creating demands on their time and meaning they disengaged = 4
- Clashing work experience/school commitments, e.g. exams = 1
- Safeguarding/risk concern if CYP from different postcodes are not able to be safe at the bus together = 2

Outcome measure data

During the feasibility study period, 55 CYP completed the UB intervention. Details were provided regarding their completion of the SDQ outcome measure and the UB GTKY survey. Table 4 details the start and end results for the UB GTKY survey.¹³

¹¹ A CYP is considered to have started the programme if they have given consent and the pre-engagement work has begun.

¹² This would include CYP who do not meet the inclusion criteria or were assessed by UB staff to not be able to take part in the intervention.

¹³ Full questions and responses provided in Appendices, please see Appendix D.

Table 4: Descriptive statistics for the sum of UB GTKY questionnaire

N=55	mean	25 th	50 th	75 th	min	max
UB GTKY Initial	41.18	36	40	47	18	60
UB GTKY Final	47.56	43	48	51	34	60
UB GTKY Difference	6.47	2	6	9	-13	35

The UB questionnaire consists of positive questions. Higher values are associated with better emotional positions. The average score is higher in the post-treatment measurement; the average result for the initial UB questionnaires is 41.18 (this is the average of the sum of all the outcomes of the questionnaire), which increased to 47.56 after the intervention. There are six CYP (11%) with a negative difference after the intervention, which means that their situation was worse at the second evaluation point.

For the SDQ, a higher value is negatively associated with mental health. The 25 items in the SDQ comprise five scales of five items each. These scales are the 1) emotional problems scale, 2) conduct problems scale, 3) hyperactivity scale, 4) peer problems scale and 5) prosocial scale. These scales, apart from serving as stand-alone indicators of difficulties in the respective area, are also amalgamated into two additional scales, the internalising and externalising factors. The externalising score ranges from 0–20 and is the sum of the conduct and hyperactivity scales. The internalising score ranges from 0–20 and is the sum of the emotional and peer problems scales (Goodman and Goodman, 2009).

The most important score was that of total difficulties, which is equal to the sum of the four negative scales: 1) emotional problems scale, 2) conduct problems scale, 3) hyperactivity scale and 4) peer problems. The statistics for these four scales, plus the pro-social scale and the total difficulties score, internalising and externalising scores for those CYP that completed the UB programme are shown in Table 5 (initial questionnaire) and Table 6 (closing questionnaire) below.

Table 5: Descriptive statistics for the initial SDQ questionnaire outcomes

N=55	mean	25 th	50 th	75 th	min	max
Emotional Problems Score	3.25	1	3	5	0	8
Conduct Problems Score	3.78	2	3	6	0	10
Hyperactivity Score	5.36	4	5	7	0	10
Peer problems Score	3.12	2	3	4	0	7
Prosocial Score	6.41	5	7	8	0	10
Externalising Score	9.14	7	9	11	1	18

Internalising Score	6.38	4	6	8	0	13
Total Difficulties Score	15.52	12	15	20	1	25

Table 6: Descriptive statistics for the final SDQ questionnaire outcomes

N=55	mean	25th	50th	75th	min	max
Emotional Problems Score	2.83	1	3	4	0	9
Conduct Problems Score	3.18	2	3	4	0	9
Hyperactivity Score	4.29	3	4	6	0	9
Peer problems Score	2.89	2	3	4	0	8
Prosocial Score	7.29	5	8	9	3	10
Externalising Score	7.47	5	7	10	0	18
Internalising Score	5.72	4	6	8	0	13
Total Difficulties Score	13.2	9	14	17	1	26

Looking at the SDQ test, the average Total Difficulties Score before the intervention was 15.52, belonging in the 'slightly raised' category. After the intervention, the Total Difficulties Score dropped to 13.2, which is in the 'close to average category'. All difficulty scores are reduced on average in the post intervention SDQ, and the positive scale 'prosocial' has increased.

Despite these positive results, we note that the intent here is not to check for statistical significance; what this shows is that, over the sample period, these data can be collected and the difference measured.

All interviews with CYP explored the extent to which interviewees felt the UB intervention could prevent someone from getting into trouble and becoming involved in the criminal justice system. Most said yes, a couple felt less convinced.

When describing what mechanisms might influence reduced offending, they talked about:

- Having positive things to do
- The act of bringing young people together
- Giving young people the opportunity to have their voice heard and valued
- Providing young people with an alternative to being 'on road'

- Building a sense of positive community and ‘something to look forward to’.

What I liked most about being on this programme was being able to build a community where we could share out talents and music, and yeah, just being able to see how people express themselves through music and the versatility that we have on this bus... I feel like it's a good thing to be able to go somewhere else apart from your normal day-to-day activity. Maybe go to school, and I'll come home and then after that I've nothing else to do but I've got something to look forward to after I finish a long day at school. So I know I'm going to do something I like, see people that I get on with.
(CYP interviewee 1, 2nd interview)

UB staff and mentors were aware of the extent of the impact they can have within the formal UB intervention and that real change in the lives of CYP can often take much longer. This is why it was important to the way the intervention operates that the vast majority, reported by UB staff to be 90%, of CYP stay in touch with the intervention and received ongoing support whether directly from their mentor or through another service to whom they are introduced by their mentor. UB avoided simply signposting CYP they work with to other services but instead worked with the CYP and the other service to ensure engagement. UB staff described the CYP they support in this long-term way as ‘family’.

I think you need a minimum of about nine to 12 months if you want to make real change, and you want to sustain them in something, and actually have a proper impact ... And by the time you've done work like that, and you've been working with someone for so long, their mindset has changed, in order to say, "Right, OK, I'm accountable to somebody who actually is showing me responsibility, is showing me that they care, and they're not just disappearing like everyone else after a couple of weeks." (Staff focus group)

It was not possible to successfully get CYP to complete the Self-Report Delinquency Scale (SRDS) as planned. This was provided in the same way and at the same point in the consenting process as the SDQ, with UB staff support. However, only two CYP even attempted to complete the questions, with the remaining 53 refusing to do so. CYP reported being suspicious as to why these questions were being asked, especially as they were being asked by UB mentors who, outside of the evaluation, would not be asking CYP to, as they saw it, ‘incriminate’ themselves. As such, this risked negatively affecting the mentoring relationship with CYP. The study found that the SRDS is not a feasible way of gathering outcome data regarding delinquency and offending in any future pilot study.

Intervention differentiation

Representatives of referring organisations frequently noted that, in contrast to other interventions, especially from statutory organisations, UB ‘met young people where they were’, in that they didn’t have numerous criteria for CYP to meet before they could start the intervention, nor did the CYP need to fit into a very rigid programme. Furthermore, the fact that UB provided their own venue, which could be brought to a school site, was a considerable benefit; this made it easy for the school or education provider to risk assess the intervention (as it was not off-site), but it still made the intervention feel different and away from school.

Indeed, during interviews, when asked to compare the UB intervention with other help and support they had received, two CYP made similar points. One CYP interviewed felt that a football programme had been similar in terms of the way staff had listened to those involved and supported them to progress. One young

person compared experiences at CAMHS (which they saw as much more serious, strict and pressured) unfavourably with UB:

Like CAMHS and stuff like that, they're more like proper serious. (...) Do you get it? You'll go in there, it'll be like a one to one private room, you feel bare pressure and like I don't know, they're just too strict. Do you get it? (...) But like the bus is like just chill, like you don't have to say stuff, you can say what you want as long as it's not like out of line. (CYP interviewee 6, 2nd interview)

Interestingly, this description of UB was not of a project where you could do or say what you want; it felt boundaried if one stepped out of line, but it was less pressured than other support experienced.

Adaptation

A minority of CYP suggested ideas for changes to the programme. One CYP talked about whether the bus might be located in what felt to him a 'safer', more 'neutral' area (e.g. church location). This is an issue that UB are aware of, given that they are bringing together CYP from disparate areas. A second CYP wanted more time set aside to refine the mixing of tracks, which he felt was not as high quality as he was able to achieve in other settings. This echoes a view from UB staff (noted below regarding factors affecting implementation) that more resources to support the technical side of the intervention would be of benefit.

Some of the referral partners reported that UB could improve their timekeeping, both regarding arriving on sight and finishing sessions with CYP, who it was noted were often unwilling to leave the bus at the end of a session.

Engagement

In the data from UB's case management system, 40 CYP reported receiving no support from other agencies. Of the 15 who did, seven reported support from local authority children's services. Four CYP reported support from mental health teams (CAMHS) and two from the youth offending team.

Contamination

Case management data provided by UB showed limited evidence of likely sources of contamination. For example, as above, the majority of CYP reported receiving no support from other agencies, and 34 (61.8%) reported not receiving any other interventions during the time they worked with UB. A small number of CYP were working with children's services, a youth offending team or CAMHS. The majority were in school or an alternative education provider where support could have been provided, but UB seems to have been the only source of mentoring available to these CYP.

Factors affecting implementation

Community-level factors

UB staff were clear about the level of need and demand for the service they provided. They operated on a remote and online basis during the Covid-19 lockdowns because of the level of demand from CYP but reported face-to-face operation to be much more welcome and effective. They also reported referral organisations wanting to keep them as part of their delivery to CYP.

However, there is an issue around funding, specifically funding that is sustained rather than one-off. They have experience of successfully applying for funding from private and public sector organisations but have frequently found this to be short term and not available for renewal.

...we find if you're a new charity let's just say, or a new start-up and you want any pool of money from five to 10K, you're good. But if you want to really scale your work up, and you want to impact 100 young people, 100s of families etc., it's very hard to get that sustained funding, extremely hard. (UB Staff)

Lack of sustainable funding has been raised as a challenge in systematic reviews exploring the quality of evidence for music-based interventions (see Daykin et al., 2013).

Provider factors

UB staff are recruited from local communities and have a strong passion for supporting young people. As noted above, interviews with CYP suggest they are good at improving the music production skills of young people and knowledgeable about these activities, about collaborative problem-solving skills with CYP, supporting CYP to aspire and achieve, and providing advocacy.

In interviews with referral and community partners, they reported UB staff to be professional, responsive and able to work well with CYP. In addition, they reported they were highly knowledgeable about the local area in Brent where the intervention began. Having access to such a service supported their work with CYP from different areas of the borough, as they are able to create a safe and neutral place for CYP from different areas to come together. UB staff also act as sources of expertise and intelligence for other agencies, including the Metropolitan Police.

There were different views from UB staff about the need for a programme like theirs to operate with staff local to the area. While they acknowledged the importance of local knowledge of individuals, locations and history, they did not consider UB to be limited to the area of North West London where it began and were keen to see the organisation expand. Both quotes below are taken from the UB staff focus group.

If you think about it, like a London taxi driver, right ... so if I'm one of the taxi drivers, and [X] is one of the taxi drivers, we don't necessarily need to take the same route, so the skill set that we have gets the young person from point A to point B, and how we go about that is completely different. I'm from Northwest London; I started doing it [mentoring] in Southeast London ... I can still have an impact there, so I don't think you necessarily need to be from the area. But it does help; you get extra points on relatability.

The most important thing is that the young person knows that they're listened to and they're cared about ... it helps if you have a better understanding ... you can't pay for lived experience, that's the only thing, you can't actually – and one of the most relatable things is I got kicked out of secondary, so I know, I've been through that, I know all about it. My dad died when I was young, so I know what it's like without a father, so I can relate to these kids like that ... it's easy. And I genuinely have a passion for helping young people, and they sense that ... I can do this work in Scotland; I might not know which area has got problems with which area, but they'll tell me.

Some UB staff therefore did consider their mentoring skills to be transferable to other geographical areas, where they do not have the same level of local knowledge as they do in the areas of Brent, where the intervention began.

Intervention characteristics

The form and delivery of the intervention is outlined above. As has been stated, it is highly embedded in the local context of North West London where it developed. This is often commented upon in interviews with referral and community partners, who welcome their detailed knowledge of the local area and its key players as well as the common lived experience UB staff have with the CYP they work with, and how relatable this makes them.

For example, a local Metropolitan Police officer who works with UB as a 'trusted partner' stated:

I need constant feedback from the communities, especially harder-to-reach communities which normally mistrust, distrust police, however you want to say it; I do still need to know what they're feeling as in are they fearful of crime, what the actual crime levels are because, let's face it, not all people do report to police. So my trusted partners fill that gap for me and also, they communicate key messages from me to the wide public in a tactful manner, shall we say?

Staff from alternative education providers who referred into UB provided the following opinions of the organisation:

I feel like they've been through similar experiences as our students... they look like our students, they're from the same community as our students, and so that context is already there. There's no mistrust or getting to know... everybody's going to make mistakes, there's none of those clumsy mistakes that happen; it's all quite organic. And I feel like they go above and beyond. (Referrer interviewee 1)

And just the story of Justin himself as well is very relatable to the students, and his own experiences with his son I think is very important that young kids hear, and that they know that there's this solid Black role model for young men who know that, "I've been through it before. I know the struggles that you have, and you can come out of it the other side." Because a lot of the boys that we tend to have here tend to be more called towards the street life, rather than academia. (Referrer interviewee 2)

I feel, with grassroot organisations, it's always a hands-on experience. They're out there, they know what young people are going through, they've got a good reputation with young people, so it's been very positive ... The young people referred, they've really loved it. They've loved the whole professionalism, I guess, is the best way to look at it, for young people in terms of the equipment and what they actually get to do. So they've really enjoyed that... I feel it's in the studio and the music and the production side. I think the young people have ability to use their talents. I think that's huge. (Referrer interviewee 3)

While this is one of UB's key strengths, it has also shown during the feasibility study period that it can operate in other areas of London (primarily Enfield). Indeed, UB staff have ambitions to expand the intervention across London and perhaps beyond. Partner organisations are also keen for this to happen, although all recognise the importance of having adequate resources and knowledge of local context wherever they operate.

In interviews, very few suggestions for modifications or adaptations were made.

Organisational capacity

As noted previously, there is demand for the services UB operates. UB provided its interventions to a number of referral partners drawing on a very committed and flexible small team. This team has limited additional capacity. Indeed, the funding received from YEF for this study is the first to allow them to employ mentors full time and to pay for administrative staff and systems. UB staff reported during the focus group that this has been highly valuable.

The YEF funding allowed that, allowed us to expand and have a bigger reach. When we're looking at the numbers of the young people that we've reached this year, it's tripled, and that's been having sustainable funding at least for a new period being able to really exercise our programme to its fullest extent, being able to hire new mentors, people that we've worked with on and off but haven't been able to really offer employment, and that's key. When you don't have sustainable funding, you can't offer people employment, and so they go where the money is, so you lose people, and so being able to say, "We have a year contract, and you're going to be paid this month," it's been amazing; so yeah, it's been really, really, really good.

Implementation support system

The high quality and responsiveness of the UB intervention was frequently commented upon during interviews with referral and community partners. However, as noted, UB worked on a small scale at the moment where the leadership and values appear tightly shared and owned. The funding from YEF has allowed them to systematise their data and to formalise their employment of mentors. The UB staff reported there is further scope to improve this, for example by having a budget to formalise their relationship with studio engineers who supported the recording of the CYP's music.

Logic model development

The fieldwork conducted for the feasibility study has largely endorsed the ToC and logic models created for the UB intervention during the co-design phase. However, the fieldwork did afford the opportunity to understand the intervention in more detail and so clarify the ToC, drawing out the key elements of the UB programme. Updated versions of the ToC and logic model are presented below. The key changes are as follows:

- Problem observation and need: Both of these aspects regarding the 'why' of the intervention have been clarified.
- Target population: The specific inclusion criteria for the study have been added.
- Intervention activities: The description of these has been simplified. It is clear from UB staff and mentors that while they do provide a programme of music mentoring on the adapted bus, the intervention lasts longer than this, in particular because of the work that takes place with CYP and their families before the programme starts. In addition, the extent to which CYP work with their mentors outside of the programme and the extent of continued engagement with UB following the end of the programme is now clearer. In addition, reference to methods of intervention delivery developed during Covid-19 have been removed, as these are no longer being used.
- Intervention mechanisms: These have been drawn out from the fieldwork findings, and a new section added to the ToC.

- Intervention inputs: During the study period, it was reported that UB has a team of four rather than six mentors.
- External factors: Interviews with community partners who work with UB, particularly in the Brent area, revealed the importance of the work that UB does outside of the music mentoring intervention, for example working with agencies to share information regarding local incidents or conditions and working with the local authority and housing associations to include CYP in any local consultations or development plans. This wider work that UB undertakes helps to support their reputation locally and so feeds back into the work they do with CYP in the intervention.
- Outcome measures: The intervention's short-term outcomes have been clarified based on findings regarding the different domains of the SDQ and the themes emerging from the interviews with the CYP attending the intervention. This provided a better understand of the pathway to the longer-term outcomes. As noted above, the feasibility study has shown that it will not be possible to use the SRDS to measure involvement in offending or delinquency and so references to this have been removed.
- The evidenced rationale for the logic model has also been developed and refined.

United Borders updated Theory of Change

WHY	Problem Observation	The levels of violent behaviours and violent crime involving CYP as victims, perpetrators and witnesses, some of which is linked to gangs. This violence can be characterised by territorial disputes, making it difficult to bring CYP together in one physical location.
	Need	To support CYP at high risk of involvement in violence, violent crime and exploitation and prevent any further involvement in violence and promote school attendance and support by other appropriate professionals.
WHO	Target Population	<p>The specific inclusion criteria for the feasibility study were as follows:</p> <ul style="list-style-type: none"> ○ Children/young people aged 10–17, male and female ○ Who live in London ○ Who have witnessed, experienced or perpetrated violence, including domestic violence ○ Who have yet to be through a court process ○ Who have been identified by police or other statutory bodies as at high risk of becoming involved in crime or who have been arrested or received an out of court disposal. <p>CYP are referred through the Metropolitan Police, youth offending teams, schools or via social services. In addition, CYP can self-refer into the programme.</p>
HOW	Intervention Activities	<ul style="list-style-type: none"> • Pre-intervention engagement with the CYP and their family to ensure CYP are in a position to begin the programme, which can bring together CYP from different postcode areas. • A 10-week music and mentoring programme centred on producing music, which consists of the following key activities: • A number of modules followed by an opportunity for reflective practice. At the end of the programme, a young person will have recorded around four to five songs to reflect on the journey they have been on. • There is a graduation ceremony to mark the end of the programme, where CYP can perform some of the songs produced. This takes place in a venue away from the bus with family and friends and other UB supporters present. • Mentoring support is also provided outside of the programme to support CYP as necessary, including engaging with other organisations. • Throughout the programme, CYP complete a baseline, mid-point and final survey to assess the impact of the intervention. The information from the final survey is used to refer young people to further opportunities and/or support. • At the end of the programme, there are opportunities for CYP to remain engaged with UB; this can take a number of forms, including ongoing support, working within the intervention or becoming peer mentors or ambassadors within UB.
	Intervention Mechanisms	<p>The programme is underpinned by the following key mechanisms:</p> <ul style="list-style-type: none"> • The creative nature of the programme – this is the hook that gets CYP interested in the programme, builds the relationship with mentors who have worked in the music industry, and provides a way to discuss trauma through music • The neutral space in which the programme takes place – this allows CYP from different areas to meet, which they may not be able to in other settings, and provides a safe space to build a positive community, an alternative to being ‘on road’ and ‘something to look forward to’. • Meeting CYP ‘where they are’ – being willing and able to work with CYP on the individual issues and needs they have, focused on empowering young people. Mentors have lived experience of violent areas and violence, and this helps CYP and mentors find common ground and build a trusting relationship. This is supported by CYP being able to stay in touch with mentors and UB as a whole following the end of the programme. • Taking a trauma-informed approach to the programme – this can help CYP understand the impact the past and current experiences have on their wellbeing and identify how they can transform their own opportunities.
WHAT	Short-Term Outcomes	<ul style="list-style-type: none"> • Improved peer relationships • Reduced behavioural problems

		<ul style="list-style-type: none"> • Improved emotional functioning • Reduced impulsivity • Improved social and emotional competences associated with improved success in life • Improved wellbeing • Improved self-esteem • Improved confidence • Improved personal development
	Medium-Term Outcomes	<ul style="list-style-type: none"> • Young people able to take ownership of their own positive pathways • Trust built between young people from different areas •
	Long-Term Outcomes	<ul style="list-style-type: none"> • Improved CYP safety • Reduced gang involvement • Reduced violent crime • Reduced offending • Reduced harm caused by and experienced by the CYP

United Borders updated logic model

INPUTS	What resources are needed?	<p>Provision of a dedicated, trained team of mentors. Mentors have worked in a variety of areas, including the music industry, and some have lived experience of living in violent areas being involved in violence. This helps CYP and mentors find common ground and build a trusting relationship. The mentor team collaborates with partner agencies.</p> <p>Provision:</p> <ul style="list-style-type: none"> • Bus – provides a neutral space for the intervention activities • Recording equipment • Separate vehicle to transport young people to/from the bus
OUTPUTS	Activities <i>What needs to take place for CYP to accomplish the short-term outcomes</i>	<p>Referral</p> <ul style="list-style-type: none"> • Following referral, UB will work with the CYP and their family to introduce the intervention and get the CYP to the point they can join a group-based programme with CYP from other geographical areas. This work can take a period of weeks before the CYP can start the set music programme. • Initially, the young person comes to the bus and completes a baseline survey. The UB leaders use this to identify the needs of the young person and match them to the most appropriate mentor. There are numerous considerations, including understanding whether a young person can join a group (and not feel conflicted across borders) and safeguarding assessments. The match will depend on what a young person hopes to cover (e.g. skill set), where they are in life stage and other needs. <p>Induction</p> <ul style="list-style-type: none"> • During the induction, the assigned mentor explains what UB is, what it does and how it can help. There is also an assessment of the suitability of group placement. <p>Music programme and mentoring</p> <ul style="list-style-type: none"> • Young people are put into small groups and will work through the 10-stop Better Understanding of Self (B.U.S.) programme composed of a number of modules. Each module covers specific themes. • Through group discussion and one-to-ones, a mentor will support the young person by taking a trauma-informed approach – for example, the TIM approach asks CYP to explore the trauma within songs (i.e. the song creates a point for discussion, helps the CYP identify their own trauma and provides a space to introduce the idea of therapy). • Creative work is the way to build the relationship; this can then start working to move towards education, employment, etc. • At the end of the programme, a young person will have recorded around four to five songs to reflect on the journey they have been on. • Throughout this process, young people complete a baseline, mid-point and final survey to assess the impact of the intervention. • The information from the final survey is used to refer young people to further opportunities and/or support. • There is a graduation ceremony that takes place with family and friends. <p>Wrap-around support and referrals</p> <ul style="list-style-type: none"> • In-house tutors for maths and English. • There is also an option to introduce young people to other initiatives, excursions or trips.

		<ul style="list-style-type: none"> • CYP often continue to remain engaged following graduation, keeping in touch with mentors long term. In addition, there are opportunities for CYP to become peer mentors or ambassadors.
	Participation <i>What outputs must be achieved for the short-term outcomes to be achieved.</i>	A number of these CYP are frequently high risk and may have experienced domestic violence, gang exploitation, county lines and/or PTSD as a result of knife crime. Referred via: <ul style="list-style-type: none"> • Youth offending teams • Metropolitan Police • Schools • Pupil Referral Units • Social services
OUTCOMES	Short-Term Outcomes	<ul style="list-style-type: none"> • Improved peer relationships • Reduced behavioural problems • Improved emotional functioning • Reduced impulsivity • Improved social and emotional competences associated with improved success in life • Improved wellbeing • Improved self-esteem • Improved confidence • Improved personal development
	Medium-Term Outcomes	<ul style="list-style-type: none"> • Young people able to take ownership of their own positive pathways • Trust built between young people from different areas
	Long-Term Outcomes	<ul style="list-style-type: none"> • Improved CYP safety • Reduced gang involvement • Reduced violent crime • Reduced offending • Reduced harm caused by and experienced by the CYP
UNDERPINNING ASPECTS		
Assumptions		External Factors
There are significant levels of violent behaviours and violent crime committed by CYP in London, including the areas covered by UB – Brent and Westminster (Wolff et al., 2020; Home Office, 2011; HM Government, 2018). This violence is characterised by territorial disputes, making it difficult to bring CYP together in one physical location. A number of these CYP are frequently high risk and have multiple and higher vulnerabilities than other children (see Khan et al., 2013). They are also less likely to have access to a trusted adult (Brent		The family, social and community circumstances of the CYP using the UB service Availability of specialist services for mentors to refer on to and thresholds of these organisations Involvement of UB in broader work with local agencies feeding in the views of voices of CYP to local decisions.

<p>Oversight and Scrutiny Taskforce, 2011). They are more likely to have experienced domestic violence, gang exploitation, county lines and trauma as a result of knife crime.</p> <p>Based on early-stage evidence, we assume that music production may be a promising engagement tool, providing a non-threatening and culturally responsive intervention to voice CYP experiences and open up a dialogue about CYP values, identity, aspirations, life pathways and wellbeing. The combination of music production and music-based and personal mentoring addresses an important risk factor associated with gang involvement (lack of a positive adult relationship) and provides an important opportunity to support CYP (Daykin et al., 2011; Daykin et al., 2013; Miranda and Claes, 2004; The Baring Foundation, 2020; Cheliotis and Jordanoska, 2016).</p> <p>Referral pathways operate effectively, i.e. UB can expect to receive referrals from partner agencies listed above.</p>	
---	--

Conclusion

Based on the research conducted during the feasibility study, the UB music mentoring programme appears to be a well-defined programme and well implemented, run by skilled mentors CYP can relate to. There is a clear demand for the programme, and the intervention is adaptable enough to meet individual needs. Across the study period, UB have undertaken work with the expected number of CYP, from a range of referral sources, a number of which are new during the study period (primarily secondary schools in Enfield). UB staff have also successfully consented CYP into the UoB study and completed the GTKY survey and SDQ with CYP at the start and end of the intervention. The CMS introduced at the start of the study has provided useful data to the research team on the dosage, reach and responsiveness of the intervention, as well as an understanding of referral routes. We have not received data on the training and supervision of the mentor team; however, these aspects were discussed during the focus group discussion.

Figure 2: Summary of feasibility study findings

Research question	Finding
What is the ToC behind the UB intervention, in particular, what are the different components of the programme and the presumed channels by which these produce outcomes for CYP?	<p>An early-stage ToC was developed with UB during the co-design phase of our work, before the start of the feasibility study (please refer to the version presented in the introduction). This was reviewed and refined during the process evaluation work of the study. This process and an updated ToC are outlined in this report (please refer to the version presented in the findings section regarding logic model development).</p> <p>The programme is underpinned by the following key mechanisms:</p> <ul style="list-style-type: none">• The creative nature of the programme – this is the hook that gets CYP interested in the programme, builds the relationship with mentors who have worked in the music industry, and provides a way to discuss trauma through music.• The neutral space in which the programme takes place – this allows CYP from different areas to meet, which they may not be able to in other settings, and provides a safe space to build a positive community, an alternative to being ‘on road’ and ‘something to look forward to’.• Meeting CYP ‘where they are’ – being willing and able to work with CYP on the individual issues and needs they have, focused on empowering young people. Mentors have lived experience of violent areas and violence, and this helps CYP and mentors find common ground and building a trusting relationship. This is supported by CYP being able to stay in touch with mentors and UB as a whole following the end of the programme.• Taking a trauma-informed approach to the programme – this can help CYP understand the impact the past and current experiences have on their

	wellbeing and identify how they can transform their own opportunities.
What are the short-, medium- and long-term outcomes of the intervention?	<p>Working with UB, the research team identified a set of short-, medium- and long- term outcomes in the initial ToC and logic model developed during the co-design phase of the study. The fieldwork for the feasibility study allowed the research team to update these based on the findings of the completed SDQs and qualitative interviews with CYP participating in the UB intervention. This allowed the team to further specify the short-term outcomes and so understand the pathway to longer-term outcomes.</p> <p>Short-term outcomes:</p> <ul style="list-style-type: none"> • Improved peer relationships • Reduced behavioural problems • Improved emotional functioning • Reduced impulsivity • Improved social and emotional competences associated with improved success in life • Improved wellbeing • Improved self-esteem • Improved confidence • Improved personal development <p>Medium-term outcomes:</p> <ul style="list-style-type: none"> • Young people able to take ownership of their own positive pathways • Trust built between young people from different areas <p>Long-term outcomes:</p> <ul style="list-style-type: none"> • Improved CYP safety • Reduced gang involvement • Reduced violent crime • Reduced offending • Reduced harm caused by and experienced by the CYP
Is it possible to identify and construct a control group for a pilot study?	During the study, the research team identified a number of ways in which a control group could be constructed. The research team's preferred option is to compare the established UB music mentoring programme with a lighter-touch mentoring-only intervention, also provided by UB.
Tested information sheets and consent statements developed with CYP and their families to assess their suitability for the study.	Planned focus groups with parents and carers did not go ahead in agreement with UB due to difficulties on contacting potential participants. UB felt that lessons learned from gaining parental consent during the feasibility study could instead be fed into the planning for any future pilot.
Is the UB intervention feasible, and should it progress to a pilot study?	The study has found a pilot study of the UB intervention to be feasible. The study demonstrated that eligible CYP can be recruited, and the intervention delivered to them with a high level of fidelity as assessed by CMS and interview and observational data. Outcome data from the SDQ were

	gathered pre and post the intervention. An alternative to the SRDS will need to be identified in consultation with UB, which can be used alongside administrative police data. Several options for a pilot have been explored and are outlined below. This includes an option that is able to test the part played by the music mentoring aspect of the intervention as opposed to mentoring per se.
--	--

Evaluator judgement of intervention feasibility

As such, the majority of success criteria regarding implementation, recruitment and retention and measurement have been met during the study period. We provide details against each criteria identified in the table below:

Table 7: RAG rating of feasibility study success criteria

Criterion	RAG rating
• Project implementation	
Baseline (GTKY) survey of all involved CYP has at least 60% response rate; anything below that is a cause for concern (Yellow), with a need to review (Red) if the response is below 40%.	Green The survey was completed for all CYP who completed the programme (response rate = 100%).
The CMS indicates that staff implemented the intervention as planned (e.g. number and type of sessions, timeline of delivery); this will be reviewed by UoB team, and significant divergence will be reviewed with UB and YEF.	Green The CMS has been reviewed by the research team, who would rate this as Green; the dosage of the programme to CYP varies based on need, but the core programme is delivered to all CYP who remain engaged with it.
Personnel records show mentors received agreed supervision and support outlined in logic model (e.g. records of case supervision meetings, staff reviews and training); this will be reviewed by UoB team, and significant divergence will be reviewed with UB and YEF.	Green Data on this are not held in the CMS. During interviews with UB staff, we learned that support to mentoring staff is provided through fortnightly team debriefs, one-to-one meetings with individual mentors, and training as needed and required. As such, the rating for this would be Green.
There is an understanding of the referral routes into UB – organisations and teams within organisations (referral form).	Green Data from the referral form show the referral source for all CYP, although this tends to be organisations rather than teams within them.
CYP referred to and accepted on to the UB programme meet the eligibility criteria (referral form). We would expect the majority of CYP accepted on to the programme to meet these criteria; anything below 90% would prompt a need to discuss with UB.	Green Data from the referral form show the reason for the referral and interviews reveal the importance of the pre-programme engagement phase for UB staff to ensure all CYP who start the programme are suitable for it.
• Recruitment and retention	
Recruitment on to the intervention is at least 60% (Green) of planned numbers within the feasibility period. Anything below this (50% Amber, 40% Red)	Green The planned scale for the feasibility study was approximately 50 CYP in the six-month period (as

will be reviewed with UB and YEF to understand what the causes may be.	laid out in the original logic model) and 55 CYP completed the intervention.
There is an understanding of the extent to which CYP complete and graduate from the UB programme. A completion/graduation rate of below 60% is a case for concern (Yellow), with a need to review (Red) if the rate is below 40%.	Green During the feasibility study period, 116 CYP were referred and 54 (46.6%) did not start the intervention; of the 62 who started the intervention, 55 completed – 88.7%.
• Measurement	
Provision of administrative police/youth justice contact information has been agreed with relevant referring organisations for the CYP taking part. It will be important to see how easily data can be matched between referring organisations and UB records.	Green We have agreed with the Metropolitan Police the provision of outcome administrative data for CYP taking part in the pilot study. This has taken longer during the feasibility study than hoped. As the two organisations do not hold common identification numbers, matching will have to be based on personal information (names and DOB). We note the research team has previously matched data from 'outside' organisations with other police forces using personal information.
Provision of administrative police/youth justice contact information has been agreed with relevant referring organisations for a control group.	Green. The agreement with the Metropolitan Police for the provision of administrative data includes the control group outlined in the proposed preferred pilot design below.
Results of the piloting of the SDQ/SRDS measures allow a decision to be made on their use. Anything below 60% completion of the SDQ and SRDS is cause for concern (Yellow), and below 40% (Red) implies the viability of capturing such data needs to be discussed with the funder and UB.	SRDS = Red, as only two CYP completed this measure. As we have discussed throughout the feasibility study, the SRDS was unwelcome and considered with hostility by the CYP on the UB programme. SDQ = Green This measure had a 100% completion rate at the start and end of the programme (N=55).

Any pilot study will need to explore a workable alternative to the SRDS. The research team propose exploring the International Self-Report Delinquency Study (ISRDS). This considers contextual information from respondents that could explain why certain groups are affected by and involved in offending more than others. UB staff reported that the lack of questions providing this information in the SRDS were a possible reason behind reluctance to complete the SRDS, with some questions interpreted by the CYP completing it as 'victim blaming'. While not perfect, police-recorded offending data would, to an extent, substitute as an outcome measure. Thus, one key element of setting up any future pilot study will be to secure agreement from the Metropolitan Police for the provision of administrative data on the contact they have with the CYP in the treatment and control groups.

For progression to a pilot, we have explored several options for a control group (see the future research methodology) and indicated our preferred methodology.

Interpretation

As laid out in the study plan for this feasibility study, we have used a mixed method approach to understand the operation and experience of the UB intervention. This has included work with a peer-mentor who has

worked well with the research team to design the study instruments, conduct qualitative data collection and support the analysis of it. This has allowed us to update the ToC and logic model for the intervention, presented above, including the short-, medium- and long-term outcomes. While not considerably different from the draft versions prepared from the co-design phase, these do provide a more complete understanding of the intervention and the mechanisms that underpin it. The research team have also reported on the dimensions of implementation and factors affecting implementation regarding the UB programme, suggesting a cohesive ToC underlying the programme. The data collection has shown that it is possible to collect coherent outcome data and thereby measure change following the UB programme, even though one of the outcome measures was not found to be feasible to collect.

In this way, the feasibility study has, to a large degree, been undertaken as intended within the study plan. There were a limited number of planned evaluation activities that were not possible. The planned focus groups with parents regarding the information sheets and consent forms did not go ahead in agreement with UB due to difficulties on contacting potential participants. UB felt that lessons learned from gaining parental consent during the feasibility study could instead be fed into the planning for any future pilot. Data regarding the supervision of mentors were found not to be available as planned; however, we were able to speak with UB staff about this process in a way that enabled the research team to report on the ways in which UB staff are supervised and supported. Discussions with the Metropolitan Police regarding accessing administrative data on their contact with CYP either referred to or eligible for UB took longer than hoped and are still in the process of being finalised. However, we do have an in-principle agreement that such data will be available for any future pilot study. Finally, we did initial training for two peer-researchers but were, in the end, able to work with one rather than two peer-researchers, due to their availability. The research team trained, supported and reviewed the work of the peer-researcher and feel confident that this did not risk the introduction of significant bias to the research.

The findings from the feasibility study show the UB intervention to be a well-regarded intervention experienced positively by the CYP who have taken part in the study (although not a representative sample) and those who have referred into it. Furthermore, it is an intervention on which case management records are available, including detailed referral information and opening and closing surveys with CYP participating, including the SDQ. The study has shown that the SRDS is not a feasible tool for the collection of outcomes, and we will work with UB to find a suitable alternative for any pilot study to supplement police data on reoffending, our primary outcome measure.

There are currently limited data on the effect of music mentoring programmes internationally and no specific studies in the UK and no evidence of a direct link between such programmes and a reduction in crime. Given the availability and state of the evidence so far, a pilot study would provide an opportunity to examine the effect of music mentoring in the UK, specifically examining the impact on violence and offending.

The section below outlines that there are viable options for a pilot study, including the provision of administrative outcome data from the Metropolitan Police.

Future research and publications

We have considered a number of options for progressing the evaluation of the UB programme further through consideration of a pilot design (and consequent decision on what would be an acceptable control group); we describe these below and indicate our preferred option.

The research team considered a number of pilot options as part of conducting the feasibility study. We first note that UB run their own intervention and are not an organisation that normally signposts elsewhere without retaining involvement with the CYP, so identifying business as usual in that way is not feasible.

Option 1: A Q.E.D. with the Metropolitan Police providing a control group

Discussions with three different teams were held. One team in particular expressed great enthusiasm and worked with CYP outside UB as part of their work in the Gangs Unit. This was potentially an excellent option, as the control group of CYP would run into hundreds and could be matched across several observable characteristics of the CYP (such as age, sex and ethnicity).

However, staffing issues as well as a hold on some related project that were conveyed to the research team in late August after positive progress (with the Metropolitan team asking us for data requirements) meant we had to consider the chances of this not being feasible within the timescales needed. Note, capacity constraints were an issue, and they did not have capacity for an RCT.

Option 2: An RCT or QED with a different part of the MET (Strategic Insights Unit)

We have recently connected with an inspector in the Strategic Insights team who is keen to understand if the YOT team she works with can provide a control group with the possibility of an RCT or as part of a QED. This may happen before the pilot actually begins, but we will not have this as a confirmed option by the time we submit our report.

Option 3: Pilot study where UB runs their standard intervention vs a lighter-touch intervention as an RCT-outline of intervention and proposed control conditions. This is our preferred option.

Overall, the proposal is to compare the established UB music mentoring programme with a more limited, lighter-touch, mentoring-only programme. This would be delivered to young people referred from established referral routes using the criteria that have applied during the feasibility study. It remains to be discussed whether all or only some referral routes would be part of the pilot study. This would need to be introduced to and agreed by current UB referrers.

Young people would then be randomised into the two conditions by UoB.

The table below outlines the key differences between the two conditions.

Table 8: Comparison of proposed intervention and control conditions for a pilot study

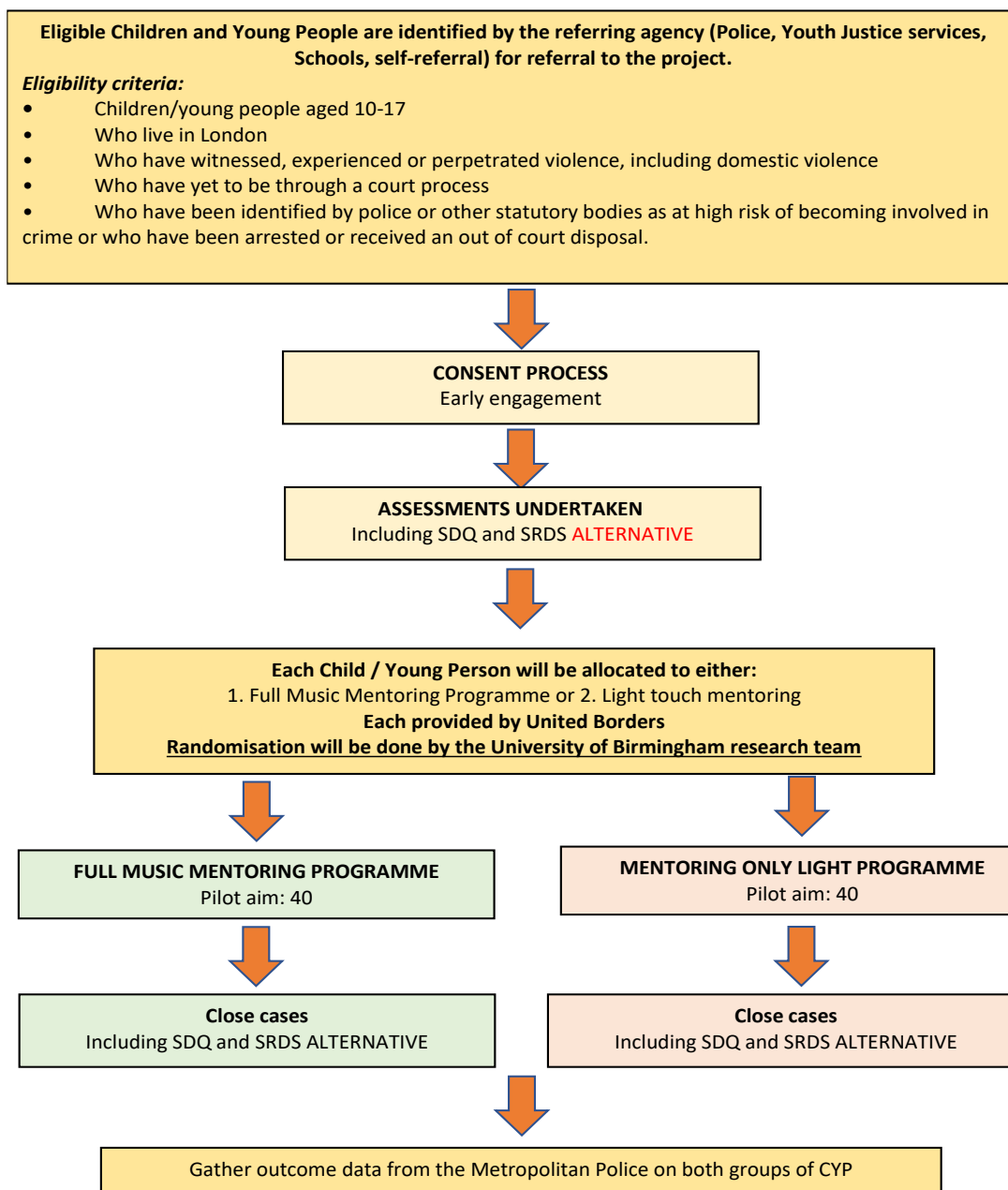
Established United Borders music programme <i>Intervention condition</i>	Lighter-touch mentoring programme <i>Control condition</i>
<ul style="list-style-type: none"> • Music programme and mentoring support lasts for 10 weeks. • Each session lasts around two hours. • Sessions take place up to twice a week. • Emergency intervention to support CYP if needed. 	<ul style="list-style-type: none"> • No music programme. • Mentoring programme runs for four to five weeks. • Weekly sessions that last around one hour. • No emergency intervention.
<ul style="list-style-type: none"> • Soft engagement set-up phase, including families 	<ul style="list-style-type: none"> • Limited engagement with families to seek consent.
<ul style="list-style-type: none"> • Wrap-around parental, sibling and peer friends support 	<ul style="list-style-type: none"> • No wrap-around support; CYP-focused intervention only
<ul style="list-style-type: none"> • YP are matched with an appropriate mentor. 	<ul style="list-style-type: none"> • No mentor assigned
<ul style="list-style-type: none"> • Support to CYP outside of the sessions. This includes one-to-one mentoring support as well as work with other professionals involved with the CYP, e.g. attending meetings/court cases and referral to other services 	<ul style="list-style-type: none"> • No such support – updates to the referrer on the progress of the CYP only
<ul style="list-style-type: none"> • Ongoing support to families during the period of the programme 	<ul style="list-style-type: none"> • No family support
<ul style="list-style-type: none"> • Graduation ceremony at the end of the programme 	<ul style="list-style-type: none"> • No graduation ceremony

During the feasibility study, 62 CYP started the established programme from 116 referrals across six months. This suggests a sufficient available sample of CYP to test the differences between the treatment and the control groups.

UoB feels that there is sufficient difference between the interventions (e.g. no music mentoring in the control, a shorter mentoring time and no family support), and UB has been keen to work with UoB on this. We would not suggest changing what is a bespoke intervention with dosage in response to risk/need to a one-size-fits-all programme for the treatment group and, as outlined above, maintain the established music mentoring programme. CYP have differing needs, and the customisation is part of the appeal of the UB programme. We do plan to evaluate this rigorously by a proposed control programme run by UB that will have a standard dose as outlined above. We do not expect adherence to the standardised dose in the control group being an issue. All CYP visiting the bus have to book a visit with a mentor and book in on arrival – this will prevent this ongoing support and/or contamination from occurring in the control group.

The primary outcome would be contact with the police, including offending, arrest or involvement as a perpetrator, victim or witness. Outcome data would be obtained from administrative data from the Metropolitan Police and self-report data using an alternative to the SRDS. In addition, the SDQ outcome measure trialled in the feasibility study would also be used in the pilot study.

Further details are provided in the flow diagram presented below.



Option 4: An RCT with randomisation by the referrers

This remains a theoretical possibility and has been informally discussed with some referrers. As the process evaluation has made clear (detailed in our report), some referrers are too small for them to run an RCT.

The UoB team also has serious concerns from an implementation point of view. None of the referrers are funded by YEF, which implies there are no consequences for withdrawing from the study. We also feel that their business as usual (BAU) is not well-defined, i.e. there is no single organisation that works with these CYP (if not referred to UB), and hence the control condition is not well defined. While we remain in contact with the referrers and may be able to get further information on whether the BAU outcomes can be compared in a meaningful way, we think the questions on design remain insurmountable.

Option 5: Waitlist control

It may be possible to design a waitlist control where UB see a group of CYP with a delay. We do not think the delay will be significant to affect any medium-term or long-term outcomes. There are ethical risks in making CYP in need of support wait for a long period. However, if they are already being supported

elsewhere but are attracted to UB for the music, it may be technically feasible to randomise between seen immediately by UB and waiting for three months before being seen.

Option 6: Use another police force area as a control

This would be similar to Option 1, but try and use UoB's connections with other police forces to create a control group.

We had also considered using another YEF-funded intervention as a comparator but have been advised that this is not acceptable.

Regarding publication from any pilot study, we will be looking to publish the findings after consultation with YEF and UB.

References

- BBC News. (2019). *London's knife crime hotspots revealed*. Available at: <https://www.bbc.co.uk/news/uk-england-london-49921421>. Accessed January 2023.
- Blattman, C., Jamison, J.C. & Sheridan, M. (2017). Reducing crime and violence: Experimental evidence from cognitive behavioral therapy in Liberia. *American Economic Review*, 107(4), 1165–1206.
- Bradbury-Jones, C. (2014). *Children as co-researchers: The need for protection*. Edinburgh: Dunedin.
- Bradbury-Jones, C., Isham, L. & Taylor, J. (2018). The complexities and contradictions in participatory research with vulnerable children and young people: A qualitative systematic review. *Social Science & Medicine*. 215, 80–91.
- Bradbury-Jones C. & Taylor J. (2015). Engaging with children as co-researchers: Challenges, counter-challenges and solutions. *International Journal of Social Research Methodology*. DOI: 10.1080/13645579.2013.864589
- Brent Overview and Scrutiny Task Force. (2013). *Gangs in Brent: An assessment of gangs in Brent and services for at-risk young people and gang members to exit*. London: Brent Brough Council.
- Caliendo, M. & Tübbicke, S. (2020). New evidence on long-term effects of start-up subsidies: Matching estimates and their robustness. *Empirical Economics*, 59(4), 1605–1631.
- Cheliotis, L. & Jordanoska, A. (2016). The arts of desistance: Assessing the role of arts-based programmes in reducing reoffending. *The Howard Journal of Crime and Justice*, 55(1–2), pp.25-41.
- Christensen K.M., Hagler M.A., Stams G.J., Raposa E.B., Burton S. & Rhodes J.E. (2020). Non-specific versus targeted approaches to youth mentoring: A follow-up meta-analysis. *Journal of Youth and Adolescence* 49(5), 959–972. doi: 10.1007/s10964-020-01233-x.
- Daykin, N., Moriarty, Y., De Viggiani, N. & Pilkington, P. (2011). *Evidence review: Music making with young offenders and young people at risk of offending*. Bristol: University of the West of England and Youth Music.
- Daykin, N., De Viggiani, N., Pilkington, P. & Moriarty, Y. (2013). Music making for health, well-being and behaviour change in youth justice settings: A systematic review. *Health Promotion International*, 28(2), 197–210. doi:10.1093/heapro/das005.
- Falk, A., Kosse, F. & Pinger, P. (2020). *Mentoring and schooling decisions: Causal evidence*. IZA Institute of Labor Economics. Available at: <https://www.iza.org/de/publications/dp/13387/mentoring-and-schooling-decisions-causal-evidence>
- Fitzpatrick, R. (2014). *Ethnic inequalities in mental health: Promoting lasting positive change: Report of findings to LankellyChase Foundation, Mind, The Afiya Trust and Centre for Mental Health*. London: Lankelly Chase.
- Gaffney, H., Jolliffe, D. & White, H. (2022). *Mentoring: Toolkit technical report*. London: Youth Endowment Fund. Available at: https://youthendowmentfund.org.uk/wp-content/uploads/2022/10/Mentoring-Technical-Report_Final.pdf. Accessed 5 April 2023.
- Heckman, J.J., Jagelka, T. & Kautz, T. (2021). *Some contributions of economics to the study of personality*. The Guilford Press.
- Heller, S.B., Shah, A.K., Guryan, J., Ludwig, J., Mullainathan, S. & Pollack, H.A. (2017). Thinking, fast and slow? Some field experiments to reduce crime and dropout in Chicago. *The Quarterly Journal of Economics*, 132(1), 1–54. DOI: 10.1093/qje/qjw033
- HM Government. (2018). *Serious crime strategy*. London: HM Stationary Office. Available at: <https://www.gov.uk/government/publications/serious-and-organised-crime-strategy-2018>. Accessed January 2023.

- Home Office. (2011). *Ending gang and youth violence: A cross-government report (Vol. 8211)*. London: The Stationery Office.
- Huizinga, D. & Elliott, D.S. (1986). Reassessing the reliability and validity of self-report delinquency measures. *Journal of Quantitative Criminology*, 2(4), 293–327.
- INVOLVE. (2016). *Involving children and young people in research: Top tips and essential key issues for researchers*. INVOLVE, Eastleigh.
- Jordan, M. E., Wright, J., Purser, A., Grundy, A., Joyes, E., Wright, N., Crawford, P. & Manning, N. (2019). Capoeira for beginners: Self-benefit for, and community action by, new Capoeiristas. *Sport, Education and Society*, 24(7), 756–769, DOI: 10.1080/13573322.2018.1441145
- Khan, L., Saini, G., Augustine, A. Palmer, K., Johnson, M. & Donald, R. (2017). *Against the odds: Evaluation of the Mind Birmingham Up My Street Programme*. London: Centre for Mental Health.
- Khan, L., Brice, H., Saunders, A. & Plumtree, A. (2013). *A need to belong: What leads girls to join gangs*. London: Centre for Mental Health.
- Lowe, H. (2020). *Creatively minded and young: A selection of arts and mental health projects with, by and for children and young people*. London: The Baring Foundation.
- Office for National Statistics. (2021). *Crime in England and Wales: Year ending June 2021*. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/crimeinenglandandwales/yearendingjune2021>. Accessed January 2023.
- Miranda, D. & Claes, M. (2004) Rap music genres and deviant behaviors in French-Canadian adolescents. *Journal of Youth and Adolescence*, 33(2), 113–122.
- Raposa, E.B., Rhodes, J., Stams, G.J.J.M. et al. (2019). The effects of youth mentoring programs: A meta-analysis of outcome studies. *Journal of Youth and Adolescence* 48, 423–443 <https://doi.org/10.1007/s10964-019-00982-8>
- Rodríguez-Planas, N. (2012). Longer-term impacts of mentoring, educational services, and learning incentives: Evidence from a randomized trial in the United States. *American Economic Journal: Applied Economics* 4(4), 121–39.
- Rosenbaum, P. R. (2002). *Observational studies* (2nd ed). New York: Springer.
- Rosenbaum, P. R. & Rubin, D. B. (1983). Assessing sensitivity to an unobserved binary covariate in an observational study with binary outcome. *Journal of the Royal Statistical Society: Series B (Methodological)*, 45(2), 212–218.
- Srivastava, A. & Thomson, S.B. (2009). Framework analysis: A qualitative methodology for applied policy research. *Comparative & Global Administrative Law*, eJournal.
- Staniszewska, S., Brett, J., Mockford, C. & Barber, R. (2011). The GRIPP checklist: Strengthening the quality of patient and public involvement reporting in research. *International Journal of Technology Assessment in Health Care*, 27(4), 391–9.
- Taylor, J., Bradbury-Jones, C. Hunter, C., Sanford, K., Rahilly, T. & Ibrahim, N. (2014). Young people's experiences of going missing from care: A qualitative investigation using peer researchers. *Child Abuse Review*, 23, 387–401.
- Tolan, P., Henry, D., Schoeny, M., Bass, A., Lovegrove, P. & Nichols, E. (2013). Mentoring interventions to affect juvenile delinquency and associated problems: A systematic review. *Campbell Systematic Reviews*, 9(1), 1–58. DOI: 10.4073/csr.2013.10
- Wolff, K.T., Baglivio, M.T., Klein, H.J., Piquero, A.R., DeLisi, M. & Howell, J.C. (2020). Adverse childhood experiences (ACEs) and gang involvement among juvenile offenders: Assessing the mediation effects of substance use and temperament deficits. *Youth Violence and Juvenile Justice*, 18(1), 24–53.
- Youth Endowment Fund. (2021). *Feasibility study guidance*. London: Youth Endowment Fund.

Appendices

Appendix A: United Borders Getting to know you survey questions

Survey asks for name, mobile number and the following information:

- Ethnicity
- Physical disability, mental health condition, health condition, learning difficulty
- Impacted by violence (either witnessed or been personally impacted, open space provided for specifics).
- Viewed/Sent violent images online (images, footage, links)
- Received counselling or trauma therapy
- Would consider counselling or trauma therapy
- Attend youth clubs/hubs or studios
- **Please tick the boxes that indicate how much you agree with each statement:**
(1 strongly agree- 5 strongly disagree)
 - **Character:** I feel able to express myself freely.
 - **Character:** I can communicate my thoughts effectively.
 - **Character:** I feel confident taking on new challenges.
 - **Trust & Understanding:** I am comfortable mixing with people who are different to me.
 - **Trust & Understanding:** I have a good understanding of what life is like for people who are different to me.
 - **Trust & Understanding:** I am willing to build and establish trusting relationships.
 - **Wellbeing:** I feel responsible for my wellbeing.
 - **Wellbeing:** I am accountable for managing my own feelings.
 - **Wellbeing:** I pay attention to my wellbeing.
 - **Togetherness:** I am capable of working with others as part of a team.
 - **Togetherness:** I can positively contribute to my community.
 - **Togetherness:** I am willing to understand beliefs and viewpoints, different to my own.
- Expectations from mentoring
- Had mentoring before?
- Areas you hope your mentor can make an impact on (focus, communication, skill building, personality development, other)
- Role you want your mento to take (listener, motivator, coach, teacher, career development, advisor, other)

Appendix B: Study Participant Information Sheets and Consent Statements

Parents and guardians on behalf of children and young people participating – Information Sheet

A Feasibility Study of the United Borders music mentoring programme

Contact details:

Name of Project Lead – Professor Siddhartha Bandyopadhyay, *S.Bandyopadhyay@bham.ac.uk* Tel: 07795 418984

Name of Data Protection Officer - Nicola Cardenas Blanco, *dataprotection@contacts.bham.ac.uk* Tel: +44 121 414 3916

The study is being funded by the Youth Endowment Fund (YEF).

This information sheet contains more information about who we are, what we are doing, and why we are doing it. It also explains how we will use your child's / the child in your care's personal information if you agree for them to take part in our study.

1. Who are we?

This study is being organised by the University of Birmingham (<https://www.birmingham.ac.uk/research/crime-justice-policing/index.aspx>)

When we collect and use participants' personal information as part of the study, we are the controllers of the personal information, which means we decide what personal information to collect and how it is used.

2. What are we doing?

The University of Birmingham is doing a study of people who are taking part in the music mentoring programme provided by United Borders. At this stage we are seeking to determine if it is possible to evaluate UB through a pilot study. The pilot study will explore whether therapeutic interventions can support young people who may have been impacted by or witnessed violence.

We will write a report about what we find, but the report won't include their name or any other information that could be used to identify them. The report will go on the YEF's website and anyone will be able to read it. We might also write up articles or presentations using our findings, but again they won't include participant names or any other information that could be used to identify individuals.

3. Who has reviewed this study?

This study has been reviewed and approved by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee and received the following approval ID: ERN_22-0091.

4. Why has your child/the child in your care been invited to take part?

Your child/the child in your care has been asked to take part in this study because they are working with a United Borders music mentor.

5. Do they have to take part?

If you do not want them to take part in the study, they don't have to. It's a decision you may want to take together.

We would like as many people as possible to take part in order to aid our understanding about what makes a difference for young people and their families.

If your child/the child in your care chooses not to take part in the study, they might not be able to work with United Borders at this time.

6. What happens if your child/the child in your care takes part?

If they take part in the study, we **may** ask your child/the child in your care some questions about themselves, their family and time working with a United Borders mentor. We will use a former graduate of the programme to do this and are only asking a small number of CYP to take part in interviews. This will take about an hour. We will record the conversation so that we can remember everything that's said. We will ask the permission before we speak with your child/the child in your care and they can say no if they want to. If we do speak with your child/the child in your care will give them £20 worth of shopping vouchers, as compensation for the time spent taking part.

We will also ask the United Borders mentor to ask your child/they child in your care some questions at the start of their work. Once they finish the United Borders programme, the mentor will ask them to answer the same questions again. It should take you about half an hour to answer each set of questions.

A former graduate of the UB programme will conduct observations of some of the sessions.

We will also ask them to allow us to collect information from United Borders records about them and their time working with the mentor. We will also conduct some observations of the United Borders music mentoring programme. This will be done with a former graduate of the programme.

We will use the information to find out how well the United Borders music mentoring programme has worked.

We will also explore with the Metropolitan Police whether they are able to give us information about their contact with your child/the child in your care before and after their time working with the United Borders mentor.

7. Safeguarding

Occasionally, someone may feel upset about a question or issue that arises during the study. If your child/the child in your care feels upset by any of the questions they are asked as part of this study, they can refuse to answer them and can tell one of our team or one of the United Borders team. If they do not feel able to ask us or United Borders for help, we encourage you to make contact with an external support service such as The Samaritans (Tel. 116 123, www.samaritans.org) or Childline (Tel. 0800 1111, www.childline.org.uk).

We will treat the information that your child/the child in your care shares with us as confidential, but we may have to break confidentiality if they tell us something that makes us concerned about them or others being at risk. If this happens then we or United Borders will usually discuss the issue with them first.

8. How will we use the personal information that we collect?

Data protection laws require us to have valid reason to use your child's/the child in your care's personal information. This is referred to as our 'lawful basis for processing'.

We rely on the 'public task' lawful basis to use their personal information. We will only use more sensitive information (such as criminal offence information) if it is necessary for research purposes.

We will use the information they give us to evaluate how well the United Borders music mentoring programme has worked and to write a report about our findings based on all of the questionnaires, interviews and other data gathering we have carried out.

The final report will not contain any personal information about the people who took part in the study and it will not be possible to identify individuals from the report. The report will be published on the YEF's website and we might also use the information in academic articles that we write and in presentations we give.

Any personal information that your child/the child in your care gives us will be stored securely and kept confidential.

9. What happens if you change your mind?

Your child/the child under your care can change their minds about whether they take part in the study or any part of it at any time after it begins. To withdraw them from the study, contact the Project Lead using the details provided in the box at the start of this information sheet, or speak to a member of United Borders staff. You do not have to give a reason and you will still be allowed to take part in the music mentoring programme.

If you decide to withdraw, you should tell us as soon as possible. Two weeks after they complete their work with the mentor it will no longer be possible to delete their personal information already collected even though you are no longer taking part in further data collection. This is because we will have used their information, along with all of the information we have gathered from the other participants, to carry out our study and to write our report.

10. Retention and deletion

The University of Birmingham will keep your child's/the child under your care's personal information for 10 years after the study finished. We will first remove any information that could directly or indirectly identify individuals – once data has been anonymised in this way, it is no longer 'personal information'.

11. Data protection rights

You and your child/the child in your care have the right to:

- ask for access to the personal information that we hold about them;
- ask us to correct any personal information that we hold about them which is incorrect, incomplete or inaccurate.

In certain circumstances, you also have the right to:

- ask us to erase the personal information where there is no good reason for us continuing to hold it – please read the information in section 10 about the time limits for requesting deletion of your personal information;
- object to us using the personal information for public interest purposes;

- ask us to restrict or suspend the use of the personal information, for example, if you

want us to establish its accuracy or our reasons for using it.

If you want to exercise any of these rights during the study period, please contact our Data Protection Officer using the details provided in the box at the start of this information sheet. We will usually respond within 1 month of receiving your request.

When exercising any of these data rights, we may need to ask for more information from you/your child/ the child in your care to help us confirm their identity.

This is a security measure to ensure that personal information is not shared with a person who has no right to receive it. We may also contact you to ask you for further information in relation to your request to speed up our response.

12. Other privacy information

You can find more information about how we collect and use personal information in our privacy notice which is available on our website at:

<https://www.birmingham.ac.uk/privacy/index.aspx>

Sharing their personal information

We only ever use your child's/the child in your care's personal information if we are satisfied that it is lawful and fair to do so. If you decide to allow your child/the child in your care can take part in the study.

Data security

We will put in place technical and organisational measures in place to protect your child's/the child's in your care personal information, including:

- limiting access to folders where information is stored to only those people who have a need to know
- replacing identifying information (e.g. name) with a unique code

International transfers

We do not transfer your personal data outside the UK.

13. Feedback, queries or complaints

If you have any feedback or questions about how we use personal information, or if you want to make a complaint, you can contact our Data Protection Officer using the details provided in the box at the start of this information sheet.

We always encourage you to speak to us first, but if you remain unsatisfied you also have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues: <https://ico.org.uk/make-a-complaint/>.

A Feasibility Study of the United Borders music mentoring programme

Confirmation statement for parents and guardians on behalf of the children in their care

I confirm that:

- I have read the information sheet for parents and guardians
- I have had an opportunity to ask questions about how personal information is used in the study
- I have enough information to make a decision about whether my child/the child in my care can participate in the study
- I understand that my child/the child in my care is free to withdraw from the study at any time. After two weeks after they have completed the United Borders intervention we will not be able to remove their information from our files.

I agree my child/the child in my care can take part in this study

Name of participant/child (block capitals):

Signed (adult on behalf of participant)

Date

Name of adult (block capitals)

Signature of researcher / UB staff member

Date

Name:

Tel:

Email:

A Feasibility Study of the United Borders music mentoring programme

What we are doing

The University of Birmingham is doing a study of people who are taking part in the music mentoring programme provided by United Borders.

At this stage we are seeking to determine if it is possible to evaluate UB through a pilot study. The pilot study will explore whether therapeutic interventions can support young people who may have been impacted by or witnessed violence.

Who we are

Name of Project Lead – Professor Siddhartha Bandyopadhyay, S.Bandyopadhyay@bham.ac.uk Tel: 07795 418984

Name of Data Protection Officer - Nicola Cardenas Blanco, dataprotection@contacts.bham.ac.uk, Tel: +44 121 414 3916

We are part of University of Birmingham, and are called the ‘controller’ because we look after your information. The study has been reviewed by the University of Birmingham’s Humanities & Social Sciences Ethical Review Committee.

What you will need to do

If you take part in the study, we **may** ask you some questions about yourself, your family and your time working with your United Borders mentor. We are only asking a small number of people to be interviewed. We will ask a former graduate of the programme to do this. This will take about an hour. We will record the conversation so that we can remember everything that’s said. We will ask your permission before we ask you any questions and you can say no if you want to. If we do speak with you will give you £20 in shopping vouchers, as compensation for the time spent taking part.

We will also ask the United Borders mentor to ask you some questions at the start of their work with you. Once you finish the United Borders programme, they will ask you to answer the same questions again. It should take you about half an hour to answer each set of questions.

Information we collect

We will ask you to give us some information about yourself, like your name and your date

of birth. We will also ask you to allow us to collect information from United Borders records about your time working with the mentor.

We will also explore with the Metropolitan Police whether they are able to give us information about their contact with you before and after your time working with the United Borders mentor.

We will also conduct some observations of the United Borders music mentoring programme to understand better how it works. This will be done with a former graduate of the programme.

How we use your information

We will use the information to find out how well the United Borders music mentoring programme has worked.

We will write a report about what we find, but the report won't include your name or any other information that could be used to identify you.

The report will go on the YEF's website and anyone will be able to read it. We might also write up articles or presentations using our findings, but again they won't include your name or any other information that could be used to identify you.

How we comply with the law

We will only use your information if the law says it's ok. Because this study is interesting and important to lots of people, the law says we can use your information to do this kind of work.

We always keep your information safe. During the study, we only let our research team look at your information and we won't share your information with anyone in other countries.

Keeping you safe

If you feel upset by any of the questions we ask you, you should tell us or your parent or guardian or your mentor.

The information you share with us will be non-identifiable unless we think that you or someone else might be at risk of harm. If this happens then we will usually talk to you first to tell you why we want to talk to another person or organisation.

After the study finishes

The University of Birmingham will keep the information we collect for 10 years.

Do you want to take part?

We want lots of people to take part because this helps us to understand what makes a difference for young people and their families.

You do not have to take part in the study – it's up to you. If you don't want to take part, tell your parent or guardian or your mentor.

If you decide not to take part in the study, you might not be able to take part in the music mentoring programme at this time.

What happens if you change your mind?

You can change your mind about taking part in the study or any part of it at any time after it starts, up until you have completed the second questionnaire at the end of the programme.

If you change your mind tell your parent or guardian, or your mentor and they will let us know. You will still be allowed to take part in the music mentoring programme.

We will ask you if you are happy for us to keep the information that we already have about you. If you do not want us to keep this information, we will delete it.

If you are having second thoughts, you should tell someone as soon as possible. Two weeks after you have completed the second questionnaire we won't be able to delete your information. This is because we will have used your information to make our findings and to write our report.

How long we keep your information

The University of Birmingham will keep your information for 10 years after we finish our report. Your data will be stored in a way so that people can't link your name to your information.

Questions?

If you have any questions about how we use your information, or if you want to complain, you can contact our Data Protection Officer. Their contact details are in the box on the first page.

You also have the right to make a complaint to the Information Commissioner's Office (ICO). You can find more information about the ICO and how to make complain to them on their website: <https://ico.org.uk/make-a-complaint>.

A Feasibility Study of the United Borders music mentoring programme

Confirmation Statement for Children and Young People

I confirm that:

- I have read the information sheet for children and young people
- I have had an opportunity to ask questions about how personal information is used in the study
- I have enough information to make a decision about whether to participate in the study
- I understand that I am free to withdraw from the study at anytime. After two weeks after I have completed the United Borders intervention it will not be possible to remove my data from the records of the research team.

I agree to take part in this study

Signed:

(participant)

Date:

Name in block capitals:

(participant)

Signature of adult:

Date:

Adult's contact details

Name: -----

Role: -----

Tel: -----

Email: -----

Adult Participant Information Sheet

A Feasibility Study of the United Borders music mentoring programme

What we are doing

The University of Birmingham is evaluating of people who are taking part in the music mentoring programme provided by United Borders.

At this stage we are seeking to determine if it is possible to evaluate UB through a pilot study. The pilot study will explore whether the mentors can help support young people who have witnessed, experienced or perpetrated violence.

You are being invited to take part in an interview about the programme because you have taken part in some aspect of it (as a participant or as a practitioner).

Who we are

Name of Project Lead – Professor Siddhartha Bandyopadhyay, *S.Bandyopadhyay@bham.ac.uk* Tel: 07795 418984

Name of Data Protection Officer - Nicola Cardenas Blanco, *dataprotection@contacts.bham.ac.uk*, Tel: +44 121 414 3916

We are part of University of Birmingham, and are called the ‘controller’ because we look after your information. The study has been reviewed by the University of Birmingham’s Humanities & Social Sciences Ethical Review Committee.

What you will need to do

If you take part in the study, we will ask you some questions about the programme. This will take about an hour. We will record the conversation so that we can remember everything that’s said.

Information we collect

We will ask you to give us some information about yourself and your experience of the programme.

How we use your information

We will use the information to find out how well the United Borders music mentoring programme has worked.

We will write a report about what we find, but the report won’t include your name or any other information that could be used to identify you.

The report will go on the YEF’s website and anyone will be able to read it. We might also write up articles or presentations using our findings, but again they won’t include your name or any other information that could be used to identify you.

How we comply with the law

We will only use your information in compliance with the law.

We always keep your information safe. During the study, we only let our research team look at your information and we won't share your information with anyone in other countries.

Keeping you safe

If you feel upset by any of the questions we ask you, you should tell us, we can stop the interview at any time.

We will keep what you tell us a secret unless we think that you or someone else might be at risk of harm. If this happens then we will usually talk to you first to tell you why we want to talk to another person or organisation.

Do you want to take part?

We want lots of people to take part because this helps us to understand what makes a difference for young people and their families.

You do not have to take part in the study – it's up to you. You can withdraw your consent up to two weeks following the interview.

How long we keep your information

The University of Birmingham will keep your information for 10 years after we finish our report. Your data will be stored in a way so that people can't link your name to your information.

Your legal rights

The law gives you rights over how we can use your information. You can find full details of

these rights the YEF website: <https://res.cloudinary.com/yef/images/v1625734531/cdn/YEF-Data-Guidance-Participants/YEF-Data-Guidance-Participants.pdf>

or in the information sheet we have given to your parent or guardian.

Questions?

If you have any questions about how we use your information, or if you want to complain, you can contact our Data Protection Officer. Their contact details are in the box on the first page.

You also have the right to make a complaint to the Information Commissioner's Office (ICO). You can find more information about the ICO and how to make complain to them on their website <https://ico.org.uk/make-a-complaint>.

A Feasibility Study of the United Borders music mentoring programme

Confirmation Statement for Adult participants

I confirm that:

- I have read the information sheet for this study
- I have had an opportunity to ask questions about how personal information is used in the study
- I have enough information to make a decision about whether to participate in the study
- I understand that I am free to withdraw from the study up to two weeks after the interview.

I agree to take part in this study

Signed:

(participant)

Date:

Name in block capitals:

(participant)

Signature of researcher:

Date:

Researcher's contact details

Name: -----

Tel: -----

Email: -----

Peer researcher consent statement

Recording ID:

A Feasibility Study of the United Borders music mentoring programme

Confirmation Statement for Children and Young People

I confirm that:

- I understand that I will be interviewed about my experience of the UB programme.
- I understand that some United Borders' sessions I take part in will be observed.
- I have had an opportunity to ask questions about the study.
- I have enough information to make a decision about whether to participate in the study.
- I understand that I am free to withdraw from the study at any time.
- Two weeks after I have completed the United Borders programme it will not be possible to remove my data from the records of the research team.

- I will receive a thank you token for my time in the form of two £10 shopping vouchers.

I agree to take part in this study

Signed:

(participant)

Date:

Name in block capitals:

(participant)

Peer researcher:

Name:

Date:

Appendix C: Topic guides

United Borders Staff

Introduce ourselves and the YEF

1. How does UB's music project work?
 - a. Purpose and aims
 - b. What are its different elements or parts?
 - i. How well do these different parts seem to work?
 - c. Who does it seek to support?
 - d. How are young people engaged?
 - e. What is the 'dosage' (frequency of exposure to the support offered)?
 - f. How is it delivered?
2. Mentors
 - a. Background of the mentors / length of time working with UB
 - b. What necessary skills, experience, attitudes, and psychological characteristics do UB employees require?
 - c. How consistently is the programme delivered from mentor to mentor?
3. How does the music programme fit into other work done by UB?

4. Implementation support:
 - a. Does UB have everything it needs to deliver its support (e.g. training and supervision, technical support, staffing, community support, resources)?
 - b. What systems does it have in place to help deliver help consistently and effectively? (e.g.: how does everyone sing from the same song sheet).
5. Responsiveness:
 - a. Why do young people engage?
 - b. How does UB differ from other support young people have received?
 - c. Reasons for attrition from the programme (any particular groups of YP)?
6. Outcomes and challenges
 - a. What outcomes (or changes) does UB achieve?
 - i. For CYP
 - ii. For their families
 - iii. For the local community
 - b. What have been your biggest challenges during delivery?
7. Community
 - a. How much do community level factors contribute to or affect the effectiveness of UB?
 - b. How ready and receptive is the local community to UB and the change it seeks to achieve?
 - c. Is the culture, coordination, communication, and leadership in UB sufficient to enable implementation;
8. Adaptations: what might need to change to make UB more effective?
9. Experience of the YEF funding/UoB evaluation
 - a. Ways in which it may need to change if we proceed to pilot.

Referring organisations

- Understanding of the YEF funded intervention
 - Its purpose and aims
 - How it will achieve these
 - How it fits into other out of court disposal work in London
- Expected benefits of the intervention
 - How these align with organisational aims/objectives

- Ideas for improvements / adaptations of the intervention
- Challenges of / risks to the intervention

Children and young people

Interview One: initial peer researcher interview

1. Understanding how the young person got involved in United Borders Music programme (BUS) (including reason for referral)
 - a) What made them get involved in United Borders Music programme?
 - b) How was their experience of getting on to the project (e.g how quickly did UB respond, what did they think of the people who engaged with them, of discussions that took place - including with their family?).
2. **Hopes and fears:**
 - a) What did they hope to get out of getting involved in United Borders Music programme? (e.g. what did they hope would be different as a result of getting involved in United Borders Music programme?)
 - b) Did anything worry them about/put them off getting involved? If so, what?
3. **Early Impressions:** how would they describe what they like about working with the UB project so far?
 - a. What's been the best or most helpful thing so far?
 - b. What's been the most tricky part of being involved in BUS?

Interview Two: Follow-up discussion with young people

1. **Experience:** tell us about your experience of being involved with United Borders Music Programme?
 - a. What did you like?
 - b. What didn't they like?
 - c. How could what is offered be improved?
2. **Outcomes:** any changes?
 - a. What is different as a result of your involvement with United Borders Music programme (e.g. with family, school, friends, knowledge, skills, safety, how they feel about themselves and others, mental health and wellbeing, racial and other trauma, personal development, goals and direction, other parts of their life)?
 - b. What other things have changed in your life since being involved with United Borders Music programme?
 - i. what led to these changes happening?
 - c. Has anything not changed for you? If so what?
 - d. Has anything got worse? If so, tell me more about that...

- e. Any things you didn't expect?
3. How well does United Borders Music Programme fit in with other parts of your life (e.g. school, other forms of help you get)?
4. Tell us what you think about the staff at United Borders Music programme
 - a. how much do they help you (and if they do, how)?
5. *What did you think of the mentoring sessions on the United Borders Music programme?*
 - a. *How did the mentoring impact you as a person?*
6. How would you compare the help you get from United Borders Music programme with any past help you have received?
7. *How safe does United Borders feel?*
8. Do you think this type of support might help someone avoid getting into trouble with the police or getting involved in violence? Why do you say this?

United Borders Peer researcher observation guide

You can write a diary, video your thoughts or voice record your thoughts.

Please download them onto a UB computer as soon as you have completed the diary.

Researcher name	
Date	
What did you observe (e.g. music production, mentoring, graduation)	
Who lead the session?	
How many attended? (young people, rough ages of young people and gender, ethnic background)	

Observation questions

1. Please describe the activity that you observed today and how it worked?

2. What did you notice about how young people were engaging with UB?
3. What key themes or topics came up from discussions/activities?
4. Based on what you saw, in what ways did today's activity contribute to the broader goals of United Borders (thinking back to the theory of change)
5. Any other thoughts on what worked and what didn't work today?
6. Any research ethics concerns, questions, discomfort, challenges or dilemmas you faced as a peer researcher?

Please WhatsApp us if you have any questions or concerns about observing the day. Thank you!

Appendix D: Detail of quantitative measures

Table 1: Categorisation bands for self-completed SDQ scores for age 4-17:

	Close to Average (80% pop)	Slightly raised (/lowered) (10% pop)	High (/Low) (5% pop)	Very high (/very low) (5% pop)
Total difficulties score	0-13	14-16	17-19	20-40
Internalising score	0-3	4-7	8-10	11-20
Externalising score	0-7	8-10	11-13	14-20
Emotional problems score	0-3	4	5-6	7-10
Conduct problems score	0-2	3	4-5	6-10
Hyperactivity score	0-5	6-7	8	9-10
Peer problems score	0-2	3	4	5-10
Prosocial score	8-10	7	6	0-5

Table 2: Initial SDQ distribution

Question	Mean	25th	50th	75th	min	max
I try to be nice to other people. I care about their feelings	1.49	1	2	2	0	2
I am restless, I cannot stay still for long	1.12	1	1	2	0	2
I get a lot of headaches, stomach-aches or sickness	0.61	0	1	1	0	2
I usually share with others (food, games, pens etc.)	1.23	1	1	2	0	2
I get very angry and often lose my temper	0.89	0	1	1	0	2
I am usually on my own. I generally play alone or keep to myself	0.81	0	1	1	0	2
I usually do as I'm told	0.96	1	1	1	0	2
I worry a lot	0.76	0	1	1	0	2
I am helpful if someone is hurt, upset or feeling ill	1.4	1	1	2	0	2

I am constantly fidgeting or squirming	1.01	0	1	2	0	2
I have one good friend or more	0.50	0	0	1	0	2
I fight a lot. I can make other people do what I want	0.61	0	0	1	0	2
I am often unhappy, down-hearted or tearful	0.50	0	0	1	0	2
Other people my age generally like me	0.72	0	1	1	0	2
I am easily distracted, I find it difficult to concentrate	1.27	1	1	2	0	2
I am nervous in new situations. I easily lose confidence	0.83	0	1	1	0	2
I am kind to younger children	1.41	1	2	2	0	2
I am often accused of lying or cheating	0.89	0	1	2	0	2
Other children or young people pick on me or bully me	0.30	0	0	0	0	2
I often volunteer to help others (parents, teachers, children)	0.87	0	1	1	0	2
I think before I do things	0.89	0	1	1	0	2
I take things that are not mine from home, school or elsewhere	0.41	0	0	1	0	2
I get on better with adults than with people my own age	0.76	0	1	1	0	2
I have many fears, I am easily scared	0.52	0	0	1	0	2
I finish the work I'm doing. My attention is good	1.05	1	1	1	0	2

Table 3: Final SDQ distribution

Question	Mean	25th	50th	75th	min	max
I try to be nice to other people. I care about their feelings	1.70	1	2	2	0	2
I am restless, I cannot stay still for long	0.98	1	1	1	0	2
I get a lot of headaches, stomach-aches or sickness	0.61	0	1	1	0	2
I usually share with others (food, games, pens etc.)	1.34	1	1	2	0	2
I get very angry and often lose my temper	0.87	0	1	1	0	2
I am usually on my own. I generally play alone or keep to myself	0.78	0	1	1	0	2

I usually do as I'm told	0.8	0	1	1	0	2
I worry a lot	0.56	0	0	1	0	2
I am helpful if someone is hurt, upset or feeling ill	1.56	1	2	2	0	2
I am constantly fidgeting or squirming	0.96	0	1	2	0	2
I have one good friend or more	0.4	0	0	1	0	2
I fight a lot. I can make other people do what I want	0.49	0	0	1	0	2
I am often unhappy, down-hearted or tearful	0.4	0	0	1	0	2
Other people my age generally like me	0.63	0	1	1	0	2
I am easily distracted, I find it difficult to concentrate	0.90	0	1	1	0	2
I am nervous in new situations. I easily lose confidence	0.78	0	1	1	0	2
I am kind to younger children	1.52	1	2	2	0	2
I am often accused of lying or cheating	0.74	0	1	1	0	2
Other children or young people pick on me or bully me	0.25	0	0	0	0	2
I often volunteer to help others (parents, teachers, children)	1.14	1	1	2	0	2
I think before I do things	0.61	0	1	1	0	2
I take things that are not mine from home, school or elsewhere	0.27	0	0	1	0	1
I get on better with adults than with people my own age	0.81	0	1	1	0	2
I have many fears, I am easily scared	0.47	0	0	1	0	2
I finish the work I'm doing. My attention is good	0.81	0	1	1	0	2

Table 4: Initial UB Questionnaire distribution

Question	Mean	25 th	50 th	75 th	min	max
I feel able to express myself freely	3.10	2	3	4	1	5
I can communicate my thoughts effectively	3.01	2	3	4	1	5
I feel confident taking on new challenges	3.45	3	4	4	1	5

I am comfortable mixing with people who are different to me	3	2	3	4	1	5
I have a good understanding of what life is like for people who are different to me	3.61	3	4	4	1	5
I am willing to build and establish trusting relationships	3.32	3	3	4	1	5
I feel responsible for my wellbeing	3.92	3	4	5	1	5
I am accountable for managing my own feelings	3.8	3	4	5	1	5
I pay attention to my wellbeing	3.09	2	3	4	1	5
I am capable of working with others as part of a team	3.36	3	3	4	1	5
I can positively contribute to my community	3.8	3	4	4	2	5
I am willing to understand beliefs and viewpoints, different to my own	3.64	3	4	4	1	5

Table 5: Initial UB Questionnaire distribution

Question	Mean	25 th	50 th	75 th	min	max
I feel able to express myself freely	3.8	3	4	4	1	5
I can communicate my thoughts effectively	3.83	3	4	4	1	5
I feel confident taking on new challenges	4.03	4	4	5	2	5
I am comfortable mixing with people who are different to me	3.76	3	4	4	2	5
I have a good understanding of what life is like for people who are different to me	4.01	3	4	5	3	5
I am willing to build and establish trusting relationships	3.76	3	4	4	1	5
I feel responsible for my wellbeing	4.2	4	4	5	3	5
I am accountable for managing my own feelings	4.25	4	4	5	2	5
I pay attention to my wellbeing	3.63	3	4	4	2	5
I am capable of working with others as part of a team	4	4	4	4	3	5
I can positively contribute to my community	4.29	4	4	5	3	5

I am willing to understand beliefs and viewpoints, different to my own	3.96	3	4	5	2	5
--	------	---	---	---	---	---

