

EFFICACY TRIAL PROTOCOL

The Reach Programme

Sheffield Hallam University

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Efficacy trial protocol: The Reach Programme

Evaluating institution: Sheffield Hallam University

Principal investigator(s): Anna Stevens, Charlotte Coleman
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Project title¹	The Reach Programme
Developer (Institution)	VRU for Leicester, Leicestershire and Rutland, Leicester City Council, Leicestershire County Council
Evaluator (Institution)	Sheffield Hallam University
Principal investigator(s)	Anna Stevens, Charlotte Coleman, Ben Willis
Protocol author(s)	Anna Stevens, Sean Demack, Charlotte Coleman, Ben Willis
Trial design	Blocked Randomised Controlled Trial (RCT) design. Within each block (i.e. school), referred young people (YP) will be randomised to receive the Reach programme or BAU control (i.e. two arms).
Trial type	Efficacy with internal pilot
Evaluation setting	School
Target group	Children and YP aged 11 to 16 years old who are at risk of suspension or who are persistently absent from school, and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator.
Number of participants	600 YP

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

Primary outcome and data source	Externalising score (Teacher report SDQ)
Secondary outcome and data source	<ul style="list-style-type: none"> • Internalising score (Teacher report SDQ) • Internalising score (Self report SDQ) • Externalising score (Self report SDQ) • Variety of delinquency score (SRDS) • Volume of delinquency score (SRDS) • Number of suspensions (source: Leicester City Council and Leicestershire County Council) • School attendance (source: Leicester City Council and Leicestershire County Council) • Offending data (source: VRU Leicester)

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Glossary

ACES Adverse Childhood Experiences Training

DL Delivery lead

DV Domestic Violence

EAL English as an Additional Language

b Leicester, Leicestershire and Rutland

LM Logic Model

SEN Special Educational Needs

SHU Sheffield Hallam University

SL School lead

ToC Theory of Change

VRU Violence Reduction Unit

YEF Youth Endowment Fund

YP Young person/people

YW Youth worker

Study rationale and background

The Reach Programme

WHY

The Reach Programme is targeted intervention aimed at YP aged 11-16 in secondary schools (years 7-11) who are at risk of suspension (i.e. they have carried out behaviour in their school that would normally qualify for a suspension), have 3 indicators of vulnerability (e.g. looked after, domestic violence or substance misuse in the home – please see appendix 2) and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator. It is a six-month, evidence-informed intervention²) - a context which has the potential to be a 'teachable moment'. The 'teachable' moments interventions, often called 'Navigators' programmes, make use of points in people's lives where they may be more inclined to seek help and support as a result of hitting a low point, or significant event in their lives. Navigators style programmes provide three key activities, 'reach-in' at the teachable moment, mentoring, and signposting, all of which are largely reflected within the Reach programme. It incorporates intensive and flexible mentoring, offers opportunities for prosocial activity, and addresses individual, relationship and community risk factors through structured learning components such as social skills training. The Reach programme provides an opportunity to explore the 'teachable moment' component in a school context.

The evaluation will take into account the racial disparities that exist within the sector in terms of school suspensions/exclusions, and explore this within the context of the local area and recruitment to the Reach Programme. As described further down in this document, this will be done by examining school level suspension data by ethnicity, and comparing this to recruitment to Reach by ethnicity. This will also be explored in the school lead interviews, and in the interviews with parents/carers. There are racial inequities apparent in the young people who are at risk of school exclusion, and this likely relates to wider environmental and familial factors impacting negatively upon specific sub-sets of young people. For example, we know that those who are regularly missing school are more likely to have been exposed to violence both in the home and in their local areas. YEF surveyed over 7,500 young people and found that young black people and those with mixed ethnicity are disproportionately represented in these violence figures, both as victims and as perpetrators, compared to White and Asian

² Please see Theory of Change/Logic Model and list of references at the end of this document

young people (Youth Endowment Fund, 2023³). These differences align with other public data sets revealing that young Black people are over-represented in all areas of the criminal justice system, including arrests and stop and search activity. However, it remains a very nuanced picture as Government rates of permanent exclusions and suspensions in the 2020/21 school year show that Gypsy and Roma pupils had the highest rates of permanent exclusion and suspension, followed by those of Caribbean, and mixed White and Caribbean ethnicity (Permanent exclusions: Gov.uk, 2023; Suspensions: Gov.uk, 2023). Asian, Indian, and Chinese exclusion rates are consistently below the national average for England. Permanent exclusion and suspension rates of both Black and White young people were in line with the national average rate. There were also racial differences in the reasons for suspensions, with a greater percentage of Black and Asian pupils receiving suspensions for physical assault, and a greater percentage of White and mixed ethnicity pupils being suspended for persistent disruptive behaviour, suggesting the drivers for suspension vary between different ethnic groups. However rates for young Black people have been consistently falling since 2006 (which demonstrates that they have previously been over-represented in exclusion data), and it is likely that reductions in the number of suspension for Black pupils is driven by wider efforts more generally to reduce suspensions in all pupils (YEF, 2022). Therefore, programmes such as Reach, although not targeted towards specific ethnic groups, is expected to have positive impacts on young people of all ethnicities.

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

³ <https://youthendowmentfund.org.uk/wp-content/uploads/2022/10/YEF-Children-violence-and-vulnerability-2022.pdf>

that can increase participation. There is also a growing evidence base demonstrating positive outcomes for teachable moment interventions, subsequently reducing involvement in violence. On average social skills training programmes have reduced the number of children involved in crime by 32%. Furthermore, research on social skills training suggests that its impact on preventing violence is likely to be high. Targeted programmes working with children who were already demonstrating a need for more intensive support have achieved greater impacts than universal programmes focused on primary prevention (YEF Toolkit, 2021; YEF What Works Review, 2020).

Intervention

WHEN and HOW MUCH

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

WHAT

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

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

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

Once identified, schools staff make a referral to the programme using an online form (it should be noted here that for this pilot trial, the referral process has been updated to incorporate consent for the evaluation, baseline data collection and randomisation, further detail on this is given later in this document). The referral will be triaged by the delivery team to assess eligibility and eligible YP within 24hrs and their parents/carers will be contacted to arrange an assessment as soon as practicable. The assessment will explore the strengths, needs, risks and interest of the YP. This information will be used to match the YP to the most suitable YW who will act as a mentor throughout the duration of the intervention. The YW will then work through activities related to the core components with the YP as set out below:

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

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

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

Confidence, Wellbeing and Resilience: Within these interactive sessions, the YW gets the YP to reflect on their confidence and wellbeing. They will talk about activities or situations which make them feel anxious and fearful. The YP will have the opportunity to identify the activities

that they are good at, while talking about the aspects that they want to improve on. The YW will explain a range of helpful strategies for overcoming fears and facing challenges confidently. Towards the end of this phase, they will also work on how to build resilience.

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

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

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

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

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

WHO PROVIDED

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

intervention is targeted in the right places and at the right YP. They have led the intervention through the recruitment, onboarding and training of:

- 8 FTE experienced YWs who will provide intensive one to one support to at risk YP (10 YWs are planned to deliver the intervention during the pilot/efficacy phase). The VRN provided formal training for the YWs, alongside drugs awareness training run by Turning Point (see appendix 3 for details on YW employment criteria and training). YWs were also encouraged to undertake training in areas pertinent to their role such as safeguarding, ACES, county lines, and more YP related awareness raising such as social media use and drill music.
- 1.5 FTE Team Managers who are responsible for the line management of the YWs
- 1 FTE Project Coordinator to lead on mobilising the intervention and overseeing delivery across city and county
- 1.5 FTE Project Officers to provide administrative support to the delivery team and to gather data/information for the evaluation.

HOW

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

WHERE

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

TAILORING

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

Logic Model, Blueprint and Theory of Change

The updated logic model, blueprint and theory of change (ToC) are presented in appendix 1. During the feasibility study these were further refined following workshops with stakeholders, and in line with findings from the feasibility study report. These documents will

be further reviewed throughout the pilot year and updated in liaison with the delivery team towards the end of the study.

Impact evaluation

Research questions or study objectives

Upon completion of baseline and outcome data, the impact evaluation will focus on the following research questions as set out below:

Primary research question

- **RQ1** What is the difference in behavioural difficulties measured using the externalising score from the teacher report Strengths and Difficulties Questionnaire (SDQ) between the intervention group, when compared to a 'business as usual' control?

Secondary research questions

- **RQ2** What is the difference in emotional regulation measured using the internalising score of the teacher report SDQ between the intervention group, when compared to a 'business as usual' control?
- **RQ3** What is the difference in behavioural difficulties measured using the externalising score from the self-report Strengths and Difficulties Questionnaire (SDQ) between the intervention group, when compared to a 'business as usual' control?
- **RQ4** What is the difference in emotional regulation measured using the internalising score of the self-report SDQ between the intervention group, when compared to a 'business as usual' control?
- **RQ5** What is the difference in offending behaviours measured using "variety of delinquency score" from the self-report delinquency scale (SRDS) between the intervention group, when compared to a 'business as usual' control?
- **RQ6** What is the difference in offending behaviours measured using "volume of delinquency score" from the self-report delinquency scale (SRDS) between the intervention group, when compared to a 'business as usual' control?
- **RQ7** What is the difference in attendance at school measured using administrative data between the intervention group, when compared to a 'business as usual' control?
- **RQ8** What is the difference in number of suspensions measured using administrative data between the intervention group, when compared to a 'business as usual' control?
- **RQ9** What is the difference in offending behaviours measured using administrative data between the intervention group, when compared to a 'business as usual' control?

Sub-group analysis

The monitoring data collected by the delivery team compiles detailed demographic data on the YP including:

- Sex
- Age
- Ethnicity
- Special educational needs (SEN)
- Eligibility for free school meals (FSM)
- Number of “risk factors”

The full set of monitoring data will be reported on descriptively, and appropriate variables will be incorporated into the impact analysis to assess any differences in terms of the primary outcome by sub-group. The subgroup analysis research questions are set out below, followed by a justification for each sub-group category:

- **RQ10** Are any differences in the primary outcome (externalising score teacher report SDQ) observed with regards to the ethnicity of the YP?
- **RQ11** Are any differences in the primary outcome (externalising score teacher report SDQ) observed with regards to the sex of the YP?
- **RQ12** Are any differences in the primary outcome (externalising score teacher report SDQ) observed with regards to the age of the YP?

Sub-group analysis by ethnicity will further inform the RQs set out in the IPE which explore how far the intervention is reaching YP from ethnic minority backgrounds, and will allow an exploration as to whether outcomes differ by ethnicity. In terms of gender of the YP, the qualitative findings from the feasibility study showed that young males recruited to the Reach Programme responded well to a predominately female YW team, suggesting that the gender of the YW was less important in terms of responsiveness of male participants. Exploring this factor in the subgroup analysis will further inform this research question by allowing an exploration of any differences in outcomes between males and female participants. Findings from the feasibility study suggested that schools were keen to refer YP at the earliest point possible in their lives given that the Reach Programme is intended as a preventative intervention. Analysis of outcomes by age will allow insight into whether the Reach Programme shows any difference in outcomes for younger participants.

Fidelity to programme and dosage

The following research questions should be considered as part of the implementation and process evaluation, and aim to explore how the intervention worked, for whom and under

what conditions. Detailed monitoring data on time spent per core component and activities undertaken is being collected for each YP by the YWs. This information will be summarised to form two variables:

- Whether all core components were covered
- How much time was spent with the YW in total (using time per core component data rather than number of sessions in total given the variability in length of sessions)

These two variables will be linked to outcome data and will address the following research questions:

RQ12 How is the completion of the core components of the Reach Programme associated with the primary outcome?

RQ13 How is the amount of time that a YP spends with their YW associated with the primary outcome?

Compliance Average Causal Effect (CACE) analysis

Drawing on the fidelity/dosage variables described above, a binary “compliance” variable will be constructed and used to undertake a CACE analysis. This would then form a further two research questions as part of the IPE:

RQ14 What factors are associated with compliance to the Reach programme?

RQ15 How is compliance to the Reach programme associated with the primary outcome?

This analysis would also be used to address a further impact evaluation research question as follows:

RQ16 What is the Compliance Average Causal Effect for the Reach programme on the primary outcome?

Design

The design for both the internal pilot and efficacy trial is a blocked Randomised Controlled Trial (RCT) design, where within each block (i.e. school), referred YP will be randomised to receive the Reach programme or BAU control (i.e. two arms). The allocation is 50:50 and fixed within each school with the aim of achieving equal numbers of YP allocated to intervention and control within each school. The primary and secondary outcomes are detailed in table 1 below.

Table 1: Trial design

Trial design, including number of arms		Two-arm randomised control trial
Unit of randomisation		Individual participant
Stratification variables		School (to balance allocation within schools)
Primary outcome	variable	Behavioural difficulties
	measure (instrument, scale, source)	Teacher report SDQ externalising score
Secondary outcome(s)	variable(s)	<ul style="list-style-type: none"> • Emotional regulation (Teacher report SDQ) • Behavioural difficulties (Self report SDQ) • Emotional regulation (Self report SDQ) • Variety of delinquency • Volume of delinquency • Number of suspensions • Attendance at school (%) • Level of offending
	measure(s) (instrument, scale, source)	<ul style="list-style-type: none"> • Teacher report SDQ internalising score • Self-report SDQ externalising score • Self-report SDQ internalising score • Variety of delinquency (SRDS) • Volume of delinquency (SRDS) • Number of suspensions • Attendance at school (%) • Level of offending
Baseline for primary outcome	variable	Behavioural difficulties
	measure (instrument, scale, source)	Teacher report SDQ externalising score
Baseline for secondary outcome	variable	<ul style="list-style-type: none"> • Teacher report SDQ internalising score • Self-report SDQ externalising score • Self-report SDQ internalising score • Variety of delinquency (SRDS)

		<ul style="list-style-type: none"> • Volume of delinquency (SRDS) • Number of suspensions • Attendance at school (%) • Level of offending
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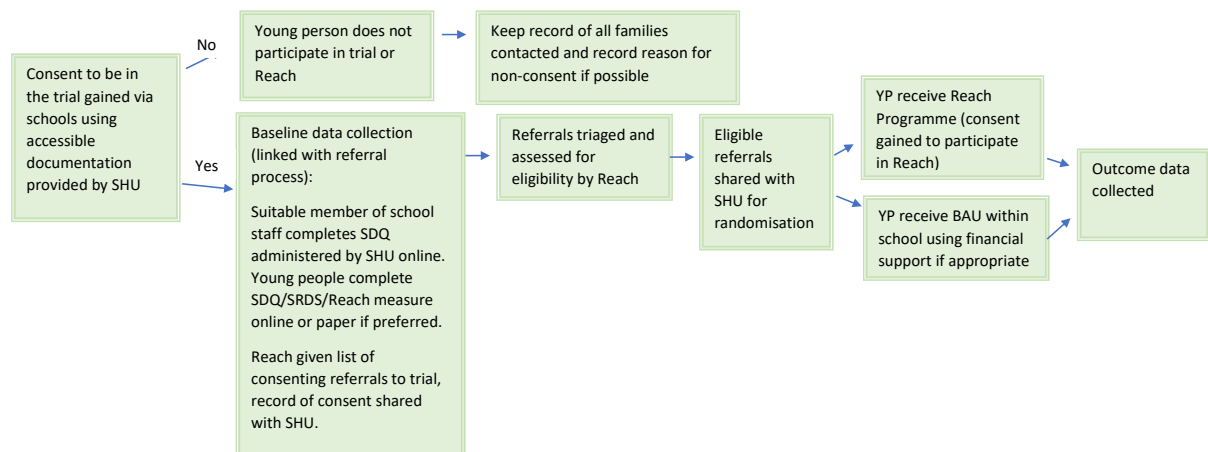
Randomisation

Following the successful use of simple randomisation at the individual level fixed within schools for the internal pilot trial, this method will be taken forward to the efficacy stage. Analysis of the baseline sample for the pilot demonstrated good balance between the intervention and control group in terms of baseline scores and other demographic factors of the YP (age/gender/ethnicity/FSM eligibility). Within each school the evaluation team will randomise half of referred YP to the Reach programme and the other half will form the business as usual control group. Once numbers of referrals within schools have been set, randomisation will be fixed within each school using a random number generator in Excel to determine group allocation. Two specified members of the evaluation team will undertake randomisation, this will be blind to participants and providers, and take place following the collection of baseline data. Outcome data would then be collected once the participant has completed the programme.

The referral process is rolling where participants will commence at different timepoints and will participate on the programme for varying lengths of time. During the pilot trial, the evaluation team worked closely with the delivery partner and the schools to implement the referral process, consent procedures and baseline data collection. These methods will be replicated at the efficacy stage as set out in Figure 1 below. Consent to be in the evaluation will be gained through schools at the outset using documentation/scripts provided by SHU to the schools. For all those consenting, baseline data will then be collected using an online survey tool (Qualtrics). The link to the teacher report SDQ will be distributed to teachers as part of the referral process. The self-report SDQ and the SRDS will be administered to YP via school leads who are provided with detailed guidance on facilitation of this. They will be collected independently from the Reach team and submitted directly from teachers/YP to the evaluation team. As described below, the teacher report SDQ will be completed online at the point of referral. A full set of guidance will be given to all schools by SHU to explain how and when to complete baseline measures, who should complete the teacher report SDQ (i.e. an appropriate school lead with close knowledge of the YP) and how to facilitate measure collection with the YP; indicating that YP can be supported with understanding a question, but that staff should not influence their response. All data will come straight to SHU using the online survey tool Qualtrics and both staff and YP will be reassured of the confidentiality of

their responses in the introductory blurb; the member of staff completing the SDQ will be asked for their name and role at the point of data collection to ensure that where possible the same person completes this at follow up. YP themselves will be given an online link via school leads to complete both the SDQ and SRDS online, or a paper version can be offered if preferred. SHU will check that baseline data has been completed prior to randomisation, and will contact schools directly to follow up completion if there are any delays in completion of these. Following this Reach would then undertake their usual eligibility check, and subsequently all consenting and eligible referrals will then be randomised by SHU. Reach will then undertake their usual assessment and consent for all those allocated to the intervention, and SHU will share a list of those allocated to control with the schools for them to receive “business as usual” support. This is mapped out in figure 1 below:

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



Participants

Participants are defined as ““children and YP aged 11 to 16 years old who are at risk of suspension or who are persistently absent from school, and where there are concerns about future involvement in anti-social behaviour and crime as both a victim or perpetrator.” The criteria also takes account of YP having 3 or more risk factors as denoted by the online referral form (appendix 2).

At the internal pilot stage, a total of 217 YP were recruited to the evaluation and randomised (110 intervention, 107 control). The efficacy stage will aim to recruit a total of around 383 participants overall (please see sample size section below for details) to achieve a total sample size of 600 participants overall to take to the final impact analysis. These participants will be

recruited across the 12 existing schools in the pilot study which will be considered as a total of 24 sites (see sample size section below).

Sample size calculations

At internal pilot and efficacy stages, a blocked RCT design will be deployed for the impact evaluation of Reach. Specifically, within each school (or block), referred YP will be randomised to receive the Reach programme or BAU control. The statistical sensitivity for an RCT design can be illustrated using Minimum Detectable Effect Sizes (MDES's). In this case, the MDES is defined as the smallest effect size (in units of standard deviations) that the proposed Blocked-RCT design could detect as statistically significant ($p < 0.05$, two tailed) with a statistical power of 0.80 or higher. The power calculations have been undertaken using a formula and checked using the PowerUp software (Dong et al., 2013, sheet BIRA1_1r) ⁴.

Table 2: Power calculations

		PARAMETER
Minimum Detectable Effect Size (MDES)		0.18-0.19 sds
Pre-test/ post-test correlations	level 1 (participant)	0.50 to 0.60
	level 2 (cluster)	n/a ¹
Intracluster correlations (ICCs)	level 1 (participant)	n/a ²
	level 2 (cluster)	0.13
Alpha^{[1][1]}		0.05
Power		0.80
One-sided or two-sided?		Two

1 – cluster level explanatory power (estimated by squaring the correlation) does not influence the MDES estimate for a Blocked RCT design with individual randomisation in each block (or cluster/school). If the study progresses to stage efficacy, this will be explained in more detail in the stage efficacy protocol.

2 – In specifying a school (cluster) level ICC of 0.13, we are assuming that 87% of the variation in the primary outcome (Teacher-SDQ) will be within-schools, between-YP. However, individuals are not clusters and so a YP ICC is n/a.

⁴ Dong, N., & Maynard, R. A. (2013). PowerUp!: A tool for calculating minimum detectable effect sizes and minimum required sample sizes for experimental and quasi-experimental design studies. *Journal of Research on Educational Effectiveness*, 6(1), 24-67. doi: 10.1080/19345747.2012.673143. <https://www.causalevaluation.org/power-analysis.html>

To calculate the MDES for the proposed efficacy study with internal pilot for the Reach Evaluation the following assumptions were made using teacher report SDQ (total score) as the primary outcome:

- The participant level correlation was set to vary between 0.50 and 0.60 (thus explanatory power between 0.25 and 0.36). This was based on data from the adventure learning trial ([Reaney-Wood et al., 2023](#)).
- The intra cluster correlation was set at 0.13 based on data from the baseline pilot study for the Reach Evaluation (from empty/null multilevel model for baseline teacher report SDQ total score).
- The number of clusters is set to 24 overall (we will pragmatically treat repeat pilot schools as separate sites for the efficacy study that pools data from the pilot and second stage evaluations) and 12 for both the internal pilot and efficacy stage evaluations.
- The average number of individuals per school is estimated at 25 (600 overall across the 24 sites) with an average number of 18 per school for the internal pilot (based on the pilot data) and 32 per school for the efficacy stage evaluation.

The participant level correlation and ICC estimates will be updated drawing on the complete (baseline and outcome) data from the pilot study and published in the SAP.

The power analyses assume an ITT analyses with 100% complete baseline/outcome data and that the only systematic difference between the Reach and BAU groups is their group membership (all other difference random). This results in an MDES estimate of 0.18-0.19; the proposed Blocked-RCT design of 600 YP across 24 sites could detect an effect size of 0.18-0.19 standard deviations or higher as statistically significant ($p < 0.05$, two tailed) with a statistical power of 0.80 or higher. It is this (combined efficacy) MDES that the evaluation is powered to detect, additional MDES estimates for the internal pilot and stage 2 evaluations are also shown in table 2 for completeness. Exploratory analyses will explore and estimate impact in the internal pilot and stage 2 evaluations but the primary outcome for the ITT analyses will be teacher SDQ for the combined efficacy trial.

Indicative MDES estimates⁵ can be calculated to help illustrate the potential impact of attrition on statistical sensitivity. If 10% attrition is assumed, this results around 23 YP per site (552 overall) and an indicative MDES estimates 0.19-0.20 sds; with 20% attrition this results around 23 YP per site and in indicative MDES estimates 0.20-0.22 sds. Further, the

⁵ These are indicative MDES estimates because they assume a 100% ITT sample – so that the only systematic difference between the two groups is group membership. Attrition undermines this assumption, and so these are ‘indicative MDES estimates’.

combined sample size (600 participants across 24 sites) results in reasonable sensitivity for exploratory subsample analyses; for example, comparisons across different groups; a 50% subsample results in an indicative MDES estimate of 0.25-0.27 sds, 40% 0.28-0.31 sds, 30% 0.32-0.34 sds.

Outcome measures

Baseline measures

Primary outcome

The primary outcome measure for the Reach trial is behavioural difficulties as measured by the externalising score contained within the teacher version of the SDQ (Goodman, 2001). The SDQ, teacher version is a 25-item scale used to assess behaviour in the school context in 4–16-year-olds. This consists of 5 subscales; conduct problems, hyperactivity scale, emotional problems scale, peer problems scale and prosocial scale. The externalising score measures “behavioural difficulties” and is the sum of the conduct and hyperactivity scales. This links well with the ToC in terms of improved behaviour management, reduction in negative behaviours in school and reduction in problem behaviours both in and out of school.

Secondary outcomes

The teacher SDQ internalising score is the sum of the emotional and peer problems scales and will form one of the secondary outcomes which links to improved emotional regulation and increased self-esteem and emotional well-being, and also increased network of positive peers. The self-report SDQ (completed by the YP) externalising and internalising score will be used as secondary outcomes, linking to the LM in the same way as the teacher version, and providing validation of findings from the primary outcome.

The self-report delinquency scale (SRDS) will also be used as a secondary outcome. This measures delinquent behaviour by assessing the frequency and severity of any delinquent acts committed. This fits with the LM in terms of reduction of negative behaviours at school and reduction in suspensions or problem behaviours, and improved attendance at school.

A further three outcome measures will be analysed from administrative data; suspensions, attendance and offending behaviours. Using this administrative data provides further validation to the self-report measures in terms of attendance and offending behaviours which link to the LM as described above. Using data on suspensions as a secondary outcome links directly to the LM in terms of reduction in suspensions.

Attendance data is reported as a percentage of attendance at school by the YP. This was collected at the point of referral from the school, and collected again from the schools at the same time as the teacher report SDQ outcome measure. This data will be verified with the councils, who will then share the data with SHU. Data on suspensions (number of previous suspensions) was also collected from schools at the point of referral. This data is being collected directly from the local councils by the delivery partner at the point of closure to the

Reach Programme, and the equivalent time period for the control group and shared with SHU to be matched into the final dataset using YP name/school/date of birth to achieve accurate matching.

Compliance

As discussed in the analysis section below, compliance will be measured at the participant level using detailed data collected by the delivery team. YWs are collecting detailed records on amount of time spent with each of their YP, and a detailed record of activities undertaken to provide a detailed overview of core component coverage.

As set out in the success/target criteria, it is expected that the YP should receive a minimum of 32 sessions with their YW which cover all the core components. Given that length of the sessions can vary considerably, each YW is collecting time spent per core component to more accurately reflect dosage. Attendance at sessions was found to be high in the feasibility and internal pilot, and this high level of attendance will also be expected at the efficacy stage. A full descriptive analysis of this data will be presented as part of the IPE, with summary variables constructed from this data brought into the final dataset as discussed in the section on Compliance Average Causal Effect (CACE) analysis above.

Impact evaluation data analysis

To answer RQ1, multi-level linear regression models will be constructed that acknowledge that pupils are clustered in schools. In each of these two models, the endpoint teacher report SDQ total score will be the outcome variable with the trial arm (1=Reach or 0=Control) as the independent variable and baseline teacher report SDQ total score as a covariate. An intention to treat (ITT) approach will be taken that includes all YP randomly allocated to the Reach or BAU control group regardless of whether the Reach programme was engaged with. The ITT approach best preserves randomisation (and therefore the strength of internal validity) and will provide the most robust estimate of the causal impact of the Reach programme. The headline ITT analysis will combine data from the internal pilot and efficacy stages but follow on sensitivity analyses will explore impact at each stage. The impact of Reach will be estimated by converting the model coefficient for the trial arm variable into Hedges' g effect sizes using the equation below, where T is the treatment mean, C is the control mean, δ_{sch}^2 is the school level variance and δ_{pup}^2 is the pupil level variance:

$$ES = \frac{(T - C)_{adjusted}}{\sqrt{\delta_{sch}^2 + \delta_{pup}^2}}$$

For the primary outcome analysis and follow-on exploratory analyses, statistical uncertainty will be expressed as standard errors of multilevel model coefficients and use of 95% confidence intervals.

Sensitivity analysis of primary outcome

Separate impact analyses of the primary outcome (teacher report SDQ total score) for the Reach evaluation in the pilot year and the efficacy year will be conducted along with an analysis of data for the combined years as specified above. If the impact analyses for the separate years conflict or notably differ, further sensitivity analyses will be undertaken. First, for the Reach primary outcome, two additional variables will be included to the final ITT impact analysis model; a binary variable that indicates whether the data were from the pilot or efficacy year, and an interaction between this variable and the trial arm. The purpose of this analysis is to examine whether the impact of Reach was different in the pilot and efficacy years, or not, and a statistically significant interaction would be used to indicate this. In the event of conflicting/differing findings in the pilot and efficacy years, a second set of exploratory analyses for the impact evaluation would be undertaken that would compare the samples for the two trials using a range of data at school and pupil levels. These analyses would then be combined with analyses of IPE data for the pilot and efficacy stages to try to account for the conflicting/differing impact findings.

Sub-group analyses of primary outcome

Exploratory analyses of sub-group will examine evidence of differential impact relating to YP ethnicity, gender and age of the YP (see section on sub-group analysis above).

Compliance

The ITT analysis provides the most robust estimate of the *causal* impact of the Reach programme on the primary outcome. This is because the ITT analysis focuses on preserving randomisation and so best ensuring that the only difference between the Reach and BAU Control groups is group membership (all other differences are random). However, the ITT analysis does not take compliance with the Reach programme into account. In other words, the ITT analysis captures the causal impact of Reach for YP who are randomised to the Reach programme. To estimate the impact of Reach for YP randomised to the Reach programme *and* who received the programme as intended (and specified), a compliance analysis will be

undertaken. A combination of fidelity and dosage of Reach will be drawn on to construct a compliance variable at the YP level. This will identify a subsample of YP in the Reach intervention group who spent the required amount of time with their YW *in which* ALL of the core components of Reach were covered. Associations between fidelity and dosage and outcomes will be undertaken as IPE analyses (see below) whilst the binary compliance variable will be used to estimate the Compliers Average Causal Effect (CACE) using an instrumental variable and two stage least squares (2SLS) approach. The CACE analyses will provide the best estimate for the impact of Reach for YP who have received the programme as intended (and specified) in terms of fidelity and dosage. However, because CACE does not preserve randomisation, causal conclusions cannot be drawn from these analyses. The ITT and CACE analyses together provide two perspectives; an estimate of the causal impact of being allocated to receive Reach (ITT) and an estimate of the impact of receiving reach as intended and specified (CACE).

Secondary outcome analyses

The secondary analysis to answer research questions 2 to 8 will each employ a multi-level linear regression model with pupils clustered in schools. For each model, the relevant secondary outcome measure (as listed above) will be the outcome/dependent variable and the explanatory variables will comprise the trial arm (1=Reach or 0=Control) and relevant secondary baseline measure (as listed above). As with the analyses of the primary outcome, the impact of Reach will be estimated by converting the model coefficient for the trial arm variable into Hedges' g effect size.

Missing data

The baseline and ITT samples will be compared to help illustrate the impact of missing data for the primary outcome variable only. A summary of known reasons for missing data will be presented (e.g. YP moved school/YP excluded from school). This will firstly be done descriptively by tabulating missing cases across the categories of variables included in the ITT analysis. Reasons for any missingness will be summarised and we will examine whether missingness is associated with school and/or pupil-level covariates for example; baseline data. Further detail on missing data analysis will be provided in the Statistical Analysis Plan (SAP).

Longitudinal follow-ups

No longitudinal follow-ups will be undertaken as part of the Reach Evaluation. However, the data will be submitted to the YEF data archive to enable long term follow up by others.

Implementation and Process Evaluation data analysis

Upon completion of the internal pilot (Jan 24), the IPE data gathered up to that point will be analysed so that it can then be directly compared to the IPE data collected at the efficacy stage. This will allow a cross-comparison of the internal pilot and efficacy stages in terms of the implementation of the Reach programme to assess how far the internal pilot and efficacy stages remained similar in terms of delivery. Analysis of data collected at both pilot and efficacy stages will be analysed according to the research questions set out in table 3 below, and the methods taken forward to efficacy stage will replicate those in the internal pilot stage.

Qualitative data

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

Survey data

The small scale school survey will be collected using Qualtrics online survey software and analysed using the statistical package SPSS. Given the lower number of respondents the findings from these surveys will be purely descriptive. The school survey will be designed to collect detailed information on what the control group experienced and how the financial resource was spent. It will also collect a brief overview of school leaders' perceptions of the Reach programme (in terms of implementation) to supplement the findings from the school leader interviews.

Monitoring data

As discussed above, the delivery partner is collecting detailed monitoring data on the YP and detailed fidelity data to record how much of each core component the YP experienced. This data will be reported descriptively and triangulated with the qualitative data and impact analysis. The appropriate variables will be linked into the main outcomes dataset (see sections on sub-group analysis and CACE analysis above).

Implementation and process evaluation

The research questions for the IPE are outlined below in table 3 and based on the methodology used in the feasibility study. The tools used for the fieldwork have been piloted during the feasibility year, and these tools will be further refined to reflect findings from the feasibility study and expanded to address additional areas to be explored during the pilot/efficacy trial. Purposive sampling will be used and where possible, fieldwork will be undertaken with different schools and different individuals to those in the feasibility study with a particular focus on the new schools that have been brought in at the pilot/efficacy stages.

A further addition to the pilot/efficacy trial will be a survey of all schools undertaken towards the end of each stage of the study to gain detailed information on what the control group has experienced and how the resource was spent on these YP. The survey will also ask for a brief overview of perceptions on implementation to supplement the qualitative interviews with SLs. Two focus groups are planned with YP allocated to the control group for this pilot year, and will be repeated during the efficacy stage to explore any issues regarding spill-over or resentful demoralisation, and to also further explore what the control group experienced during the pilot/efficacy trial.

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

Table 3: Research questions and methods overview

Research question	Implementation/ ToC/LM relevance	Participants/ data sources (pilot stage)	Participants/ data sources (efficacy stage)
<p>Community level factors: What is the level of need and readiness for change in the context where the intervention will take place?</p>	<p>Assess improvements in school attendance, reduction in family conflicts, and increases in the aspirations of YP to understand any reductions in community support resources needed, and increases in what resource/benefit YP can bring to the community. "Improved attendance at school - ToC". Improved relationships with family and reduction in conflict in the home - ToC". "Increased aspirations - ToC". "YP aged 11-16 years old are at risk of or have received a fixed term suspension and have three indicators of vulnerability - LM".</p>	<p>Delivery lead (DL) group interview (3 participants)</p>	<p>DL group interview (3 participants)</p>
<p>Organisational factors: What are the key issues facing the schools/communities around suspensions/disadvantage/crime?</p>	<p>Explore and understand the causes/drivers for problem behaviours (e.g. individual, familial, school, peer, and contextual factors). "Improved understanding of the causes/drivers for problem behaviours - ToC". "schools with the highest rates of fixed term suspensions agree to participate - LM".</p>	<p>DL group interview (3 participants) SL interviews (4 participants)</p>	<p>DL group interview (3 participants) SL interviews (4 participants)</p>

<p>Organisational capacity:</p> <p>What is the readiness and capacity for change in the settings in which the intervention will take place?</p> <p>Is the culture, coordination, communication and leadership sufficient to enable implementation?</p> <p>How do schools/DLs perceive the sustainability of the intervention looking ahead?</p>	<p>Assess the extent to which staff make appropriate referrals and provide additional support to YP when at school. "Reduction in suspensions or problem behaviours - ToC". "Improved attendance at school - ToC". " schools with the highest rates of fixed term suspensions agree to participate - LM"</p>	<p>SL interviews (4 participants)</p> <p>DL group interview (3 participants)</p>	<p>SL interviews (4 participants)</p> <p>DL group interview (3 participants)</p>
<p>Recruitment and retention of YWs:</p> <p>Has the programme been able to recruit and retain suitable YWs with relevant experience?</p> <p>Is there diversity amongst the YW team?</p>	<p>Assess whether programme is reaching target criteria re experience/skills and diversity to support YW/YP relationship building and skills development of YP. "Development of positive and trusting relationship with YW - ToC". " Retain YWs throughout pilot period - LM".</p>	<p>DL group interview (3 participants)</p> <p>YW interviews (4 participants)</p>	<p>DL group interview (3 participants)</p> <p>YW interviews (4 participants)</p>
<p>Matching process and relationship building phase:</p> <p>Have YP been allocated to a suitable YW?</p> <p>Is the relationship building phase successful?</p>	<p>Assess allocation and matching process assesses need and mentor skill/experience to enable YW/YP relationship building. "Development of positive and trusting relationship with YW - ToC/LM". "YWs and YP meet two to three times a week during the relationship building stage - LM".</p>	<p>YW interviews (4 participants)</p> <p>Interviews/focus groups with YP (up to 8 participants)</p> <p>DL group interview (3 participants)</p> <p>MYAS (completed by YP on Reach programme)</p>	<p>YW interviews (4 participants)</p> <p>Interviews/focus groups with YP (up to 8 participants)</p> <p>DL group interview (3 participants)</p> <p>MYAS (completed by YP on Reach programme)</p>

<p>Referrals process, eligibility criteria and reach of the programme:</p> <p>Are the level of referrals as anticipated?</p> <p>Is the eligibility criteria successful in accessing the intended population?</p> <p>What are the criteria that would make a YP potentially ineligible for the programme?</p> <p>Reach: What is the rate of participation by intended recipients?</p> <p>Are there any disparities in terms of consent to the evaluation with regards to reaching families/YP from minority ethnic backgrounds?</p> <p>Are there any disparities in terms of participation in the evaluation with regards to reaching families/YP from minority ethnic backgrounds?</p>	<p>Refinement and standardisation of eligibility criteria to ensure appropriate inclusion of YP. "75% (n = 90) of YP referred are recruited onto programme - LM".</p>	<p>SL interviews (4 participants)</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p> <p>Secondary data collected from schools (suspension rates by pupil characteristics and summary demographics of those not responding/consenting to the evaluation)</p>	<p>SL interviews (4 participants)</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p> <p>Secondary data collected from schools (suspension rates by pupil characteristics and summary demographics of those not responding/consenting to the evaluation)</p>
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<p>Implementation support system:</p> <p>What strategies and practices are used to support high quality implementation?</p> <p>What training and ongoing support or technical assistance is available?</p>	<p>Hiring staff and training YWs to ensure that they're highly skilled and culturally competent - LM. Assessment of relationship outcomes between YP and YWs. "Development of positive and trusting relationship with YW"</p>	<p>SL interviews (4 participants)</p> <p>YW interviews (4 participants)</p> <p>DL group interview (3 participants)</p> <p>School survey (all schools in pilot trial)</p>	<p>SL interviews (4 participants)</p> <p>YW interviews (4 participants)</p> <p>DL group interview (3 participants)</p> <p>School survey (all schools in pilot trial)</p>
<p>Fidelity/adherence:</p> <p>To what extent do implementers adhere to the intended delivery model?</p>	<p>To gain an overview of fidelity to programme across the 8 YWs. "Prompt response (within 24rhs) from YW after 'critical moment' to arrange assessment - LM". Comprehensive and contextual assessment of YP to match YP to YW - LM". "YWs and YP to meet two to three times a week during the relationship building stage - LM". Extensive relationship building phase (4-6 weeks) to include recreational activities - LM". Facilitating access and encouraging participation in purposeful and sustainable activity - LM".</p>	<p>YW interviews (4 participants),</p> <p>Interviews with YP (early and later stage up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p>	<p>YW interviews (4 participants),</p> <p>Interviews with YP (early and later stage up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p>
<p>Dosage:</p> <p>How much of the intended intervention has been delivered?</p>	<p>Assess ongoing delivery and make estimates of future expected delivery. "75% (n = 67) YP are recruited onto the programme - LM". "75% of YP complete the programme - LM". "YP complete 80% of core component sessions - LM"</p>	<p>YW interviews (4 participants)</p> <p>Later stage interviews/focus groups with YP (up to 8 participants)</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p>	<p>YW interviews (4 participants)</p> <p>Later stage interviews/focus groups with YP (up to 8 participants)</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p>

<p>Quality:</p> <p>How well are the different components of the intervention being delivered?</p>	<p>Assess experiences of delivery and participation of each element of intervention to refine processes to improve likely outcomes. "YP complete 80% of core component sessions - LM". "75% (n = 67) complete the programme - LM".</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>DL group interview (3 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>DL group interview (3 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p>
<p>Responsiveness:</p> <p>To what extent do the participants and their parents/carers engage with the intervention?</p> <p>Are families from Black, Asian and other minority backgrounds more hesitant in terms of developing a trusting relationship with their child's YW?</p>	<p>Assessment of engagement with intervention, mentor, and peers. "High rates of attendance and participation in sessions". "Increased and sustained engagement in prosocial recreational activities". "Increased network of positive peers and trusted adults".</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>SL interviews (4 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>SL interviews (4 participants)</p> <p>Later stage DL interviews (2 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p>

<p>Peer relationships:</p> <p>Has peer engagement work been undertaken as expected?</p> <p>Have YP received and engaged with appropriate activities to develop social awareness and skills?</p>	<p>“Increased network of positive peers and trusted adults – LM”. “Improved social skills – LM”. “Improved understanding of negative peer influences – LM”</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>DL group interview (3 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>DL group interview (3 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p>
<p>Intervention differentiation:</p> <p>To what extent are the intervention activities sufficiently different from existing practices?</p> <p>What “business as usual” support are the YP allocated to the control group experiencing?</p>	<p>To inform "business as usual" and what YP allocated to the control group are experiencing.</p>	<p>SL interviews (4 participants)</p> <p>School survey (to be completed by all schools in pilot trial)</p> <p>Focus groups/interviews with YP allocated to the control group (up to 16 participants)</p>	<p>SL interviews (4 participants)</p> <p>School survey (to be completed by all schools in pilot trial)</p> <p>Focus groups/interviews with YP allocated to the control group (up to 16 participants)</p>
<p>Resources:</p> <p>Feasibility and appropriateness of the resources required to deliver the intervention</p>	<p>Clear and accessible intervention materials. Good understanding and use of learning outcomes for activities</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>DL group interview (3 participants)</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>Observations of delivery x 2</p> <p>DL group interview (3 participants)</p>

<p>Barriers:</p> <p>Exploring the barriers to the implementation of the Reach programme</p>		<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>SL interviews (4 participants)</p> <p>Observations of delivery</p> <p>DL group interview (3 participants)</p>	<p>YW interviews (4 participants)</p> <p>Early and later stage interviews/focus groups with YP (up to 16 participants)</p> <p>SL interviews (4 participants)</p> <p>Observations of delivery</p> <p>DL group interview (3 participants)</p>
<p>Impact evaluation processes and procedures (for detail of the specific impact evaluation RQs please see impact evaluation section above):</p> <p>Is individual level randomisation practicable and acceptable in this context?</p> <p>Are there any issues regarding “spill-over” e.g. resentful demoralisation, YP allocated to control group coming into contact with YWs?</p> <p>Are consent procedures/baseline and outcome measurement procedures practicable and appropriate?</p>	<p>NA</p>	<p>SL interviews (4 participants)</p> <p>School survey (to be completed by all schools in pilot trial)</p> <p>Focus groups/interviews with YP allocated to the control group (up to 16 participants)</p> <p>Focus groups/interviews with YP allocated to Reach (up to 16 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p> <p>YW interviews (4 participants)</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p>	<p>SL interviews (4 participants)</p> <p>School survey (to be completed by all schools in pilot trial)</p> <p>Focus groups/interviews with YP allocated to the control group (up to 16 participants)</p> <p>Focus groups/interviews with YP allocated to Reach (up to 16 participants)</p> <p>Remote/face to face interviews with parents/carers (up to 16 participants)</p> <p>YW interviews (4 participants)</p> <p>DL group interview (3 participants)</p> <p>Monitoring data</p>

Cost data reporting and collecting

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

A financial incentive is being given to schools to facilitate engagement with the evaluation and cover staff time. The financial incentive is also intended to be used flexibly for schools to support their “business as usual” case. SHU will conduct a survey of all schools towards the end of the evaluation to find out further detail on how this money was spent. Whilst this is not a cost that is directly incurred by the delivery team, this will provide additional information on the costs of running a trial in schools and on supplementing the “business as usual” case. This will be presented separately to the costs incurred by the delivery team.

Diversity, equity and inclusion

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

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

Detailed data on ethnicity will be collected by the delivery team and the monitoring data will be used to inform representativeness in terms of ethnicity when undertaking qualitative

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

As described above, the pilot trial will undertake a per school analysis of data to assess how far the programme is reaching those from ethnic minority backgrounds by comparing suspension rates by ethnicity for each school with participant recruitment data by ethnicity. Further, schools will be asked for summary information by ethnicity of all families contacted to be referred to the evaluation including those where no response was received and those who did not consent to explore whether there are any issues in terms of take up for families from ethnic minority backgrounds. School leads will also be asked about this in the school lead interviews. Qualitative fieldwork will be undertaken with parents/carers and will be fully representative in terms of ethnicity, to further explore the finding from the feasibility study that there may be some barriers of “trust” for families with EAL. Interpreters will be used when conduct interviews if requested. SHU will bring to the team a senior lecturer in Law and Criminology with a background of working in probation. This individual brings specific experience of working with YP and families from a diverse range of backgrounds in Birmingham, and is well placed to inform and undertake fieldwork with participants from a diverse range of backgrounds.

Ethics and registration

Ethical review

A full ethical review was undertaken for the feasibility study by the ethics review team at SHU prior to the start of data collection in December 2021. The ethics application was approved with reference number ER35983539. The ethical review for the pilot stage was completed and approved prior to data collection for the pilot phase with reference number ER48532519. A full ethical review has now been undertaken and approved for the efficacy phase, with reference number ER61328257.

SHU has established research ethics procedures in place to ensure research is undertaken in accordance with commonly agreed standards of good practice and academic integrity. It aims to promote good practice throughout the assessment of ethical issues and compliance with legal requirements. This can be found <https://www.shu.ac.uk/research/quality/ethics-and->

[integrity](#). These processes align with BERA and BSA guidelines and operate through the University Research Ethics Committee (SHU REC) and Faculty Research Ethics Committees (FREC). The project team will always follow these procedures, including operating to standardised protocols concerning anonymity, confidentiality, informed consent, rights to withdraw, and secure (electronic and physical) data storage. The research team is experienced and committed to working in an ethically appropriate and sensitive way and are familiar with the ethical issues arising when working with diverse groups of participants. Copies of our ethics policy, principles and procedures are available <http://www.shu.ac.uk/research/ethics-integrity-and-practice>. SloE ensures that professional standards and the wellbeing of research participants are protected and always maintained.

Data protection

A privacy notice will be sent to schools and to parents/carers of the YP involved in the project to allow SHU to have access to the referral data and monitoring data collected by the delivery team. Two data sharing agreements were set up for the feasibility study and were updated for the duration of the pilot trial to incorporate the sharing of the name/DOB and UPN for the YP for submission to the YEF data archive. It will be further updated to include the collection of other fields such as SEN, ethnicity, FSM status, suspension data and attendance data. All evaluation data collected will be submitted to the YEF data archive and participants of this will be fully informed via a privacy notice. The two agreements were with Leicester County Council and Leicestershire County Council to specify that SHU and the Councils are separate data controllers for the project. These agreements will be updated to incorporate the efficacy stage.

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

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

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

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

The processing of personal data through the evaluation is defined under GDPR as a specific task in the public interest. The legal basis for processing personal data will be ‘Public Task’ (Article 6 (1) (a & e)). Sheffield Hallam University (SHU) has established data protection (<https://www.shu.ac.uk/about-this-website/privacy-policy/information-governance-policy>) and research ethics (<https://www.shu.ac.uk/research/quality/ethics-and-integrity>) policies and procedures aligned with legal requirements and research society's standards of good practice. The project team will always follow these procedures, including operating to standardised protocols concerning anonymity, confidentiality, informed consent, rights to withdraw, and secure data privacy, security, storage, transfer and processing. Our research centre consults with the SHU Data Protection Officer and Information Governance lead on all matters regarding data security. All staff receive Data Protection training, and all projects are conducted in compliance with legislation including GDPR. The SHU Data protection policy statement can be found <https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research>.

Stakeholders and interests

Delivery Team

Table 4 below sets out the full delivery team involved in the delivery of Reach.

Table 4: Stakeholders and interests

Violence Reduction Network		Leicester City Council		Leicestershire County Council	
Millicent Gant	Involved in development	Nicola Odom - Partnership and Service Development Manager	Involved in development	Carly Turner - Youth and Justice Service Manager	Involved in development
		Ivor Sutton – Team Manager in Early Help & Prevention	Involved in development	Rachel Lobel - Team & Partnership Manager in Youth and Justice	Involved in development
		Ayesha Desai - Reach Team Manager	Involved in development and delivery	Emily Jackson – Reach Team Manager	Involved in development and delivery
		Max Fisher – Reach Team Project Officer	Involved in development	Corinne Melbourne – Youth Worker	Involved in development and delivery
		Zarah Lee- Youth Worker	Involved in development and delivery	James Stephens- Youth Worker	Involved in development and delivery
		Karen Norton- Youth Worker	Involved in development and delivery	Corinne Melbourne- Youth Worker	Involved in development and delivery
		Priyah Dosanjh- Youth Worker	Involved in development and delivery	Kudzanai Charter- Youth Worker	Started in post: 23/01/23
		Arwel Hughes – Youth worker	Started in post 01/09/22	Danielle Robbie- Youth Worker	Started in post: 11/01/23
		Jake Woodings – Youth Worker	In post 3 rd Feb 2023 – Involved in delivery.		

		Umar Nurgat – Youth Worker	In post 13 th Feb 2023 – Involved in delivery.		
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Evaluation team

Anna Stevens, Research Fellow (Co-PI/PM) a.stevens@shu.ac.uk Anna is co-principal investigator and project manager for the evaluation. She is the key contact for the evaluation team and will lead on the overall conduct of the study. Anna has over 12 years' experience of educational trials for the Education Endowment Fund (EEF) and leads the YEF cross-team working group at SHU. Anna has extensive experience of educational research projects, and is particularly skilled in the management of randomised control trials, quantitative data collection, amalgamation and statistical analysis.

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

Ben Willis (Co-PI/PM) brings 18 years of research experience focused on CYP across educational & youth-based settings. His research interests focus on the broader dimensions of education, including CYP's health/wellbeing & more recently Adventure Learning based initiatives. He has particular expertise in IPE and will lead on this strand. Ben recognises the importance of clear & effective communication with both deliverers, participants and funders.

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

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

Laura Riley Senior Lecturer in criminal justice, Department of Law and criminology (Project fieldworker and advisor) is a qualified Probation Officer, youth offending practitioner and manager, specialising in child criminal exploitation, children in care and custody and

preventative family support. Extensive experience of working with marginalised YP from diverse ethnic backgrounds.

Risks

Key risks to project delivery and mitigation strategies

Overall SHU have a series of well-established processes in place to reduce likelihood of risks coming to fruition. We initially provide a brief overview of these before going on to specify the key project specific risks identified at this point in table 5 below.

Risk management will occur through:

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

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

Please see table 5 below for an assessment of risks to the evaluation. Some of the key issues are also discussed below:

The deliverer has indicated that there is likely to be a high numbers of referrals to the programme, therefore **recruitment** is anticipated to be low risk. In terms of **attrition**, a higher sample of YP will be recruited at the pilot stage to account for drop out and attrition in terms of completing the quantitative measures. A key unknown is how YP will respond to finding out that they have not been allocated to receive the programme; therefore, a close examination of the **control condition** will be important in the pilot/efficacy stages. It seems likely that attrition would be a particular problem for the control group; the payment to

schools to support their “business as usual” case and the voucher offer to all YP completing measurements is envisaged to lower this risk.

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

Table 5: Risks

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

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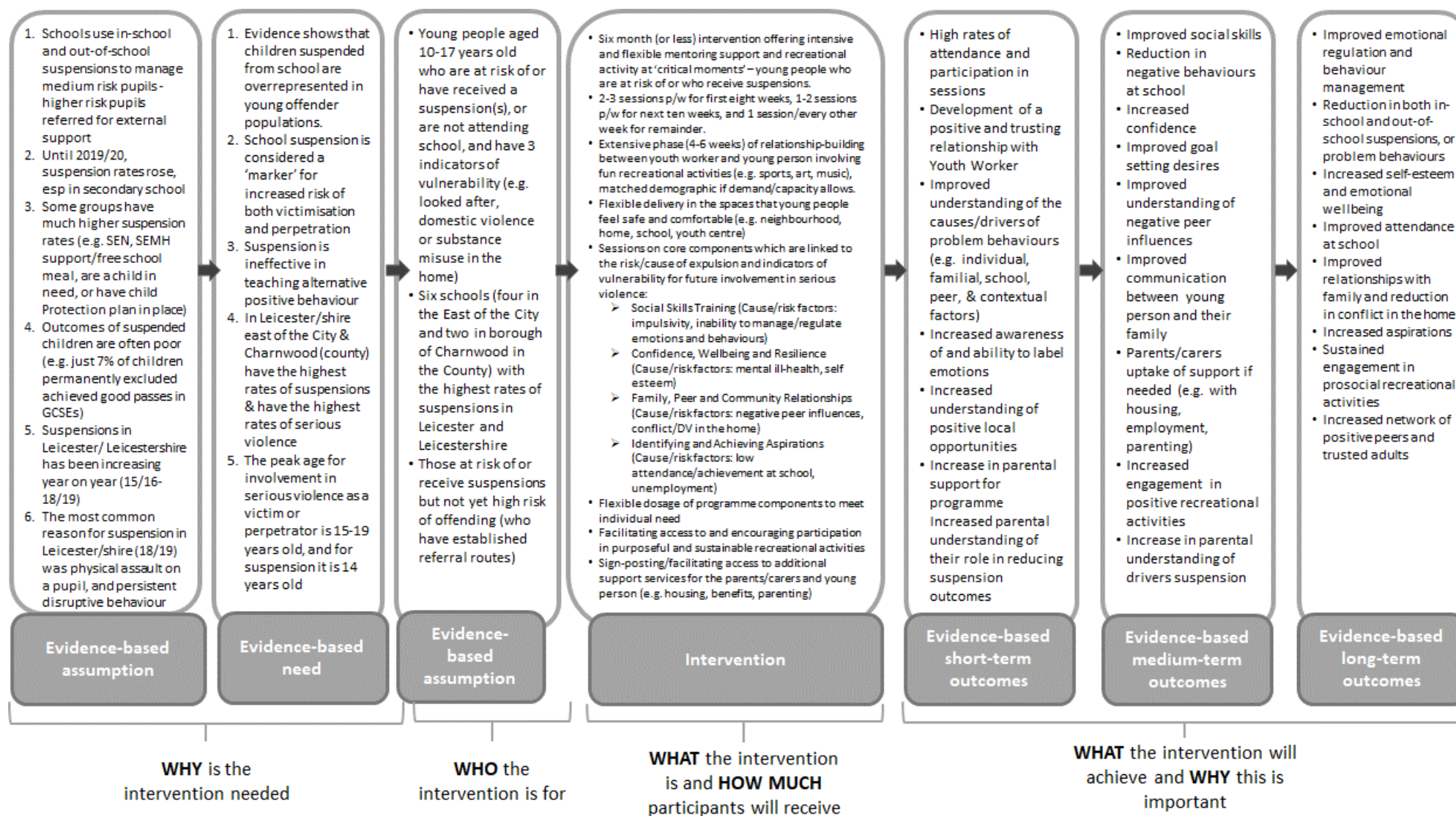
Timeline

Time period	Task	Who
Oct to Dec 23	Preparatory work with schools and delivery team, confirmation of final schools for efficacy stage	e, d, s
	YEF receipt of final efficacy protocol/draft information sheets/consent forms/privacy notice/MoU	e
	YEF receipt of final information sheets/consent forms/privacy notice/MoU	e
	YEF receipt of SHU ethics approval	e
Jan-24	Schools return signed MoU	e, d, s
	School send out information sheets and consent forms to families (ongoing up to Dec 24)	e, d, s
	Schools receive opt-in consent from families and share with Reach/SHU (ongoing up to Dec 24)	e, d, s
	Schools start referral process (ongoing up to Dec 24)	e, d, s
	Baseline data is collected from school staff and YP (ongoing up to Dec 24)	e, s
	Randomisation (ongoing up to Dec 24)	e, d, s
	Reach team receive intervention cases and deliver Reach Programme on a rolling basis (ongoing up to July 25, with final new referrals received by Dec 24)	d
	Design IPE tools based on findings from pilot study	e
	Cost data collection and analysis (ongoing throughout fieldwork period)	e, d, s
Feb 24 to May 24	YEF receipt of SAP	e
	Interviews with 2 x key school contacts (earlier stage)	e, s
	Initial transfer of monitoring data	e, d
June 24 to August 24	Final referrals received prior to summer break (by June 24)	d, s
	Collection of outcome measures upon completion of programme/6 month period for control group (ongoing up to July 25)	e, s
	Young person interviews for those receiving Reach (earlier stage)	e, d
	Interviews with YWs (earlier stage)	e, d
	Parent/carer interviews of YP receiving Reach (earlier stage)	e, d
Sept 24 - Dec 24	Continue to receive new referrals at start of school year	d, s
	Focus groups/interviews with YP allocated to control	e, s
Jan 25 to July 25	School survey to collect information on control group activity and use of financial resource allocated to schools	e, s
	Young person interviews for those receiving Reach (later stage)	e, s
	Interviews with YWs (later stage)	e, d
	Parent/carer interviews of YP receiving Reach (later stage)	e, d
	All YP complete Reach Programme and final set of outcome data collected (by July 25)	e, s
	Transfer of final monitoring data	e, d
	Group interview with delivery team	e, d
August 25 to Nov 25	Statistical analysis of baseline and outcome data	e
	Qualitative/quantitative analysis of IPE data/school/costing data/school data/monitoring data	e
	Report write up	e
	YEF receipt of draft evaluation report	e

Dec 25 to March 26	Revisions to report following feedback and peer review process	e
	Data achieved	e
	Evaluator completed support for YEF publication process	e

Appendix 1: Theory of Change, Logic Model and Blueprint

Theory of Change



Logic Model

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

Blueprint

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

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

<p>2. Relationship Building</p> <p>Number of sessions: 12 over 3 weeks</p>	<p>The YW contacts the YP to arrange a meeting within the first week of the incident happening.</p> <p>The YW will arrange sessions at times and in places that work for the YP. Adopting a contextual safeguarding approach, the YW will spend time with the YP in the spaces that they occupy including their school, street-based environments and at home. This will enable the YW to develop a comprehensive understanding of the YP’s lived reality and collect further information about their strengths and needs.</p> <p>The YW will ask about previous personal/professional relationships – “describe a time when you had a positive relationship with someone – what made this a positive relationship?”</p> <p>The YW will engage in activities with the YP that he/she enjoys doing such as cooking, gaming or going to the gym. The YP will be asked to rate each session between 1-10 to assess progress. The YW will also get feedback from parents on what the YP is saying about the sessions when they return home to provide further validation.</p> <p>During this phase of the intervention, the YW is expected to meet with a YP at least twice a week. The sessions are designed to be unstructured and fun.</p>	<p>To encourage active engagement in the programme rather than passive involvement</p> <p>To develop trust and a positive practitioner-child relationship as this is associated with positive outcomes</p> <p>To provide a positive role model</p>	<p>Development of a positive and trusting relationship with YW</p>
<p>3. Mentoring: Understanding Behaviour</p>	<p>In this phase, the sessions will shift from an unstructured format to focusing on problem behaviours and emotional management.</p> <p>This phase will begin with setting a number of goals which link to the behaviours of concern identified by the referrer and those revealed as part of the assessment and relationship building phase. The YP and the YW will agree an intervention plan which sets out the goals and planned activities.</p>	<p>To develop an intervention plan in collaboration with the YP which sets out clear and realistic goals based upon their needs and strengths</p>	<p>Improved understanding of the causes/drivers for problem behaviours (e.g. individual, familial, school, peer, and contextual factors)</p>

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

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

<p>Number of sessions: 4 over 2 weeks</p>	<p>The YP will have the opportunity to identify the activities that they are good at, while talking about the aspects that they want to improve on.</p> <p>The YW will explain a range of helpful strategies for overcoming fears and facing challenges confidently. Towards the end of this phase, they will also work on how to build resilience.</p>	<p>To develop skills such as resilience and self-confidence</p> <p>To develop coping strategies</p>	
<p>7. Mentoring: Positive Family, Peer and Community Relationships</p> <p>Number of sessions: 8 sessions over 4 weeks</p>	<p>The YW will discuss positive relationships with the YP. They will explore positive and negative relationships in each domain:</p> <ul style="list-style-type: none"> • Within the family – at home and extended family • Positive and negative peers – what makes a positive/negative peer? How to resist negative peer influences • Community – who is in their local community? • Formal/informal relationships <p>The YW will also speak to the YP’s family, and spend time with their friends to gain a contextual understanding of their family and peer relationships.</p>	<p>To identify the drivers/causes of conflict in the home environment and to develop strategies to reduce and avoid these tensions</p> <p>To help with a YP’s commitment to the intervention</p> <p>To understand what negative peer influences are and why positive peer support is important</p> <p>To identify ways of resisting negative peer influence</p> <p>To identify positive community bonds and resources</p>	<p>Improved communication between YP and their family</p> <p>Parents/carers uptake of support if needed (e.g. with housing, employment, parenting)</p> <p>Improved relationships with family and reduction in conflict in the home</p> <p>Increased network of positive peers</p>

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

	<p>Where there is absence of a negative behaviour the YW will discuss with the YP what they feel contributed to this. This strength focused approach will support positive reinforcement from the YW to the YP.</p> <p>During this stage the YW will complete 'what if....' exercises to provide the YP with realistic scenarios that they may come across in the future. This provides a safe space for the YP to consider options available to them and the possible consequences of their actions.</p> <p>These sessions will also focus on earlier activities completed around relationships and talk to the YP about their support network who will be in a position to help with situations post intervention.</p> <p>When goals have been achieved, support structures are in place and there has been sustained period of positive behaviour, the YW will consider closing the case. They will discuss this and reach agreement with the YP and their family/the referrer, and with their Team Manager during case supervision.</p>	<p>To identify and put in place tangible mechanisms so that the YP has access to ongoing emotional and practical support (e.g. family members, peers, community groups, recreational activities, local services)</p>	
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Appendix 2: Reach Referral Form

Referral to The Reach Programme

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

Name of Referrer	
Job Title	
School	
Telephone Number	
Email	

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

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

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

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

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

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

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

Referrers signature: _____ Date: _____

Appendix 3: Employment criteria and training for YWs

Youth Worker Training

Pre-Employment Criteria (Essential)
Knowledge of youth justice and safeguarding legislation Underpinning knowledge of theories of engagement of young people
Awareness of the issues faced by young people (social, economic and inter-personal Knowledge and understanding of how poverty and disadvantage impact on children's outcomes.
Knowledge, awareness and commitment to implement safeguarding procedures in accordance to the Local Safeguarding Children Board
Understanding of the production of effective interventions for young people Knowledge and understanding of and the ability to deliver a range of interventions that have a positive impact on young people's lives. Knowledge of various models of intervention such as solution focused intervention.
Knowledge of child development and an awareness of differing needs of children and young people
Excellent knowledge of the impact that educational exclusion has on young people.
Knowledge of relevant education and learning policies.
Knowledge and awareness of current issues affecting local and national policy development e.g. Serious Youth Violence, Child Criminal Exploitation.

Post-Employment Training for Youth Workers	City/County/Both
Corporate Induction training	Both
Safeguarding Children	Both
ADHD and Crime	Both
Understanding the principles of on-road Youth Work	Both
Assessment skills training	Both
Intervention Planning	Both
Understanding gangs and Street Violence in Urban Environments	Both
Substance Misuse Awareness (Turning Point)	Both
County Lines, Crack House, and Criminal Exploitation	Both

Signs of Safety	Both
Domestic Violence (level 1)	Both
ACE's introduction training	Both
Brook Traffic Light Tool Training	Both
Minus Violence	Both
Intro to the Lundy Model	Both
Foundation MAPP	City
Working cross culturally	City
Social Media, Music and Youth Violence	Both
Gang Exit Strategies	Both

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