

STUDY PLAN

Feasibility and pilot study of a specialist multi-agency team embedded in neighbourhoods to support children and young people, and their families, who are at risk of, or experiencing, violence or criminal exploitation outside the home.

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University of Bristol (UoB)**

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Feasibility and pilot study plan

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Project title	Feasibility and pilot study of a specialist multi-agency team embedded in neighbourhoods to support children and young people, and their families, who are at risk of, or experiencing, violence or criminal exploitation outside the home.
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Target group	Children and young people aged 10-20 years, and their families/carers, who are at risk of, or experiencing, violence or criminal exploitation outside the home.
Number of participants	Estimated minimum 1000 children and young people receiving targeted (key worker) support (average 100 per neighbourhood; 5 sites x 2 neighbourhoods per site).

Study plan version history

Version	Date	Reason for revision
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The intervention

Background

Experience of violence or criminal exploitation outside the home (often referred to as extra-familial harm) can include child sexual and/or criminal exploitation; peer-sexual abuse; child radicalisation; teenage abuse in intimate relationships; and serious violence in public places (Barter et al., 2015; Brandon et al., 2020; Brent LSCB, 2020; Foshee et al., 2014; House of Commons Committee, 2016; Jay, 2014; Langdon-Shreeve et al., 2021; Pearce, 2014; Turner et al., 2019; Waltham Forest SCB, 2020). These harms can emerge in children and young people's peer groups, public and school settings (Brandon et al., 2020; Foshee et al., 2014), with adults outside of the family unit, within the wider community and/or online (Sapiro et al., 2016; Turner et al., 2019; Wroe, 2021). Whilst risks of extra-familial harms can increase within families facing complex issues, this is not always the case, and harms can occur among those not considered vulnerable/at risk.

The impact of these harms on children and young people are wide-ranging and include poor mental health and emotional wellbeing, criminalisation, and negative impacts on future outcomes and achievements. Of significance is that coercion to carry out criminal activities can lead to young people being treated as a perpetrator rather than a victim, leading to potentially lifelong impacts, with this blurred victim/perpetrator role not easily responded to by services who may be better suited to working with either one or the other (Firmin et al., 2023; Turner et al., 2019). Involvement in extra-familial harm can result in serious violence which may be near-fatal (Owens and Lloyd, 2023). Furthermore, families may be impacted due to threats of violence and death to silence and control the victim or being forced to settle debts. This also results in victims being unable to speak openly or to professionals who may be able to help (Turner et al., 2019). The Child Practice Review Panel (2020) found that children and young people at risk for criminal exploitation often reach 'critical moments' in their lives (such as being excluded from school, physically injured, or arrested), when a 'decisive response' is paramount in making a difference to their long-term outcomes.

There has been an increased focus amongst researchers, child protective services, and policymakers on extra-familial harms and how this can be supported by child protective systems. There has been a shift in UK welfare policy to include place-based approaches to extra-familial harms. This has led to the formation of local safeguarding partnerships between stakeholders such as crime reduction agencies and welfare systems (Owens and Lloyd, 2023). The term 'extra-familial harm' was defined by the UK Government in 2018 so that social

workers and other key practitioners involved in safeguarding children and young people could respond to statutory safeguarding practice guidelines (HM Government, 2018). Contextual safeguarding is a framework implemented across local authorities in England and Wales to necessitate that child protective systems:

- Target the social conditions of abuse.
- Incorporate extra-familial contexts in child protection legislative frameworks.
- Use partnerships with individuals and organisations responsible for the spaces where young people spend their time.
- Measure contextual outcomes.

Recent research has reported that multi-agency partnerships and child welfare agencies often do not prioritise the social conditions of abuse, but rather target individual behaviour (Owens and Lloyd, 2023). This omission can negatively impact children and young people as it does not adequately address the contextual factors that increase risks of extra-familial harm. Firmin et al (2020) suggest that the barriers to dealing with extra-familial harms are the policy and practice frameworks they are grounded in, not the legislation that deals with harms outside the home. For example, traditional practices among child protective services, welfare etc. do not have a category of 'extra-familial harms' within their frameworks resulting in them using tools that are used for abuse or neglect.

In 2019, UK Government committed to undertaking an independent review of children's social care to ensure that children and young people are supported appropriately, with findings reported in May 2022. The Independent Review of Children's Social Care highlighted that the *"current children's social care system was increasingly skewed to crisis intervention, with outcomes for children that continue to be unacceptably poor and costs that continue to rise"*, and that *"for these reasons, a radical reset is now unavoidable"* (Haves, 2022; MacAlister, 2022). The report set out several recommendations in relation to family help, child protection, kinship care, the care system, the care experience, and the workforce (MacAlister, 2022). Specifically in relation to family help, this focused on making changes to the children's social care response so that children and young people, and families receive more responsive, respectful, and effective support. This included recommending the introduction of one multi-disciplinary Family Help Team that covers both early targeted help and child in need, to reduce referral and handovers between services/teams, and ensure provision of meaningful support. Teams would be based in community settings that are known to and trusted by families (e.g. schools, family hubs), and made up of professionals from across services including family support workers, domestic abuse workers, mental health practitioners, and social workers. Critically, the service offered to children and young people, and families would be tailored to their needs, and that of the neighbourhood,

identified via robust needs assessment and feedback from families. However, to date, there is very little evidence on what an effective multi-agency approach to supporting children and young people, and families looks like, or the services they should provide, particularly in the context of extra-familial harm.

The YEF Agency Collaboration Round 2 Programme – A Supportive Home

The supportive home programme will test specialist multi-agency and multi-disciplinary teams (referred to as multi-agency hereafter) located in neighbourhoods to support children and young people aged 10-20 years (and their families or carers) who are at risk of, or experiencing, violence or criminal exploitation outside the home.¹ The multi-agency team approach will build on evidence and test recommendations set out in the Independent Review of Children’s Social Care for England for Family Help Teams (MacAlister, 2022).

The programme will be delivered in ten neighbourhoods across five local authority areas (two per site): Cardiff, East Sussex, Newham, Swansea, and Swindon. This will enable the testing of if and how different contexts, systems, and conditions influence implementation.

At site level, programmes will be led by the local authority and the multi-agency teams will consist of statutory and voluntary, community, faith, and social enterprise (VCFSE) organisations, including:

- **Local authority:** e.g. Early Help; children’s social care; Youth Offending Team (YOT); education; youth work (where delivered by the local authority); and relevant services to support young adults.
- **VCFSE delivery partners:** these may be large specialist organisations and/or local specialist grassroots organisations who are known and trusted by the communities.
- **The police.**
- **Probation.**
- **Mental health professionals** for both children and young adults.
- **Education** (if not part of the local authority) including schools.

The composition of each site’s multi-agency team will be based on local context, needs, and strengths and assets, thus there will be some variation across sites. Appendix 1 provides the

¹ Violence or criminal exploitation may be identified as a primary or secondary risk.

framework that details YEF's expectation of professionals that are essential in the multi-agency team and where they have allowed flexibility, with some suggested parameters for these flexibilities (based on the recommendations set out in the Independent Review of Children's Social Care for England for Family Help Teams; MacAlister, 2022).

An *a priori* high-level programme theory of change was developed by YEF and is presented below (see Appendix 2 for the *a priori* detailed programme theory of change). This describes the problems/needs the funding round as a whole, aims to address how it is intended change will happen and what the programme aims to achieve. Table 1 provides a summary of proposed site-level delivery plans, including: the neighbourhood in which delivery is taking place; programme activities and multi-agency team composition; programme inclusion and exclusion criteria; and expected feasibility/pilot study sample size.

The programme will provide targeted support to children and young people (and their families/carers) who are at risk of, or experiencing, violence or criminal exploitation outside the home. Teams will be co-located within trusted community settings (e.g. community centres, libraries, schools), and key workers will build direct relationships with children and young people (and their families/carers where appropriate) to coordinate and advocate for support. The programme will combine work currently implemented at 'targeted Early Help' (Level 2), 'child in need' (Level 3), and 'child protection' and 'in care' (Level 4), and transitional safeguarding support for young adults aged 18-20 by preventative and statutory services for young people aged 18+ years. Support will be person/family-centred and strengths-based and thus the nature, type, and dosage of support will be determined by the individual needs of each child/young person/family unit. The targeted support for children and young people (and their families/carers) may be complemented by interventions delivered in the neighbourhood that aim to address the underlying causes of, and contextual factors relating to violence and criminal exploitation within the community.

The targeted support provided through the multi-agency teams, is expected to contribute to various individual, family, and community level outcomes. These include:

- **Outcomes for the community** e.g. reductions in offending behaviours, increased feeling of safety, increased community cohesion, and empowerment.
- **Outcomes for the families and carers** e.g. improved family stability and resilience, employment and financial security, reductions in alcohol and other drug use, and housing problems.
- **Outcomes for children and young people** e.g. reductions in offending behaviours, behavioural difficulties and experience of maltreatment and abuse, and improved emotional wellbeing and mental health.

- **Outcomes for localities** e.g. joined up services, simplified navigators of the system for children and young people and families.

Delivery of a new multi-agency approach is expected to lead to wider whole system changes, including better working between services; quality and stable provision; simplified navigation of the system for children and young people and families; and fewer children and young people being referred and entering the care system.

Figure 1: YEF *a priori* high-level theory of change

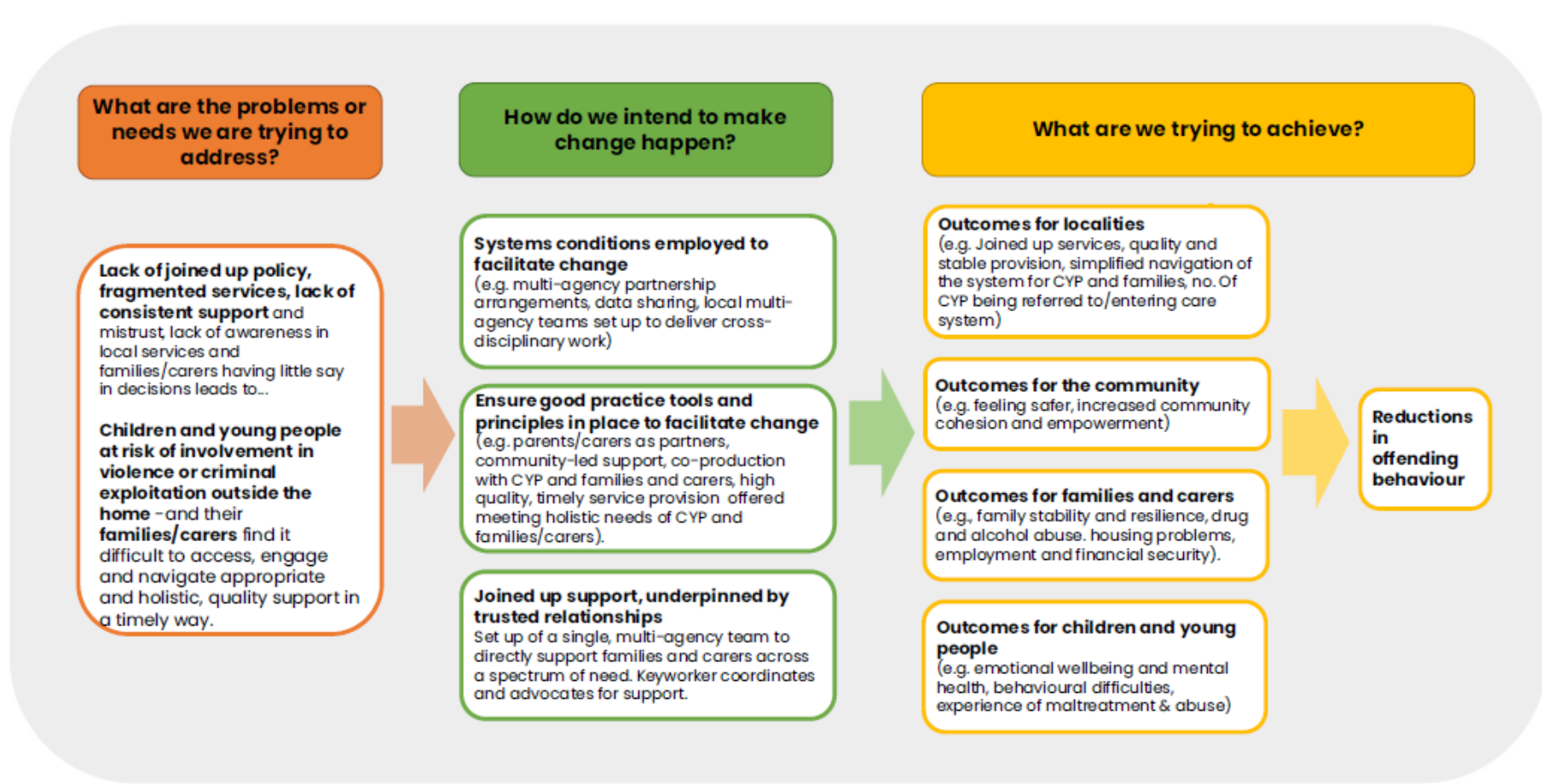


Table 1: High-level summary of sites and programme activities

Site	Cardiff: Keeping and Staying SAFE YEF Project	East Sussex	Newham: Thriving Communities initiative	Swansea: YEF Safer Homes	Swindon
	East (St Mellons, Llanrumney & Trowbridge)/North (Llanishen, Pentwyn, Ponprennau & Llandederyn East)	Castle and Devonshire wards	East Ham & Plaistow	East area and Penderry	Park North Park South and Walcot East; Inehurst and Penhill
Programme activities	<p>1. Children and young people (CYP) key worker offer: assessment by key worker (lead practitioner) and support/mentoring from key worker and/or multi-agency team based on the needs of the CYP. Support offer co-produced with CYP and may include activities/sessions/1-2-1 work, and links to wider offer of support (e.g. early intervention offers for CYP). Eligibility criteria: CYP age 10-20 years at risk/experiencing youth violence or criminal exploitation. The offer and eligibility criteria vary by site, based on local needs and partnership arrangements. Sample size: Minimum 100 per neighbourhood.</p> <p>2. Multi-agency support offers for parents/carers/family: The offer and eligibility criteria vary by site based on local needs and partnership arrangements. The multi-agency support will be offered to parents/carers of CYP who are engaged in the key worker offer and may also be offered to other parents/carers in the wider community. Activities may include: 1-2-1 work; family conferencing; peer support groups/networks; parent as partners forums; emotional wellbeing support; and group programmes (e.g. non-violence resistance; CACE).</p> <p>3. Early intervention offers for CYP/peer groups: The offer and eligibility criteria vary by site, based on local needs and partnership arrangements. Activities may include school-based education programmes/workshops on topics such as social skills development; substance use; youth violence and exploitation; peer group assessments and support for CYP at risk of youth violence/exploitation; CYP forums to discuss youth violence and exploitation and inform prevention approaches; and positive and diversionary activities/outreach work. Activities</p>				

may be co-produced with CYP. CYP who received the key worker offer may be referred into these activities, and CYP engaging in these activities may be referred into the key worker offer.

4. Contextual safeguarding and community safety approaches: These are dependent on local needs and existing partnership arrangements. Activities include multi-agency contextual safeguarding assessments, responses and interventions focused on specific locations and/or peer groups; multi-agency community safety planning; workshops to engage communities in keeping people safe, including activity co-production; and school based assessments to identify needs and inform interventions (e.g. staff training in trauma-informed approaches); and inter-generational workshops to encourage shared views of what works to keep communities safer.

5. System wide activities: These are dependent on local needs and existing partnership arrangements. Examples of system-wide activities include changes to partner assessment procedures to identify CYP at risk/experiencing youth violence or criminal exploitation; training for practitioners (e.g. mentoring approaches) or knowledge exchange activities (e.g. to help professionals understand how peer networks can impact safety and what interventions can be put in place); CYP and parent/carer forums to discuss youth violence and exploitation and inform prevention approaches (linked to activity 2/3); development of new partnerships and inclusion of VCFSE in safeguarding/decision making; expansion of support for CYP (linked to 1-4); and inter-generational workshops to encourage shared views of what works to keep communities safer (linked to activity 4).

Research questions and/or objectives

Overall objective

To conduct a feasibility and pilot study of a specialist multi-agency team embedded in neighbourhoods to support children and young people, and their families, who are at risk of, or experiencing, violence or criminal exploitation outside the home. The feasibility and pilot study will be implemented in two concurrent and complementary phases, each addressing several research questions.

Phase 1 - Feasibility of implementation

This phase aims to better understand the feasibility of programme implementation, to review, and if relevant, refine the *a priori* programme theory of change and generate knowledge for future implementation. This includes answering the following questions:

- Can the programme be implemented with fidelity to the programme/site-level theory of change and delivery framework?
- Does the programme implementation plan and/or theory of change need refining?
- What is the programme recruitment, retention, and reach across activity strands?
- Is there a clear and consistent set of eligibility criteria being adhered to across sites and activity strands, that also reaches keyworker pathway pilot targets?
- What does programme referral, engagement, support offer, and completion look like for children and young people (and their family/carers) receiving targeted support through the key worker offer, and wider programme activities?
- What factors support or impede programme delivery (including consideration of intervention characteristics, referral pathways and information sharing; delivery and multi-agency partner capacity, partnership working [including between VCFSE delivery partners and statutory bodies], experience, skills, and attitudes; leadership and culture; workforce composition; implementation support systems; and community/system-level factors).
- What are service users' and practitioners' views and experiences of the programme?

Phase 2 - Feasibility and pilot of impact evaluation

The feasibility and pilot of impact evaluation aims to assess the feasibility of progressing to an impact study. This includes answering the following questions:

- What is the level of consistency and standardisation of programme implementation across the five sites overall?
- Are sites aligned enough in their aims and approaches to make a collective impact study feasible?
- What is the feasibility of measuring impact at an individual, site, and programme level?
- What is the required sample size for a full impact evaluation?
- Is it feasible to achieve a sample size with enough power to progress to an impact study?
- Across sites, is the programme sufficiently distinct from business as usual for an impact evaluation to be feasible?
- What is the direction and magnitude of potential changes in identified outcomes, and does the pilot evidence promise of the programme achieving its intended outcomes?
- Are the piloted outcomes/measures appropriate/practical/reliable/valid for the programme?
- What are the options and considerations for design of an impact study (e.g. what potential is there for randomisation at individual or area level; do any sub-group effects need to be considered and why)?
- What scale of delivery would be required for the sample size to be met, given the evaluation design being recommended at the end of the feasibility study (e.g. how many sites, how many neighbourhoods in each site)?
- What research questions could a robust impact evaluation answer?
- What is the acceptability of an impact evaluation to programme stakeholders?
- Do sites have the capacity to scale up if the study progresses to a full impact evaluation (considering pilot recruitment/retention/reach and local needs/systems)?

Success criteria and/or targets²

Feasibility of implementation				
Criteria	Indicator	Fully Met	Partially met	Not Met
Creation of programme-level theory of change	Agreed by YEF, LJMU, RIP ³	Yes		No
Creation of site-level theory of change	Agreed by YEF, LJMU, RIP	Yes		No
Creation of site-level system map	Agreed by YEF, LJMU, RIP	Yes		No
Ability of programme to be implemented as planned (fidelity)	Agreed by YEF, LJMU, RIP, and delivery leads	Yes	Yes, with relevant adaptations	No
Ability of programme to receive appropriate referrals	Proportion of participants that meet programme inclusion criteria ⁱ	70-100%	40-69%	0-39%
Ability of programme to engage participants	Proportion of participants consenting to intervention ⁱ	70-100%	40-69%	0-39%
Ability of programme to retain participants	Proportion of participants who attend programme intervention activities ⁱ	80-100%	40-79%	0-39%

² Progression to impact study will be determined by YEF considering evaluator recommendations based on the criteria detailed below, and availability of YEF supplementary funding.

³ RIP – Research in Practice, the programme co-design partner.

Ability to collect routine monitoring data	Proportion of missing baseline data on programme participants captured by data systems	0-35%	36-50%	51-100%
Feasibility and pilot of impact evaluation				
Criteria	Indicator	Fully Met	Partially met	Not Met
Ability to collect CYP baseline measures	Proportion of CYP completing baseline questionnaires	60-100%	40-59%	0-39%
Ability to collect CYP follow-up measures	Proportion of CYP completing follow-up (+3 months) questionnaires	60-100%	40-59%	0-39%
Outcome measure data completeness	Proportion of missing data for each primary and secondary outcome measure ⁱⁱ	0-39%	40-59%	60-100%
Availability of routine data for site-specific selected important outcomes	Agreed by YEF, LJMU, and UoB. Proportion of outcomes for which data can be made available	60-100%	40-59%	0-39%

Linked individual-level outcome data from routine sources can be made available and, if not, area-level routine outcome data can be made available at a sufficiently disaggregated level	Agreed by YEF, LJMU, and UoB. Data can be made available at the individual level, or appropriate area level aggregation (appropriate geographical area to be determined in collaboration with sites, based on target area of intervention and hypothesised geographical reach of associated impacts)	Yes		No
Outcome data can also be made available for small numbers without high levels of censoring	Uncensored, anonymised, small area level data	≤ 20% of primary outcome data censored	>20% of primary outcome data censored, but appropriate imputation methods can be applied	>20% of primary outcome data censored and appropriate imputation methods cannot be applied
Outcome data are available at an appropriate level of temporal aggregation	Primary outcome data available at monthly intervals or less	Primary data available at monthly intervals or less (e.g. weekly)	Primary data available at quarterly intervals	Primary data are available at intervals of more than a quarter (e.g. 6-monthly, annual)

Outcome data are available for control sites	Primary outcome data available at monthly intervals or less	Primary data available at monthly intervals or less (e.g. weekly)	Primary data available at quarterly intervals	Primary data are available at intervals of more than a quarter (e.g. 6-monthly, annual)
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ⁱ Programme intervention activities are defined per site. The common target groups are children and young people, although some site activities may also include family members/carers.

ⁱⁱ Where threshold not fully met for primary outcomes, actions will be identified to improve completeness. For secondary outcomes, a decision will be made whether to retain the measure.

Additional criteria derived from assessment of other data

Effects of programme participation: From preliminary analysis of outcome data and qualitative data:

- No evidence of substantial negative effects of participation in target groups.
- Evidence of substantial negative effects of participation in target groups.

Acceptability of programme activities: From analysis of qualitative data:

- Target groups report programme activities and interventions are acceptable, and/or could be feasibly improved.
- Target groups report programme activities and interventions are unacceptable and cannot identify how they could be improved. Sites develop a plan to increase acceptability.
- Target groups report programme activities and interventions are unacceptable and cannot identify how they could be improved. Sites cannot identify a plan to increase acceptability.

Acceptability of evaluation methods: From analysis of qualitative data:

- Target groups report evaluation methods are acceptable, and/or could be feasibly improved.

- **Target groups report evaluation methods are unacceptable and cannot identify how they could be improved. Evaluator/sites develop a plan to increase acceptability.**
- **Target groups report evaluation methods are unacceptable and cannot identify how they could be improved. Evaluator/sites cannot identify a plan to increase acceptability.**

Programme implementation: From analysis of theories of change and system maps, and interviews with providers:

- **Programme is coherent: meets criteria for multi-agency approach and is distinct from business as usual.**
- **Programme is not coherent: does not meet criteria for multi-agency approach and is not distinct from business as usual. Sites identify a plan to improve coherence.**
- **Programme is not coherent: does not meet criteria for multi-agency approach and is not distinct from business as usual. Sites cannot develop a plan to improve coherence.**

Where success criteria are green the study will proceed as planned, if amber or red, discussion regarding action (including site withdrawal) will be taken prior to embarking on further study phases.

Methods and data collection

This section details the methods covering feasibility of implementation (phase 1) and feasibility and pilot of impact evaluation. The section is structured as follow:

- Study recruitment, eligibility criteria, and sampling (phase 1 and 2).
- Data collection - Feasibility of implementation study (phase 1).
- Data collection - Feasibility and pilot of impact evaluation (phase 2).
- Evaluation plan review workshops.

Study recruitment, eligibility criteria, and sampling (phase 1 and 2)

For this study, participants will consent to the intervention and the evaluation as separate entities. This is an exception to one of YEF's usual redlines in evaluation, which are outlined [here](#). The rationale for this exception is because the delivery of ACF2 services will be closely embedded with the delivery of statutory services in many cases, therefore children and young people will have a legal right to receive the statutory elements of provision.

Study participants will be recruited via gatekeepers at various points during the study:

Stakeholders (interviews): Stakeholders will be purposefully selected from different levels and across partner organisations to ensure both diversity and that the whole complex system surrounding each multi-agency team is captured (guided by each multi-agency team's theory of change, and by saturation). Stakeholders will include delivery leads, members of the multi-agency team including key workers and partners supporting the delivery of programme activities (beyond the multi-agency team). Engagement with stakeholders will take place at two time points (3-4 months of delivery and 10-11 months of delivery) to capture both feasibility of implementation and any adaptations over time. Stakeholders must be over 18 years, able to give informed consent, and involved in the delivery of the multi-agency intervention at one of five local authority delivery sites. Stakeholders will be approached by a gatekeeper (intervention lead) who will explain the study and ask if they are happy to have their contact details shared with the researchers. The researcher will provide them with a participant information sheet and give them the opportunity to ask any questions before taking consent and arranging a suitable time and date for the interview. Reminders will be sent at one and two weeks for those who have not responded. The study purpose will be explained again verbally at the beginning of each interview and participants will be given the

opportunity to ask any questions. Interviews will be completed with ~100-125 stakeholders (20-25 per site). The number of participants will be guided by the delivery context of each multi-agency team (based on site-level theories of change and system maps) and saturation.

Parents/carers and children and young people (interviews): Key workers (and other relevant partners) will identify potential children and young people, and parent/carers to invite to participate in an interview from those already enrolled in the intervention (either receiving key worker support, or other programme support). We intend to recruit up to 15 children and young people and 15 parents/carers per site for interviews. Children and young people and parents/carers will be purposefully sampled (in collaboration with gatekeepers) to ensure diverse representation according to age, gender, ethnicity, and socio-economic status. If required, in instances where an interpreter may be needed, we will work with sites to identify if there is locally available resource to facilitate this. As standard, for those receiving key worker support, engagement will take place with young people at 12-weeks after their first engagement (defined as when the children and young people and/or their parent/carer accepted the key worker support). If during the study it becomes apparent that children and young people at any sites are completing or dropping out of the programme before 12 weeks we will complete interviews at an earlier time (e.g. 6-weeks after initial engagement). The interview process will initially be explained by the key worker/relevant partner, and children and young people/parents/carers will be provided with an information sheet. The participant will be able to ask their key worker/relevant partners any questions and will also be provided with contact details for the researchers. The researcher will explain the study verbally again at the start of each interview, copies of participant information sheets will be available for participants, and they will have the opportunity to ask any questions.

Children and young people key worker offer (baseline and follow-up individual outcome measures): children and young people (and parents/carers) who have been referred and are eligible to take part in the key worker offer of the programme will be provided with an introduction to the study and invitation to take part via their key worker. This will include a detailed verbal description of the study, provision of relevant (e.g., age and developmentally appropriate) information sheets, an opportunity to ask questions and consider their participation. The study eligibility criteria for programme recipients are:

- Participant is eligible to receive targeted key worker support as part of the programme.
- A child or young person aged 10-20 years, who is at risk of or experiencing violence or criminal exploitation outside the home.
- Participant has capacity to provide informed consent/assent.

- The key worker has deemed that there are no current (or previous) safeguarding risks that would be impacted by the child or young person’s inclusion in the research activity that cannot be addressed through minor amendments to study design.

Consent procedures for young people aged 10-15 years: Before children and young people can take part in the study, the correct consent procedure must be obtained. For the survey and quantitative measures (collected via routine monitoring data), parent/carers of children aged 10-15 years have the opportunity to “opt-out” their child (i.e. inform the key worker if they don’t want the child to take part). For children and young people, filling in the questionnaire implies their assent/consent. During this consent process, children and young people and their parents/carers must also consent for their data to be deposited in the YEF data archive.⁴

For interviews with children aged 10-15 years, parent/carers have the opportunity to “opt-in” their child (i.e. inform the key worker if they do want the child to take part). All children and young people will have the opportunity to assent/consent to their own participation.

Data collection: Feasibility of implementation study (phase 1)

Assessment of routine programme monitoring data: We will work with delivery sites to set up routine monitoring/assessment processes to monitor all stages of delivery including programme uptake (e.g. number/profile of children and young people/families/carers referred/engaged/supported), dosage (e.g. number/type of interventions/referral pathways), distinction (from business as usual), and attrition, across activity strands. With evaluation participant consent, data will be linked via a pseudo-anonymised code to individual level outcome measurements.

Review of programme documentation and refinement of intervention description: We will collate and review programme documentation to add context to the study. This may include delivery plans, programme promotion material, steering group minutes, and YEF programme

⁴ This is a standard approach for all YEF funded interventions and evaluations and has standard practices, information sheets and consent forms which are used across all YEF evaluation partners (including academic institutions). The full protocol for depositing data to the YEF data archive is available here: https://youthendowmentfund.org.uk/wp-content/uploads/2023/11/YEF_Data_Protection_Evaluators-Oct-2023.pdf

monitoring forms. Further, the TIDieR-PHP (Template for Intervention Description and Replication for Population Health Programmes) reporting guideline will be completed in collaboration with sites. This is a 12-item checklist and will be used to describe the structure and content of all interventions received by the target group(s) (Campbell et al., 2018).

Qualitative data collection: interviews/focus groups: Interviews/focus groups (virtual or via telephone⁵) will be undertaken with children and young people (n~15/site), parents/carers (n~15/site), and stakeholders at different levels of the system (n~20-25/site) to examine views and experiences of programme implementation and outcomes/impacts (considering experiences for different racial groups), co-production and feedback loops, and as relevant evaluation design and outcome measurements.

Interview topic guides will be developed to ensure consistent topic coverage across participants; however separate topic guides will be produced for each participant group-type to reflect their varying roles within the programme (questions will be age and developmentally appropriate and culturally sensitive). The interviews will be approximately 30-60 minutes long and will be semi-structured. We will also offer the option of completing an online or paper-based survey as an alternative to an interview to enable wider participation.

To ensure diversity across and within sites, participants will be purposively sampled from relevant partner organisations at various operational/strategic levels, with additional partners added until saturation is reached, and the whole system within and surrounding the multi-agency team is captured (as determined by site-level systems maps and theories of change). Engagement with practitioners will be at two time points to enable timely feedback and adaptations prior to feasibility/pilot study completion.

- Delivery months 3-4: programme steering group, key workers, and members of the multi-agency team.
- Delivery months 10-11: programme steering group, key workers, members of the multi-agency team, and wider community members.

Children and young people, and parents/carers will also be purposively sampled (in collaboration with gatekeepers, who will provide a safeguarding role - see ethics section) to ensure diversity in relation to age, gender, ethnicity, and socio-economic status. Engagement with children and young people, and parents/carers will be ongoing throughout the study

⁵ If deemed necessary to improve engagement with children and young people, processes will be established with sites to implement in-person interviews.

period, with participants invited to interview at 12-weeks following formal engagement⁶ in the programme. If it becomes apparent that children and young people complete or drop out of the programme before the 12-week follow-up point, we will aim to engage with them at an earlier stage (e.g. 6-weeks).

Sample size: Interviews will be completed with 100-125 stakeholders (20-25 per site), 75 children and young people (15 per site) and 75 parents/carers (15 per site). Participants will be selected purposefully from each site to ensure diversity across and within sites. For stakeholders, the number of participants will be guided by the delivery context of each multi-agency team (based on site-level theories of change and system maps) and saturation. Children and young people and parents/carers will be purposefully sampled (in collaboration with gatekeepers who provide a safeguarding role) to ensure diversity in relation to age, gender, and socio-economic status, and guided by saturation.

Data collection: Feasibility and pilot of impact evaluation – individual level data (phase 2)

Children and young people will be asked to complete a set of measures at baseline (point of engagement with a key worker) and follow up (+3-month⁷). Questionnaires will take no longer than 15 minutes to complete and baseline data will be collected alongside other routine service data to reduce the burden on children and young people.⁸ Questionnaires will be self-completed by children and young people while they are present at each delivery site using an online Qualtrics questionnaire via computer, tablet, or mobile phone depending on the IT infrastructure at each site.

⁶ i.e. key worker has conducted needs assessment and child/young person and/or parent/carer has agreed to participant in the programme.

⁷ Ideally follow-up data would be collected at +6 months, as behavioural change, and wider family/contextual factors are expected to take time. Further, incidence of engagement in violence or criminal exploitation may be low. However, due to the piloting period being 11 months, and the uncertainty of when and how well recruitment will proceed, and if so, how long children and young people (CYP) will stay engaged in the programme, for the pilot period we are suggesting a +3-month follow-up period to ensure that baseline and follow-up data are collected. This will mean that the follow-up data collection period may not mimic a future impact study design.

⁸ The questionnaire will be piloted with CYP to ensure comprehension, feasibility, and that completion is possible in the allocated time.

Primary outcome measure: Through consultation with multi-agency partners across the five sites and YEF, the primary outcome measure for individual-level data will be:

- Emotional regulation and behaviour using the self-completed Strength and Difficulties questionnaire (SDQ; Goodman, 1997).

This 25-item scale assesses behaviours, emotions, and relationships across five domains: emotional symptoms; conduct problems; hyperactivity; peer problems; and prosocial behaviours. SDQ is included in the YEF Outcomes Framework (due to its statistical association with offending behaviour) and it has been chosen as the primary outcome measure due to its relevance to the *a priori* theory of change at programme and site-level.

Two other validated tools were identified which had the potential to measure programme outcomes: 1) Self-reported offending using the 19-item Self-Report Delinquency Scale (SRDS; Smith and McVie, 2003); 2) Violent victimisation – using an adapted version of the Juvenile Violence Victimization Questionnaire (JVQQ; Finkelhor et al., 2011). However, these were not chosen for use in the study due to the context of the programme and target group and concerns around safeguarding children and young people (see Appendix 3 for further details).

Secondary outcome measures: Secondary outcome measures common to all sites have been selected based on the YEF overarching programme *a priori* theory of change and site-level theories of change, and piloting of questionnaires to ensure completion under 15 minutes. Secondary outcomes will also support analysis of programme mechanisms. Secondary outcome measures for individual level data include:

- Mental health and wellbeing: assessed using the short version of the Warwick-Edinburgh Mental Well-being scale (SWEMWBS; Melendez-Torres et al., 2019). SWEMWBS is a 7-item, self-completed scale addressing different aspects of mental health wellbeing, which has been previously validated in UK school children. This measure has relevance to this programme as improved emotional health and wellbeing is an anticipated outcome.
- –Children and young people’s experience of the service: assessed using the Child Experience of Care Questionnaire (CHI-ESQ; Brown et al., 2014) at post-intervention only. The CHI-ESQ consists of 12 items, example items include: “Did the people who saw you listen to you?”, “Were you given enough explanation about the help available here?”, and “If a friend needed this sort of help, do you think they should come here?” This is a 12-item scale which has been validated for use in 9-18 year olds (Brown et al., 2014). This measure has relevance to this programme primarily as the aim is to offer children and young people and families a new model of support via the key workers and multi-agency team approach. Understanding children and young people’s views

of the programme is important for future delivery and for exploring mechanisms of change.

Demographics including age, gender, ethnicity, and socio-economic status (using the Family Affluence Scale) will also be collected (all questions are taken from the England version of the World Health Organization Health Behaviour in School aged Children [HBSC] cross-sectional survey (Hulbert et al., 2023).

Sites may also have additional locally captured measures that are relevant to their programme which may inform the pilot study. These will be identified at site-level and shared as relevant to the data type (e.g. pseudo-anonymised routine monitoring data; anonymised case studies).

Sample size: Pre and post outcome measures will be collected from 1,000 young people who specifically receive the key worker support (and not those who may only access wider programme activities (200 per site, 100 per neighbourhood areas within each site). As this is a feasibility and pilot study, this sample size has been selected to allow us to make both between group comparisons and determine if the sites and programme as a whole meet the progression criteria for an impact trial. The ability of sites to engage young people and collect baseline and follow-up measures are eligibility criteria for progression to impact trial.

Interviews will be completed with 100-125 stakeholders (20-25 per site), 75 children and young people (15 per site) and 75 parents/carers (15 per site). Participants will be selected purposefully from each site to ensure diversity across and within sites. For stakeholders, the number of participants will be guided by the delivery context of each multi-agency team (based on site-level theories of change and system maps) and saturation. Children and young people and parents/carers will be purposefully sampled (in collaboration with gatekeepers who provide a safeguarding role) to ensure diversity in relation to age, gender, and socio-economic status, and guided by saturation.

Data collection: Feasibility and pilot of impact evaluation - administrative data (phase 2)

We will assess the availability of administrative data to measure outcomes and assess the feasibility of using these to evaluate the site and programme-level impact in future. With stakeholders from each intervention site we will explore what data on crimes and school exclusion data (including the national linked dataset), and multi-agency data (e.g., Integrated Asset+, which covers various outcomes) are available, if these can be made available, and at what geographical (ideally lower super output area level, but alternatives of middle super output area, local authority, or custom areas will be explored) and temporal aggregation

(daily, weekly, monthly, for example). Depending on theoretically available aggregations, consideration will need to be given to small numbers of incidents (e.g. crimes, school exclusions) (<5) and how this can be handled. Requirements for data sharing, including required approvals and processes for secure storage, will be determined with each site.

Primary outcome measure: Through review of *a priori* programme and site-level theories of change, the primary outcome measure for administrative data will be:

- i. Availability and suitability⁹ of individual and/or area-level data on violent offending (e.g. from police-recorded crime data) and other relevant outcome measures for conducting an impact evaluation.

Secondary outcome measures: Through review of *a priori* programme and site-level theories of change, the secondary outcome measures for administrative data will be:

- ii. Availability and suitability of individual and/or area-level data on victimisation (e.g. from the Crime Survey of England and Wales, and/or local site data) for conducting an impact evaluation.
- iii. Availability and suitability of individual and/or area-level data on school exclusions (e.g. from School Census) for conducting an impact evaluation.

Assessment of impact study evaluation design

Initial consultation with YEF and delivery sites suggest that in practice it may not be feasible to conduct a randomised controlled trial to evaluate the programme. However, as this would give the strongest evidence on whether the programme is effective, we will explicitly explore the possibility of evaluating the programme using this design with the sites. For administrative data, as only two neighbourhoods will be purposively selected within each study site (based on high levels of need), randomisation at neighbourhood level within local authorities will likely not be possible. We will therefore particularly focus on the selection of control areas.

⁹ Suitability of routine data for evaluation impact will be assessed according to the progression criteria presented in the 'Success criteria and/or targets' table and will include consideration of data completeness, temporal frequency, and aggregation.

If a randomised controlled trial is not feasible, we will explore a quasi-experimental (natural experiment) evaluation design. We will use the 'target trial framework' to design such an evaluation along seven key domains to make explicit where a future evaluation will mimic, and where it deviates, from the ideal target trial we would ideally conduct (de Vocht et al., 2021a). Specifically, we will develop a matrix for each intervention site along the following axes outlined in de Vocht et al (2021a): eligibility criteria, treatment strategies, assignment procedures, follow-up period, outcomes, causal contrasts of interest, and analysis plan to optimise the evaluation design and data requirements to maximise the strength of causal statements we will be able to make. Importantly, this will include selection of optimal potential control areas for matching (de Vocht et al., 2016). As part of the matrices we will explicitly develop mitigation evaluation design elements for those domains where the quasi-experimental evaluation design will have to deviate from the target trial, such that we optimise the strength for causal conclusions for the outcomes of interest.

Evaluation plan review workshops

We will implement several sessions with YEF and RIP as relevant, to provide delivery sites with information on the feasibility and pilot study evaluation plans, and outcomes of the feasibility and pilot study, including as relevant key considerations for progressing to an impact study.

1. ***Pre-delivery systems mapping and theory of change workshops (September-October 23)***: Led by RIP, these workshops aimed to support sites to develop local systems maps and site-level programme theory of change, to inform delivery plans. Evaluator attendance at workshops aimed to inform the evaluation plan.
2. ***Pre-delivery workshop (January 24)***: This complemented and built on the workshop held with delivery sites during the evaluation and implementation plan design phase (October 2023) and aimed to review and refine study data collection processes at site-level.
3. ***Pre-delivery site-level meetings (February-April 24)***: These will complement existing workshops and engagement with sites to refine the evaluation plan, and support sites and the evaluation team to set up the feasibility and pilot study, including training for key workers in their role as a gatekeeper (see below), development of routine monitoring systems, and set up of data sharing agreements between sites and the evaluation team/YEF.
4. ***Interim piloting workshop (Nov 24)***: This will review progression of the feasibility and pilot study, evaluation processes and site engagement, and as relevant, share and discuss any key considerations for the remainder of the pilot period.

5. **Post-delivery workshop (June 25):** This will share outcomes of the feasibility and pilot study, review evaluation processes and site engagement, and as relevant share and discuss key considerations for progressing to an impact study.

Gatekeeper roles, training, and support

In each site, several stakeholders across the multi-agency teams will have a key role in implementing the feasibility and pilot study. These stakeholders will act as gatekeeper¹⁰ to individuals whom we would like to invite to participate in the study, and or support data collection and sharing with the evaluation team. These roles and responsibilities are summarised below, and further details are provided in Appendix 4:

- **Site programme lead:** Will provide overall permission for their service to participate in the study, working with the evaluation team to obtain any other site-level permissions required (e.g. research governance boards). They will work with the evaluation team to finalise the study procedures and ensure the service is set up to implement the study and collect and share the required data.
- **Data lead and data protection officer (with support of the programme lead):** Will support the implementation of a data sharing protocol between the site, evaluation team, and YEF, and the collection and sharing of routine monitoring data to inform the study. They will also set up processes to enable the various study datasets to be linked.
- **Key workers:** Are critical to recruiting children and young people (and parents/carers) to the study and supporting data collection including baseline and +3 months surveys and interviews.

Gatekeeper roles and responsibilities will be discussed with sites in relevant workshops detailed above. Additional processes will be implemented to ensure that key workers in particular are informed of their role and responsibilities in the study and are supported to implement study activities. This includes:

- **Site programme lead support:** Leads will ensure key workers are fully informed of the nature of the feasibility and pilot study, and their role in it, and support them to implement study activities. This includes provision of evaluation training within key workers allocated training programme.

¹⁰ A gatekeeper is any person or institution that acts as an intermediary between an investigator and potential participants (e.g., school authorities, sports club, treatment service providers, a coach, instructor etc.).

- **Training session and video:** A brief (~60 minutes) training session will be provided to all key workers to review study procedures and specifically their role as a gatekeeper. One training session will be provided per site (recorded and accessible to key workers post training). Key workers will be provided with pre-training materials providing an overview of the study and their role (i.e. crib and information sheet).
- **Crib and information sheet:** All key workers will be provided with a gatekeeper information sheet that described the study and their role as a gatekeeper. A more detailed crib sheet will detail the practical processes they will need to implement to support data collection.
- **Ongoing support and monitoring of study implementation:**
 - The evaluation team will be available to all key workers throughout the duration of the pilot to support them in data collection as required.
 - Regular (e.g. monthly) meetings will be scheduled at site-level to debrief on data collection processes and review study data. This will also provide an opportunity to identify any unintended consequences on the intervention and study.
 - The evaluation team will provide sites (and YEF) with regular (e.g. monthly) feedback on: i) keyworker offer; and ii) evaluation recruitment and engagement. A CONSORT diagram will be produced each quarter.
 - The evaluation team will send reminders (in the form of a list of evaluation codes) to key workers of children and young people who are near the point of engaging in the programme for +3 months, to prompt the +3 month questionnaire data collection.

Costs data

We will estimate costs using a micro-costing approach accounting for the actual local costs and resources used in delivery using available data. The cost-perspective will be of the service providers. Prior to delivery, we will examine delivery site plans to understand anticipated intervention costs, and where these fit across the multi-agency approach and wider system. This will be used to subsequently assess local costs and resources used during intervention delivery (including staffing, programme set up and delivery, buildings and facilities, materials etc). We will work with delivery sites to develop a simple monitoring tool for recording time spent implementing the intervention and resources used, and we aim to collate actual salary and resource costs to determine intervention costs. We will present costs per participating child/young person/family.

Data analysis

Feasibility of implementation study (phase 1)

Assessment of routine programme monitoring data: Analyses will utilise descriptive statistics to describe programme delivery including programme uptake (e.g. number/profile of children and young people/families referred/engaged/supported), dosage (e.g. number/type of interventions/referral pathways), and attrition. Data will be linked to individual level outcome measurements (see below).

Interviews and focus groups: With participants' permission, interviews and focus groups will be audio recorded (using MS Teams or voice recorder) and transcribed verbatim (and checked for accuracy) for analysis, and anonymised. For those who do not consent to be recorded, interviewers will take handwritten notes during and immediately following the interview. We will use Normalisation Process Theory (NPT) to help develop interview schedules and to provide a structure for presentation of qualitative analysis (May et al., 2007). NPT describes important individual and organisational factors that are likely to have influenced the embedding of programme into practice, including how multiple stakeholders made sense of the multi-agency approach (coherence); their willingness to commit to the work required (cognitive participation); their ability to take on the work required (collective action); and activity undertaken to monitor and review implementation independently of the evaluation (reflexive monitoring). This approach will also allow us to capture important qualitative information on: i) the acceptability the multi-agency approach; ii) unforeseen resource/capacity implications; iii) contextual factors influencing engagement with the multi-agency approach; iv) perceived mechanisms by which the programme exerts its effects, and which may lead to a reduction of extra-familial harm and related risk factors; v) perceived unintended consequences; and their experience of co-production with children and young people and families. Data will be analysed using deductive (based on NPT themes) and inductive (based on emerging themes) approaches. Verbatim interview quotations will be provided to support key findings.

Review of programme documentation: Programme documentation will be reviewed and summarised to contextualise findings. Outputs will be reviewed with consideration of the deductive and inductive themes derived through analyses of interviews/focus groups, and examples of programme documentation may be used to provide support for key findings.

Feasibility and pilot of impact evaluation (phase 2)

Individual level data: Assessment of feasibility and key criteria for progression to impact evaluation has been described in the *Success criteria and/or targets* section above. We will

discuss progression to impact study criteria with YEF. If the overall decision is 'Go' then we will suggest proceeding to the impact study and will schedule a workshop to agree any minor changes to delivery and evaluation processes. If 'Stop', then we will initiate discussions with YEF/project deliverers about evaluation completion and next steps. If 'Review/Modify' we will discuss prospects with YEF/project deliverers about changes required and likelihood of evaluation/project adaptations leading to a feasible impact study.

As this is a pilot study, no inferential analysis of primary outcomes will be undertaken, but descriptive analysis of all outcomes will be conducted to provide an overview of data, to describe the target group, and to support power calculations for a full study (based on a single primary outcome). We will also present data by subgroup (ethnicity, gender, age group) to assess programme reach, and to explore patterns of missing data for each outcome.

Administrative data: Assessment of feasibility and key criteria for progression to impact evaluation has been described in the *Success criteria and/or targets* section above. Similar to the individual-level data collection, no inferential analysis will be undertaken. Based on the final decision on whether the optimal evaluation design is possible (i.e. RCT) or, if not, the best alternative is decided will generate evidence of sufficient quality and strength we will ask each site (including potential controls) to provide summary statistics for the outcomes of interest to inform statistical power calculations for a future impact evaluation. If YEF fund an impact study, we will progress with obtaining ethical approval and various data sharing agreements with the intervention and control sites.

Data triangulation

Once the optimal design and data elements for the site/programme-level administrative data evaluation have been determined, guided by the developed site-specific matrices, we will explore issues around the use of multiple controls and consideration of various experimental techniques (e.g. propensity score matching, interrupted timeseries) to improve causal inferences through triangulation.

Subsequently, we aim to synthesise the various qualitative and quantitative findings to outline the causal pathways and system in which these are embedded. We will adopt a 'Research Synthesis by Configuration' approach to describe where findings agree, contradict, extend, explain, or otherwise modify each other, to form a coherent narrative together (Sandelowski et al., 2012). This will supplement discussion in light of differences in sources of potential bias and error of each of the approaches and overlap between these, and what specific information will be required for stronger causal conclusions. In a future impact

evaluation, a similarly thorough appraisal of all evidence is done to justify strong causal statements where appropriate, while at the same time flagging where conclusions are weaker.

Methods overview

Research questions	Data collection methods	Participants/ data sources (type, number)	Data analysis methods
Feasibility of implementation			
Can the programme be implemented with fidelity to the programme/site-level theory of change and delivery framework?	Semi-structured interviews	Children and young people (n~15/site), families/carers (n~15/site), and stakeholders at different levels (n~15/site)	Inductive/ deductive thematic analyses, guided by NPT
Does the programme implementation plan and/or theory of change need refining?			
What is the programme recruitment, retention, and reach across strands?	Review of programme monitoring data	Programme recipients/multi-agency data collection systems	Descriptive statistics
Is there a clear and consistent set of eligibility criteria being adhered to across and activity strands, that also reaches keyworker pathway pilot targets?			
What does programme referral, engagement, support offer, and completion look like for children and young people (and their family/carers) through the key worker offer and other programme activities?	Review of programme documentation	Multi-agency teams	Inductive/ deductive thematic analyses, guided by NPT
What factors support or impede programme delivery (including consideration of intervention characteristics, referral pathways and information sharing; delivery and multi-agency partner capacity experience, partnership working, skills and attitudes; workforce composition; implementation support systems; and community/system level factors).			

What are service users and practitioner's views and experiences of the programme?			
Feasibility and pilot of impact evaluation			
What is the level of consistency and standardisation of programme implementation across the five sites overall?	Semi-structured interviews Review of programme monitoring data	Children and young people (n~15/site), families/carers (n~15/site), and stakeholders at different levels (n~15/site)	Inductive/ deductive thematic analyses, guided by NPT
Are sites aligned enough in their aims and approaches to make a collective impact study feasible?	Review of programme documentation	Programme recipients / multi-agency data collection systems Documentation as relevant across 5 sites	
What is the feasibility of measuring impact at an individual, site and programme level?	Review of programme monitoring data and individual level outcome data Assessment of statutory data sources	Programme recipients/multi-agency data collection systems Individual/site/programme level	Descriptive statistics
What is the required sample size for a full impact evaluation?	Review of programme monitoring data and individual level outcome data	Programme recipients / multi-agency data collection systems	Descriptive statistics
Is it feasible to achieve a sample size with enough power to progress to an impact study?	Review of programme monitoring data and individual level outcome data	Programme recipients / multi-agency data collection systems	Descriptive statistics

Across sites, is the programme sufficiently distinct from business as usual for an impact evaluation to be feasible?	Semi-structured interviews Review of programme documentation	Children and young people (n~15/site), families/carers (n~15/site), and stakeholders at different levels (n~15/site) Multi-agency teams	Inductive/ deductive thematic analyses using NPT
What is the direction and magnitude of potential changes in identified outcomes, and does the programme achieve its intended outcomes?	Review of programme monitoring data and individual level outcome data	Programme recipients / multi-agency data collection systems	Descriptive statistics
Are the piloted outcomes/measures appropriate/practical/reliable/valid for the programme?	Semi-structured interviews	Children and young people (n~15/site), families/carers (n~15/site), and stakeholders at different levels (n~15/site)	Assessment using Target Trial Framework
What are the options and considerations for design of an impact study (e.g. what potential is there for randomisation at individual or area level; do any sub-group effects need to be considered and why)?	Review of programme documentation	Multi-agency teams	
What scale of delivery would be required for the sample size to be met, given the evaluation design being recommended at the end of the feasibility study (e.g. how many sites, how many neighbourhoods in each site)?	Review of programme monitoring data and individual level outcome data	Programme recipients/multi-agency data collection systems	
What research questions could a robust impact evaluation answer?	Assessment of statutory data sources	Individual/site/programme level	

Do sites have the capacity to scale up if the study progresses to a full impact evaluation (considering pilot recruitment/retention/reach and local needs/systems)?	<p>Semi-structured interviews</p> <p>Review of programme monitoring data and individual level outcome data; and programme documentation</p>	<p>Stakeholders at different levels (n~15/site)</p> <p>Multi-agency teams</p>	<p>Assessment using Target Trial Framework</p>

Race equity

LJMU/UoB have policies, staff guidance, and training in place relating to diversity, inclusion, and equity. The core evaluation team includes members from diverse backgrounds (i.e. ethnicity, race, sex, age, socio-economic status), individuals with lived experience of ACEs, and witnessing and experiencing violence in the community. As part of the study, we will work with an LJMU race equity expert to advise on race equity throughout all stages of the evaluation, including reviewing and inputting into plans and outputs as relevant. We will create a study Equality Impact Assessment and use it to monitor and address any inequalities that arise within the study process. Previous research suggests disparities across groups in risks and experience of violence, the uptake and engagement in services, and how services can respond (e.g. policing). Therefore, there might be over/under representation of specific groups in the intervention across sites. We will consider race equity across the following domains (these will be explored with the expert, YEF, and delivery sites throughout the study).

Evaluation design and analyses

Our approach to evaluating complex interventions involving children and young people, and families/carers, focuses on examining what works, for whom, how and why, and under what conditions (following a context-mechanism outcomes-approach). We draw upon the NIHR FOR EQUITY tool, which supports better integration of an equity lens throughout the research process from identifying issues to study, through study design and conduct, to dissemination and knowledge exchange (Popay et al., 2023). This means that we will design the study to understand the characteristics of those engaged in both the intervention and research, for example collecting socio-demographic information including age, gender, ethnicity, race, and sexuality to enable subgroup analysis (e.g. examining recruitment and retention rates, and differential experiences of participation and outcomes across groups).

Furthermore, we will consider the cultural appropriateness and accessibility of evaluation tools, and the potential need for translation/translators; our engagement with those with lived experience (in research design, implementation, and/or interpretation of findings and dissemination) will include those who have knowledge of local racial/ethnic issues. Included in this element will be consideration of inclusion of additional areas of investigation that might fall outside a typical impact evaluation plan but are important for understanding the value of the intervention to participants from minority ethnic communities (e.g. promoting community voices in service design, the nature of the relationship between participants and stakeholders).

We will purposively sample children and young people to ensure diversity in our sample, to enable examination of the experiences and views of different groups (e.g. SEND) who receive the programme. We will liaise with delivery partners who will act as gatekeepers to children and young people to identify any processes we may need to put in place to enable children and young people from diverse groups to engage in the study (e.g. inclusion of a trusted adult during interviews).

Our qualitative work will explore structural and cultural conditions that may impede or facilitate intervention engagement and the mechanisms leading to impact, including questions about diversity, inclusion, and equity. Further, the Target Trial Framework explicitly requires that population subgroup analyses are considered and where appropriate incorporated in the evaluation design.

Local context

We will consider the local context (e.g. population profiles and data used to identify local sites and inform programme delivery) and views of children and young people when designing our research tools and approach, ensuring that they are accessible, inclusive, and culturally sensitive. This will also include advice on asking the right questions about local histories of engagement between people from ethnic minority groups and key stakeholders.

Programme design

We will explore the representativeness of the evidence-base underpinning the programme and examination of if/how race equity has informed the a priori theories of change/implementation plans; the extent that staff/stakeholders represent the target group/local community; and programme recruitment, engagement, and attrition considering intersectionality.

Children, young people, and parents/carers as partners

A core principle of the Supportive Home programme is that children and young people, and parents/carers will be included as partners in service design, delivery, and review. This principle will be embedded into the study in several ways:

Review of research tools and methods

We will work with children and young people and parents/carers in several ways to ensure that research tools and methods used in this study, and those proposed for an impact study,

are age and developmentally appropriate, culturally sensitive, and minimise participant burden. All study methods and tools involving children and young people will be reviewed by delivery site stakeholders to ensure they are inclusive, developmentally appropriate, and culturally sensitive, prior to review by children and young people:

- **Prior to feasibility/pilot study delivery:** Existing YEF and programme/delivery site-level groups established to engage children and young people and parents/carers as partners in the programme will be consulted to gather views from children and young people (n~4), and parents/carers (n~2) on our proposed methods and the tools. If necessary, methods and tools will be revised based on their feedback.
- **Throughout feasibility/pilot study delivery:** A key part of our qualitative work with children and young people and parents/carers is gathering views on their experiences of participating in the evaluation (including completing outcome measures with the key worker), and views on evaluation methods and tools for an impact study.

Review of child-friendly study outputs

- **Following completion of the research report:** We will develop a short (e.g. 1-2-page) child friendly infographic style summary of the study (including key findings) to support YEF and delivery sites to share details of the study with children and young people and parents/carers. Using existing YEF and programme level groups established to engage children and young people as partners in the programme, we will ask children and young people (n~4) to review the output to ensure that it is understandable and engaging for this cohort.

All children and young people and parents/carers reviewing outputs or participating in qualitative study methods will receive a shopping voucher as recompense for their time and expertise.

These activities will complement our engagement with practitioners in informing study design.

Outputs

Key outputs from the feasibility and pilot will be:

1. **A feasibility and pilot study report:** This will include an updated programme-level theory of change and clearly defined programme implementation model(s); key lessons from programme implementation and recommendations for refinement; and

an assessment of the feasibility of progressing to an impact study including considerations and options for progression to an impact study e.g. level of targeting and dosage/reach of delivery (sample size) (using the target trial framework).

2. **An impact study protocol**, if relevant.
3. **A child-friendly summary of the feasibility and pilot study.**
4. **A workshop and accompanying PowerPoint presentation**, to share outcomes of the feasibility and pilot study, review evaluation processes and site engagement, and as relevant share and discuss key considerations for progressing to an impact study.

Ethics, registration, and safeguarding

LJMU will act as research sponsor, and we will seek multi-site ethical approval from LJMU ethics committee during the preparation phase. The applicants have substantial experience in undertaking research with children and young people and families, and potentially vulnerable populations, and the LJMU ethics committee specifically scrutinises risks to vulnerable participants, including consent processes, data collection/storage, harm from participation in research and safeguarding, confidentiality, and right to withdraw. There are specific ethical sensitivities associated with this research due to the nature of the intervention and its participants, and we will discuss these with stakeholders during the preparation stage. These include the voluntariness of participation, and risks of disclosures during children and young people and parent/carer engagement with the evaluation.

We do not anticipate adverse effects from evaluation participation but will work closely with the providers to ensure appropriate safeguarding pathways are established. Specifically, we ask that gatekeepers provide a safeguarding role for the evaluation (as per their existing organisational processes) and support the evaluation team in recruiting study participants, supporting participants to engage, and ensuring risks of harm are minimised and/or addressed. We will liaise with delivery partners to identify relevant local support agencies/contacts and participant information sheets will have clear signposting should they need it.

Our information sheets/privacy notice will inform participants of how we will use their data. Critically, it will inform them about what we can and cannot keep confidential. For example, if we learn or observe illegal activity related to the abuse of children, young people or vulnerable adults, money laundering, or acts of terrorism, or we believe they are at serious risk of harm (either from themselves or others) we have a professional obligation to report this to the relevant authority. This would usually be discussed with the participant first.

To ensure the safety of children and young people, the following exclusion criteria will be implemented:

- Children under the age of 16 years who do not give informed implied assent or for whom opt out parent/carer consent has been received will be excluded from the quantitative outcomes questionnaire. Young people over the age of 16 years who have not given implied consent will also be excluded from the study. This will ensure that participating children and young people and their parents/carers have understood the research aims and procedures, how their data will be stored and analysed, and are happy to proceed.
- Children under the age of 16 years who do not give informed, written assent and for whom parent/carer written consent has not been received will be excluded from the interview study. Young people over the age of 16 years, parent/carers and stakeholders who have not given written consent will also be excluded from the study. This will ensure participating children and young people, stakeholders and their parent/carers have understood the aims of the research, the research procedures and are happy for themselves or their children and young people to proceed. Children and young people participating in the intervention will have completed a risk assessment with their key worker meaning that the researcher is not solely responsible to assessing this capacity, although the researcher will continue to monitor this as the interviews take place. While the research will not ask sensitive questions, parental/carer consent will also ensure that the participating young people have the support of their parents/carers should they wish to discuss the interventions they are receiving and/or the study.
- Children and young people and their parents and carers must be taking part in the multi-agency intervention at one of the five pilot and feasibility study sites. As well as meeting the study objectives, this ensures that children and young people have been assessed by their key worker as having the capacity to participate and will allow the interview to take place on the intervention premises (as appropriate, guided by children and young people, parent/carers' preferences).

Data protection

For routine programme monitoring data collected by sites, we expect the local authority to be the data controller for all data collected and held by the multi-agency team, and LJMU/UoB to act as the data processor of this data for the purposes of the study. Thus, we will establish a data sharing agreement with each local authority delivery site and ensure that our information sheets/privacy notices reflect the agreed data governance, sharing and use processes. For all other data collected for the study, LJMU/UoB will act as the registered data controllers during the evaluation (<https://www.ljmu.ac.uk/about-us/data-protection>). Personal data will be collected for this study under the basis of legitimate interest for research purposes.

We will liaise with delivery partners/YEF to complete data protection impact assessments as relevant, to negate risk and demonstrate and ensure compliance with GDPR. We will develop clear data sharing protocols and will implement secure data transfer processes. We have experience of sharing sensitive data with external organisations; all data transfer to and from LJMU takes place in a secure SSL certified SharePoint Server 2013 environment and abides by the statutory and legal principles which provide the framework for the governance of data exchange. This includes the Data Protection Act 2018 which incorporates the principles of GDPR, and the Freedom of Information Act 2000.

All study participants will be provided with information sheets/privacy notices that will detail the purpose of the study and what their participation will involve, and how the data they provide will be used. Data linkage will employ a unique identifier where the link to identifiable information will be stored on a password protected secure database.

All personal data will be held securely on LJMU/UoB servers, accessible only to the project team. All information collected will be treated as strictly confidential and data will only be published in aggregate form, ensuring individuals will not be identifiable. At the end of the research, the evaluation dataset will be transferred to the YEF data archive. If agreed by YEF, we will prepare an anonymised dataset for five years to support scientific publications.

Evaluation team

The evaluation team includes researchers from LJMU and the University of Bristol UoB:

- Professor Zara Quigg (LJMU): Principal Investigator - project lead and key liaison for YEF and delivery sites, lead for feasibility of implementation study.
- Professor Harry Sumnall (LJMU): Co-investigator - project co-lead, contributing to research design and lead for participant level pilot outcome data.
- Professor Frank de Vocht (UoB): Co-investigator - project co-lead, contributing to research design and lead for area and programme level outcome data feasibility, and impact study options development.
- Dr Jane Harris (LJMU): Research Fellow, key liaison for YEF and delivery sites, lead researcher for feasibility of implementation study.

- Nadia Butler (LJMU): Research Fellow, lead researcher for participant level pilot outcome data.
- Cheryl McQuire (UoB): lead researcher for area and programme level outcome data feasibility, and impact study options development; supporting feasibility of implementation study.

Additional research staff from LJMU and UoB will support data collection and analyses. Further, two experts will provide topic and race equity input:

- Professor Michelle McManus will provide topic expertise (multi-agency safeguarding arrangements) at key points during the study: study design; interim reporting; and final reporting. She will support workshops and interpretation of study findings.
- Dominique Walker will provide race equity input at key points during the study: study design; interim reporting; and final reporting. She will review and advise on study plans, and interpretation of study findings.

Within each site, delivery is led by a core multi-agency project team, with project leadership from:

- Cardiff: Chris Davies
- East Sussex: Charlotte Flynn
- Newham: Ryan Brock
- Swansea: Kelly Shannon
- Swindon: Michael O'Connor

Additional staff with the sites will provide support in data collection including key workers, data leads and other relevant delivery partners.

Risks

A full risk assessment has been produced for the study which will be monitored monthly. Moderate and high impact risks and our mitigation approaches are detailed below.

Risk	Rating	Mitigation
Lack of engagement of delivery partners	Low likelihood, high impact	YEF have clear expectations for the project and a preparation phase. We will develop successful relationships during the preparation phase, ensure clarity on roles and

in the pilot and feasibility study		expectations from the outset and co-produce the final implementation and evaluation plan. The evaluation team and delivery sites will meet monthly to review pilot implementation and evaluation recruitment and data collection.
Programme not delivered within specified timeframe	Low likelihood, moderate impact	YEF have an embedded a preparation phase to mitigate this risk (and extended it by 2 months). Evaluators can also be flexible in evaluation timeframes.
Incorrect specification of outputs/outcomes	Low likelihood, high impact	Early and continuing engagement with YEF/co-design partners and sites to refine theory of change and ensure testable hypothesis. Ongoing feedback mechanisms, examining and reporting back on causal pathways, and short-mid-term outputs/outcomes.
Inadequate sample size	Medium likelihood, high impact	Advise on progression to delivery considering alignment with YEF <i>a priori</i> programme theory of change and anticipated pilot sample sizes.
Difficulty in securing consent to participate in the study	Medium likelihood, high impact	Training for site leads and key workers in recruiting participants to the study and production of crib sheets. Incentives for participation in interviews. The evaluation team and deliver sites will meet monthly to review pilot implementation and evaluation recruitment and data collection.
Intervention retention and attrition	Medium likelihood, high impact	The intervention is complex, so retention is a risk which is beyond the control of the evaluators (this will be continually tracked through routine monitoring).

Research retention and attrition	Medium likelihood, high impact	<p>We have extensive experience of engaging with vulnerable children and young people and anticipate that retention in research components at follow up is a potential challenge. We will monitor this regularly throughout the project period to identify emerging issues promptly. For qualitative work, we aim to encourage participation by offering small incentives for engagement (£15 vouchers), collecting multiple contact details, and following up non-responders, using a mixture of data collection platforms (paper, online, telephone), and by working with gatekeepers who can explain the purpose and importance of the research. Tools and outcome measures for children and young people will be clear and age appropriate and all research tools will be co-designed with children and young people to ensure they are engaging, inclusive and culturally sensitive. The recruitment plan will be designed with delivery sites and informed by children and young people and will be based on a comprehensive understanding of how participants are identified, invited, and recruited to the programme.</p>
Cross-contamination	Medium likelihood, high impact	<p>It is possible that children and young people may be exposed to extra-familial harm across multiple neighbourhoods, including those outside or across the study neighbourhoods/sites. We will work with YEF/delivery sites to reduce risks through ensuring, where feasible the two local authority neighbourhoods are sufficiently spread out.</p>

<p>Neighbourhoods don't align with administrative data, limiting feasibility of measuring impact at neighbourhood level</p>	<p>Medium likelihood, moderate impact</p>	<p>We have engaged with YEF during assessment stage and encouraged alignment of neighbourhoods with geographies amenable to accessing and analysing administrative data at local and comparison site-level (e.g. Lower super output areas).</p>
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Timeline

Dates	Activity	Staff responsible/ leading (input from)
Study preparation		
Sept-Dec 23	Preparation: meetings/workshops with YEF/RIP/delivery sites; draft co-produced implementation and evaluation plan	Zara Quigg
Jan 24	Pre-delivery evaluation workshop	Zara Quigg
Jan 24	Finalisation of research tools and ethical approval submission	Jane Harris / Zara Quigg (full team)
Jan-Mar 24	Data sharing processes and protocols agreed/signed	Nadia Butler/ Zara Quigg
15 th Apr 24	Full study approval/programme delivery commencement	Zara Quigg / Nadia Butler /Jane Harris
Feasibility of implementation		
Apr 24-Apr 25	Monthly monitoring of routine programme monitoring data (linked to individual level outcomes data)	Nadia Butler (Zara Quigg)
Mid-Aug-Mid Sept 24	Interviews with practitioners (combined with pilot and impact feasibility study interview questions)	Jane Harris (Zara Quigg; researchers)

Jan-Mid-Feb 25	Interviews with practitioners (combined with pilot and impact feasibility study interview questions)	Jane Harris (Zara Quigg; researchers)
Jul 24-Apr 25	Interviews with CYP and families/carers (combined with pilot and impact feasibility study interview questions)	Jane Harris (Zara Quigg; researchers)
Feasibility and pilot of impact evaluation		
Dec 23-Dec 24	Administrative data feasibility assessments	Cheryl McQuire / Frank de Vocht
15 th Apr 24 - 14 th Dec 24	Recruitment to evaluation - individual-level data	Jane Harris (Zara Quigg; researchers)
15 th Apr 24 - 14 th Apr 25	Piloting of pre/post individual level outcome data	Nadia Butler (Harry Sumnall)
May 24-Apr 25	Monthly monitoring of individual level outcome data (linked to routine monitoring data)	Nadia Butler (Harry Sumnall)
15 th May 24 - 14 th Apr 25	Monthly implementation and progress update meetings (with delivery sites, co-design partner and YEF as relevant)	Zara Quigg / Jane Harris (Nadia Butler / Cheryl McQuire)
Mid-Aug-Mid Sept 24	Interviews with practitioners (combined with feasibility of implementation study interview questions)	Jane Harris (Zara Quigg; researchers)
Jan-Mid-Feb 25	Interviews with practitioners (combined with feasibility of implementation study interview questions)	Jane Harris (Zara Quigg; researchers)

Jul 24-Apr 25	Interviews with CYP and families/carers (combined with feasibility of implementation study interview questions)	Jane Harris (Zara Quigg; researchers)
Outputs		
15th Mar 24	Final evaluation plan and research tools (approved by LJMU research ethics committee and YEF)	Zara Quigg / Jane Harris (full team)
15th Jul 24	Evaluation progress and key insights update report (update report 1)	Zara Quigg / Jane Harris (full team)
15th Sept 24	Evaluation progress and key insights update report (update report 2)	Zara Quigg / Jane Harris (full team)
15th Oct 24	Interim report: initial impact study feasibility assessment; and programme implementation progress.	Zara Quigg / Jane Harris / Nadia Butler / Cheryl McQuire (full team)
15th Jan 24	Evaluation progress and key insights update report (update report 3)	Zara Quigg / Jane Harris (full team)
15th Mar 24	Draft feasibility/pilot report with progression recommendations made	Zara Quigg / Jane Harris / Nadia Butler / Cheryl McQuire / Harry Sumnall / Frank de Vocht
15th Apr 25	Final feasibility/pilot report with progression recommendations made	Zara Quigg / Jane Harris / Nadia Butler / Cheryl McQuire / Harry Sumnall / Frank de Vocht

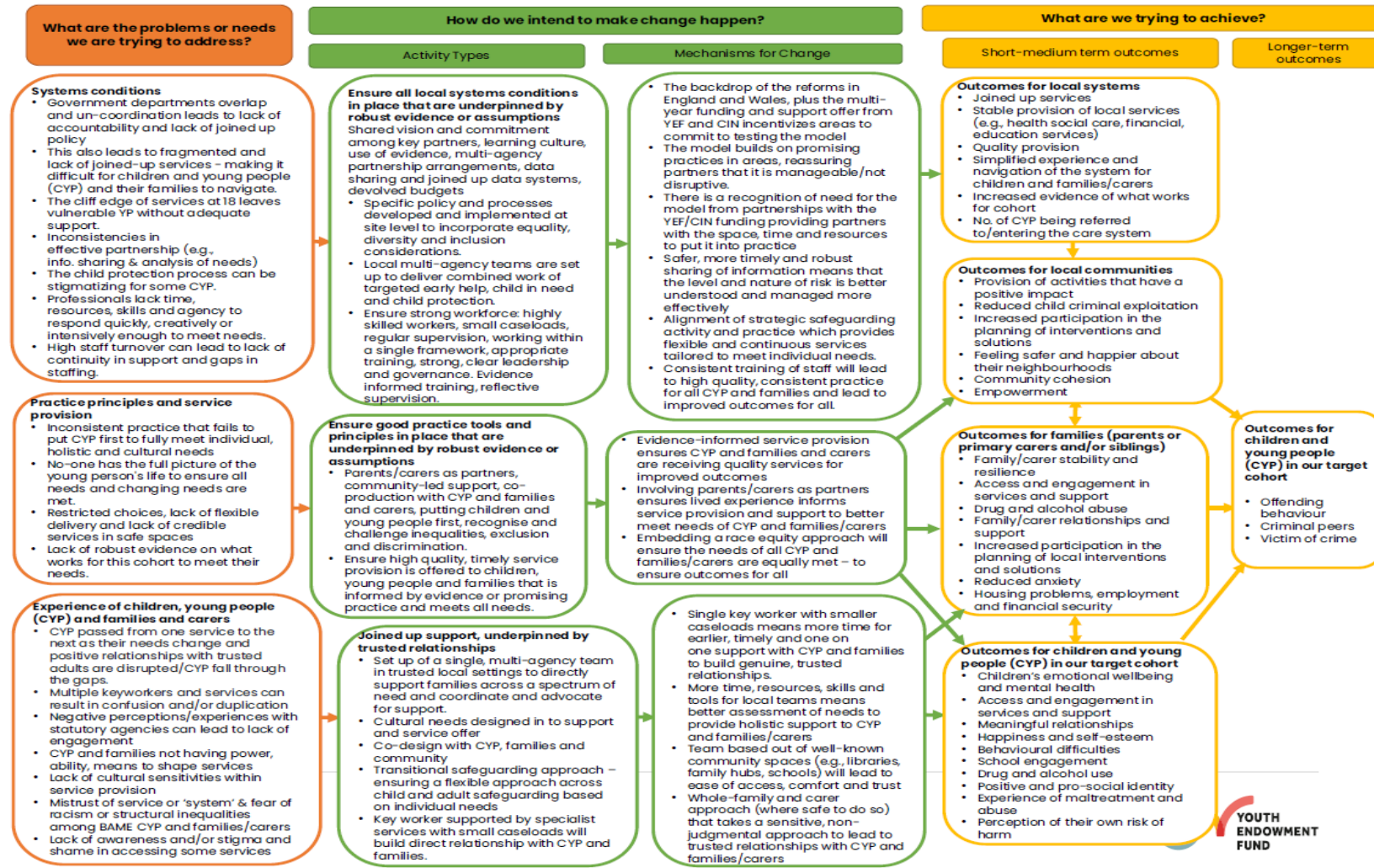
15 th Jun 25	Impact study protocol	Zara Quigg / Harry Sumnall / Frank de Vocht (full team)
15 th Jun 25	Child friendly summary	Jane Harris
15 th Jun 25	Final workshop	Zara Quigg (full team)

Appendix 1: YEF's justification for inclusion of agencies in the multi-agency team

Key professionals	Flexibility possible?	Rationale/ Requirements for flexibility
Social worker	No	<p>Rationale: Delivery plans should be aligned with planned policy changes in England – including joining up targeted Early Help and children in need support. Whilst it does not need to be a qualified social worker who undertakes a S17 child in need assessment, a social worker in the team should have oversight of these cases. A qualified social worker should lead on child protection enquires – working alongside the child's key worker. The child protection social worker may or may not be part of the multi-agency team.</p> <p>Whilst this policy does not apply to Wales, the evidence-base suggests it would be good practice for delivery sites in Wales to adhere to this also.</p>
Council Early help service	Yes	<p>Requirements for flexibility: Some local authorities may outsource Early Help Provision to voluntary agencies. Flexibility is acceptable in terms of Early Help Provision being delivered by either statutory agencies or strong voluntary agencies. Importantly, if Early Help provision is delivered by voluntary agencies, this provision should have necessary strategic links and a clear pathway to the local authority as project lead.</p>
Youth Offending Team	Yes	<p>Requirements for flexibility: Strategic links, data sharing and joint working with the YOT is expected. Including YOT staff in the multi-agency team is optional.</p>
Education	Yes	<p>Requirements for flexibility: Strategic links, data sharing and joint working with local schools is expected. Including school staff in the multi-agency team is optional.</p>
Council delivered youth work	Yes	<p>Requirements for flexibility: It is expected that youth workers/youth support workers will form part of the multi-agency team. This may be from the local authority or VCFSE sector, depending on local arrangements. Importantly, youth service provision should be delivered by qualified youth workers and a clear pathway and strategic link between youth service provision and the local authority as project lead should be established.</p>

Young adult council services	Yes	Requirements for flexibility: Young adult provision varies between areas and support for the 18–20-year-old cohort may be delivered by statutory and/or VCFSE services depending on local arrangements. Importantly, if young adult provision is delivered by VCFSE agencies, a clear pathway and strategic link between youth service provision and the local authority as project lead should be established.
VCFSE	No	Rationale: The scope for this round is to test the effectiveness of multi-agency working. This would require VCFSE professionals to be part of the multi-agency team, and for data sharing to be in place between agencies. The exact VCFSE agency will depend on local context and service user needs assessment. VCFSE workers could provide a variety of roles in the team as suggest in this document. Teams should also develop strong relationships with local VCFSE organisations as part of the project.
The police	No	Rationale: Given the nature of extra-familial harm, some police presence in the team is expected, and for collaboration to take place between the police and the wider team to establish and promote community safety strategies and crime prevention activities. In some instances, police officers might spend part of their working week as part of the team but remain in their substantive roles.
Adult probation	Yes	Requirements for flexibility: A probation officer is not expected to be a member of the multi-agency team; however we would need the team to have strong links to the Probation Service to support young adults over the age of 18 where appropriate.
Mental health children	Yes	Requirements for flexibility: If possible, a mental health practitioner is to be part of the multi-agency team – either from CAMHS (Child and Adult Mental Health Services) or from the VCFSE sector with CAMHS oversight. Should this not be possible, a CAHMS supervision/consultation should be made available to the team as a minimum and for timely access to specialist CAMHS where required through an agreed pathway.
Mental health adults	Yes	Requirements for flexibility: Where possible, mental health practitioners to be part of the multi-agency team – either from statutory adult mental health services or from the VCFSE sector with adult mental health service oversight. Should this not be possible, adult mental health supervision/consultation should be made available to the team as a minimum and for timely access to specialist adult mental health support where required through an agreed pathway.

Appendix 2: YEF's detailed a priori programme level theory of change



Appendix 3: Validated tools considered for piloting

Three validated tools were identified which had the potential to measure programme outcomes:

- Outcome - Emotional regulation and behaviour: self-completed Strength and Difficulties questionnaire (SDQ; Goodman, 1997). This 25-item scale assesses behaviours, emotions, and relationships across five domains: emotional symptoms; conduct problems; hyperactivity; peer problems; and prosocial behaviours.
- Outcome - Self-reported offending: 19-item Self-Report Delinquency Scale (SRDS; Smith and McVie, 2003) over the previous three months.
- Outcome - Violent victimisation: an adapted version of the Juvenile Violence Victimization Questionnaire (JVVO; Finkelhor et al., 2011). Questions assess witnessing violence or violence victimisation across a series of domains and locations (for this study exposure to items inside and outside of the family home over the previous three months would be most appropriate).

The SRDS and JVVO are not being implemented for the following key reasons:

- SRDS: concerns the tool was not trauma-informed and particularly at baseline may impact on the development of the relationship between the key worker and the child or young person; not all questions are applicable to the older cohort (18+), e.g. 'have you skipped school'.
- JVVO: individual data collection measures will be collected confidentially and anonymously (i.e. children and young people will be assured answers to these questions are not seen by their key worker, only by the research team). However, since each young person's individual level outcome data will be matched by the research team to their monitoring data via a pseudo-anonymised code (provided by the service), it would be possible for the research team to inform the service of any identified risk (i.e. disclosures of violence victimisation) based on the responses to the questions in this measure and thus there would be a requirement by both the research team and the service to implement safeguarding procedures. The ability to link the data back to the individual experiencing violence, and thus necessitating implementation of safeguarding procedures thus conflicts with the requirements that the individual level outcome data is collected confidentially.

Appendix 4: Roles of gatekeepers

Site-level programme lead

- Review the project procedures associated with safeguarding the participants and the investigator[s].
- Meet with the researchers to discuss and review the project protocol to help ensure the project will fit in with the activities of the organisation.
- Share pseudonymised routine monitoring data with the research team as discussed using a secure SharePoint site.
- Complete the TIDieR-PH checklist document provided to you by the researcher which captures the key components of the programme.
- At the end of the project, share a single spreadsheet which matches participants' evaluation ID to their name, date of birth, and postcode via a secure SharePoint for depositing in the YEF Data Archive.
- Identify individual stakeholders who fit the inclusion criteria who might be interested in participating.
- Permit key workers in your team to make the initial contact with the potential participants or their parents/carers if under 16 years, collect the consent/assent forms and pass them to the investigator, and support the participants to complete the online questionnaires and arrange interviews. This process will be discussed and fully outlined to key workers on a separate information sheet.
- Permit the investigator[s] to use the services facilities to undertake interviews as appropriate.

Key workers

- Review the project procedures associated with safeguarding the participants and the investigator[s].
- Meet with the researchers to discuss and review the project protocol to help ensure the project will fit in with the activities of the organisation.
- Identify individuals who fit the inclusion criteria who might be interested in participating.
- On behalf of the investigator, make the initial contact with the potential participants or their parents/carers if under 16 years using the contact details to which you have legitimate access and send or hand them/the parents participant information sheet[s].
- Collect the consent/assent forms and pass them to the investigator.
- Permit the investigator[s] to use the services facilities to undertake interviews as appropriate.

- Support the participants to complete the online questionnaire during their first session and three months later. In order to safeguard personal data, the questionnaire will be completed by the participants on a secure website anonymously (with an identifying code used only for the purposes of this evaluation) and returned directly to the researchers.

Site-level programme lead, data lead and data protection officer

- Ensure all relevant stakeholders are aware of the YEF data archiving requirements, and that local data sharing processes enable sharing of programme data with the evaluation team and into the YEF data archive.
- Review routine monitoring data requirements and identify if data are currently collected, and if not work to develop system to collect the data (where feasible).
- Work with the evaluation team to set up a data sharing agreement between the site and evaluation team/YEF data archive.
- Develop a system to enable an evaluation code to be included in the routine morning dataset and online questionnaire, to enable the evaluation team to link both datasets.
- Share pseudo-anonymised routine monitoring data with the evaluation team on a regular basis (e.g. monthly/quarterly) to support pilot study monitoring and completion of a CONSORT diagram for submission to YEF, and interim and final study analyses.

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