

EVALUATION REPORT

# Grassroots

Development phase and pilot study report

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This project is part of a joint funding round with the Education Endowment Foundation (EEF). The YEF and the EEF are partnering to find, fund, and evaluate programmes and practices in England and Wales that could keep children safe from involvement in violence and/or improve academic attainment by increasing school presence.

YEF and EEF have independently followed their internal review process for the projects they manage in this joint funding partnership.

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## About the evaluator

The pilot evaluation was conducted by a team from the Institute of Education, University College London's Faculty of Education and Society. The evaluation team included Dr Becky Taylor, Dr Mark Hardman, Dr Sal Riordan, Dr Nicola Abbott, Dr Keri Wong, Dr Victoria Showunmi, Professor Jeremy Hodgen and Claire Pillinger.

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## The project

Grassroots is an anti-conflict programme that aims to reduce bullying and conflict in schools by empowering pupils in Years 7–9 (aged 11–14 years) to positively impact their fellow pupils’ behaviours. The programme, which is supported by a large-scale RCT from the US (Paluck et al., 2016), begins by administering a survey to all pupils in Years 7–9. This survey asks children to identify up to 10 other children they have recently chosen to spend time with; the results are then used to conduct a network analysis and identify the best-connected pupils in the school. Research assistants are then trained to convene groups of pupils (‘Change Makers’) for 10 fortnightly sessions. Seventy-five per cent of the children attending these sessions are those identified as the best-connected children. Sessions take place during lesson time and last approximately 40–60 minutes, depending on the length of school lessons. In these sessions, facilitators aim to help pupils identify areas for improvement in pupil interactions, generate possible solutions to reduce conflict, and make their anti-conflict and bullying initiatives visible to others. In this project, delivered by the Behavioural Insights Team (BIT), elements of the Grassroots programme were piloted across three schools in England. Rather than delivering the full Grassroots programme, the feasibility of the intervention was explored through a Grassroots network survey and analysis, conducted in two schools (A and B) and a sample of Change Makers sessions in all three schools (one session in School A, two in School B and three in School C). In School C, attending pupils were selected by their teachers (rather than via network analysis).

As part of a joint funded round evaluating programmes that aim to improve school presence, YEF and EEF co-funded a development phase and pilot evaluation of Grassroots. In the development phase, through consultation with the young people, the US Roots team and the evaluators, the developers adapted the Roots anti-conflict intervention from the US for use in UK schools, renaming it Grassroots. The pilot phase then aimed to assess the feasibility of the intervention for use in England and Wales and the feasibility of the evaluation. It also aimed to explore how ready Grassroots is for an efficacy RCT study, establish the race equity or diversity challenges that might be faced when delivering the project and ascertain how to address these challenges. In total, 1,656 pupils participated, 92 of whom took part as members of the session groups. The evaluators conducted observations of Grassroots activities, interviews with one teacher from each school, a focus group with 4–6 children from each school and an interview with a school leader from a Welsh school. All Year 7–9 children across two of the three pilot schools (approximately 600 children) also received a survey, while the evaluator analysed administrative delivery data and disciplinary data across all three pilot schools. A Teacher Tapp survey of 6,002 teachers in England was conducted to establish what business as usual (BAU) practice looks like. The development and piloting phases were conducted from January 2023 to July 2023.

Key conclusions
Both the Grassroots survey and Change Makers sessions are feasible. The survey requires IT facilities to be made available, and the Change Makers sessions require substantial support from teachers to coordinate timetabling.
The Bullying and Cyberbullying Scale for Adolescents and Peer Conflict Scale are recommended for measuring bullying and peer conflict. A measure for disciplinary incidents requires further development, given the variation and quality in school behaviour records. Pupil attendance data (the likely primary outcome in a future YEF- and EEF-funded trial) can be accessed via the NPD in England and SAIL in Wales.
Observation and pupil focus groups suggested that pupils engaged with the sessions and enjoyed them. In interviews, children and teachers suggested that the tailored approach in each school had promise in addressing behaviour in schools. No unintended harms were identified.
Young people consulted in the development phase endorsed the programme materials as accessible, inclusive and sensitive to and appropriate for different racial and ethnic groups. Younger pupils may need more support to explain racist bullying or race-based conflict more directly.
The Grassroots programme is ready for an efficacy randomised controlled trial, and the logic model appears to accurately capture the processes and outcomes in schools.

## Interpretation

Both the Grassroots survey and Change Makers programme are feasible. However, the survey does require IT facilities for all children so that they can complete an online survey within a specified time. This may pose a challenge in some schools; two schools in this pilot made use of computing lessons to deliver the survey. The Change Makers sessions also require substantial support from teachers to coordinate timetabling. Significant teacher input was required in the pilot to ensure the sophisticated management of timetables across year groups, as well as to organise rooms and communicate with teachers and pupils to support attendance.

In groups where the behaviour and focus of Change Makers was better, delivery of the sessions was easier. Group composition, and the nature of the sessions (which are different to normal school lessons) may pose challenges for behaviour management. Although pupil behaviour is unlikely to be a significant barrier in an efficacy RCT, it may moderate the impact of Grassroots. To mitigate this potential moderator of pupil behaviour, the developers continued to make adaptations over the course of the pilot to ensure pupil engagement. For example, the facilitator adapted sessions by changing when snacks were distributed and which tasks were pupil-led, as well as by using school behaviour management systems. Tailoring the programme to the local context (and particularly to the differing levels of diversity within each school) is also likely to be important.

Survey measures that could be used in a future efficacy RCT were tested by piloting the surveys in Schools A and B. In total, 719 pupils completed the pilot surveys, taking an average of 19.7 minutes. The Bullying and Cyberbullying Scale for Adolescents and Peer Conflict Scale are recommended for measuring bullying and peer conflict. Both show good reliability and are a good fit for the Grassroots theory of change. A Strengths and Difficulties Questionnaire was also piloted successfully, and the evaluators intend to use this in future evaluations of the project. A measure for disciplinary incidents requires further development, given the variation and quality in school behaviour records. The evaluator will explore the use of machine learning to categorise free text and measure the prevalence of these disciplinary incidents. They are also confident that they can access appropriate data through the NPD (England) and SAIL Database (Wales) to measure the impact of Grassroots on the children's attendance. Teacher concerns about data protection, resourcing constraints and being able to match pupil survey data to pupil administrative data were all identified as potential evaluation challenges; these will be borne in mind when preparing for future evaluation.

Observation and pupil focus groups suggested that pupils engaged with the sessions and enjoyed them. Pupils said that they found the sessions fun, that they liked the music and snacks, and that the facilitator was enthusiastic. Pupil focus groups said that they wanted longer sessions so that they could get more done, and children in one school said they would be willing to give up their break time or lunch to have more sessions. No unintended harms were identified. It is very unlikely that similar activities are being delivered in control group schools. In the Teacher Tapp survey of 6,002 teachers in England, only 17% of state secondary teachers reported that their school used pupil-led anti-bullying or anti-conflict activities, and only 27% reported that their school used whole-school anti-bullying programmes. With regards to race equity, the main issue that was identified during the pilot study was that the emphasis on diversity varied depending on the diversity of the school within which the programme was being delivered. In the next evaluation, the evaluator will further explore how far initial school culture moderates the impact of the programme. Additionally, as the young people noted during the development phase, younger pupils might need help to draw connections between the intervention materials and protected characteristics such as ethnicity. The young people consulted during the development phase were confident that the programme was inclusive.

The evaluator judges that this intervention is ready to be evaluated in an efficacy trial. Grassroots is well-defined and specified, being adapted from a complete programme previously trialled in the US (Paluck et al., 2016). Scalability is dependent on the developers being able to recruit regional facilitators, but there is no reason established through the pilot evaluation that this is unlikely. YEF and EEF are funding an efficacy RCT that began in September 2023.

## Introduction

### Background

Pupil attendance in schools is a matter of great concern in England and Wales. Recent statistics for England put the overall absence rate for primary and secondary schools at 7.8% for the 2022 autumn term, an increase from a pre-pandemic rate of 4.8% (2019–20). Persistent and severe absence rates have also doubled since the COVID-19 pandemic. The most recent statistics put persistent absence (missing more than 10% of sessions) at 22.3% for autumn/spring 2021–22 and severe absence (missing more than 50% of sessions) at 1.5% for the same period. This compares to 10.9% and 0.8%, respectively, in autumn/spring 2018–19 (Long & Danechi, 2023).

While the reasons for school absence are complex, bullying, a lack of safety at school and school conflict are among them. Research conducted by Kowalski and Limber in 2013 concluded that bullying is prospectively associated with school absenteeism, that bullying victimisation is prospectively associated with educational achievement and that bullying perpetration is prospectively associated with later aggression and/or violence. More recently, longitudinal research has indicated that bullying can function as both a predictor and outcome of poor academic achievement and engagement (for a literature review on this topic, see Laith and Vaillancourt, 2022). Adolescents are particularly influenced by their peers when deciding on their own attitudes and behaviours; this influence includes the significant effect had by an adolescent peer group on bullying behaviours (Brechtwald & Prinstein, 2011).

The original Roots<sup>1</sup> Intervention (Paluck et al., 2016) was implemented with typical adolescent school conflict in mind; this type of conflict includes verbal and physical aggression, spreading rumours about peers and social exclusion. Paluck et al. (2016), using a working definition of conflict, included ‘harassment or antagonism from a high-power or high-status person aimed at a person with lower power or status (i.e., bullying), but also conflict between or among people with relatively balanced levels of social power and status’ (p. 567). Roots made use of social network analysis (Carolan, 2013) to identify the most socially influential pupils in participating schools. These pupils were invited to join ‘seed groups’, whose members underwent a training programme and were encouraged to take a public stance against typical forms of conflict at school. It was found that this intervention helps maximise behavioural change across the pupil population. This approach has been successful in other domains; for example, Campbell et al. (2008) recruited socially influential adolescents as anti-smoking campaigners and saw a reduction of 22% in regular smoking among 12–13-year-olds in England and Wales.

In a large randomised controlled trial (RCT) conducted in the US (Paluck et al., 2016), Roots reduced the number of school-recorded disciplinary events (i.e. instances of pupil misbehaviour) related to conflict and bullying among adolescents by 25% over one year in treatment schools. This makes it one of the only evidenced peer-led anti-bullying interventions for adolescents. The only other is the more resource-intensive INCLUSIVE intervention (Bonell et al., 2015), which is not as cost-effective as the peer-led approach adopted by the Roots programme.

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<sup>1</sup> The Grassroots programme has been developed from the US Roots programme and adapted for England and Wales. See <http://www.betsylevypaluck.com/roots-curriculum>.

The US Roots trial also found that, on average, pupils in treatment schools reported that they were more likely to talk with friends about how to reduce conflict. These pupils also wore anti-bullying wristbands more often than did pupils in control schools.

Stronger effects on school-reported numbers of disciplinary incidents involving peer conflict were found in schools in which seed groups had a higher proportion of 'social referents' (pupils who were identified as the most socially influential). In the US study (Paluck et al., 2016), the proportion of social referents in the seed group was varied randomly across schools (from 0% to 37%). The authors of the US study recommended that future interventions include as many social referents in their seed groups as possible.

Two recent pilots of Roots in Indonesia (Bowes et al., 2019) found mixed results but were deemed promising enough for the programme to be rolled out nationally. In South Sulawesi, in a sample population of 2,075 students, the mean bullying perpetration significantly decreased by 29%, while mean victimization significantly decreased by 20%. However, in Central Java, in a sample population of 5,517 students, bullying increased slightly from the baseline. This, the researchers suggest, could be due to increased awareness and reporting of bullying or to local events taking place at the same time as the intervention. Both pilots yielded useful insights on the programme's effective implementation, most notably in terms of adaptation to the bullying prevalent in each context.

With regard to relevant policy and practice, the Department for Education (DfE) included the importance of involving pupils and acknowledging the role of peer bystanders in anti-bullying in its most recent *Preventing and Tackling Bullying* guidance (DfE, 2017, p. 10). This is in line with a significant increase over the past 10 years in the publication of anti-bullying evaluations that involve bystanders (Bezerra et al., 2023). Subsequently, there has been more bystander anti-bullying training seen in UK schools. For example, the KiVa programme was recently evaluated in Wales (Axford et al., 2020); however, there was insufficient evidence to conclude that KiVa influenced the likelihood that pupils would self-report victimisation. It was concluded that a larger trial was needed; as a result, a multicentre RCT of KiVa is currently being evaluated in England and Wales (Clarkson et al., 2022). Roots is distinctive from KiVa in a number of ways; the main unique element is the *peer-led* nature of the programme in that it utilises the influence of socially referent peers. The current efficacy RCT is the first time this approach has been implemented and evaluated in the UK. At present, practice in the Roots approach is limited to contexts outside of the UK (i.e., the US and Indonesia). The Roots approach is relevant to the current DfE *Preventing and Tackling Bullying* guidance (2017) in how it involves pupils and is in line with the guidance's statement that, in successful schools, pupils 'are clear about the part they can play to prevent bullying, including when they find themselves as bystanders' (p. 10).

## Intervention

***Grassroots: empowering socially influential pupils to reduce conflict and bullying*** (Grassroots) is an anti-conflict programme that aims to reduce bullying and conflict in schools by empowering pupils in Years 7–9 (aged 11–14 years) to positively impact their fellow pupils' behaviours. Its effectiveness is supported by international evidence from a large-scale RCT in the USA but has not previously been delivered in England and Wales. The pilot study was conducted in English schools only, with the intention of an efficacy trial taking place in both English and Welsh schools.

Research assistant facilitators (facilitators) complete three days of live training, which is delivered by the project team and supplemented by self-study. The training includes behaviour management; safeguarding;



training in racial literacy, racial equity, diversity, inclusion and belonging; the management of administrative systems and materials; and the delivery of the programme. The project team helps to administer a survey ('the Grassroots survey') that asks all pupils in Years 7–9 to identify up to ten other pupils with whom they have recently chosen to spend time. The project team conducts a network analysis on the survey data to identify 'socially referent pupils': the best-connected pupils in each school (defined as those in the top 10% in terms of nominations by pupils in their year group). Social referents are prioritised for inclusion in the school's 'seed group' (Change Makers) alongside less well-connected pupils so that the overall group is representative of the school's demographic with reference to year group, ethnicity and sex. The intention was that 75% of the seed group members would be social referents (defined at the year-group level), although in practice this varied based on the number of social referent pupils who accepted the invitation to join the seed groups. Facilitators then convene each of these seed groups, made up of approximately 30 pupils (the actual number depends on the overall number of pupils in Key Stage 3 in each school) for 10 fortnightly sessions. Sessions take place during lesson time in schools and last approximately 40–60 minutes, depending on the length of school lessons.

In the sessions with the 'seeds', facilitators help pupils to:

- a. Identify areas for improvement in pupil interactions
- b. Generate possible solutions (for example, activities they might do, what they might encourage their friends to do)
- c. Provide opportunities for action (for example, weekly or fortnightly challenges)
- d. Make initiatives visible to others (for example, by putting up posters and handing out wristbands to peers to support prosocial behaviour)
- e. Help pupils use online platforms to reach their peers and spread anti-conflict messages (for example, videos, social media content<sup>2</sup>).

The England/Wales programme manual is not currently available in the public domain.<sup>3</sup>

The pilot intervention was conducted in three secondary schools in England. All pupils in Years 7–9 in the participating schools were targeted for the intervention. The full Grassroots programme was not piloted; instead, the feasibility of the intervention was explored through the Grassroots network survey and analysis conducted in two schools (A and B) and a sample of Change Makers sessions held in all three schools. A larger number of sessions were held in School C, as its pupils did not take part in the network survey. Instead, in School C, the Change Makers group members were selected by their teachers.<sup>4</sup> This approach was agreed with the evaluators and funder as being feasible within the timescale for the pilot phase. The sessions selected were the first sessions from the programme. School A completed one session, School B two sessions and School C three sessions.

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<sup>2</sup> Social media use is based on pupils' pre-existing social media accounts. No pupils were encouraged to set up social media accounts for the purposes of the Grassroots programme, and no pupils under 13 years old were encouraged to use social media. Grassroots facilitators receive online safety training, and the programme has been adapted to include guidance on supporting safe social media usage.

<sup>3</sup> The US programme manual can be accessed at <http://www.betsylevypaluck.com/roots-curriculum>

<sup>4</sup> School C teachers were instructed to select students who would have been named frequently had the school performed the Grassroots network survey (this was explained) and to ensure that the group was representative of the school's Key Stage 3 pupils in terms of ethnicity, year group and gender. The text in the Change Makers invitation (see Appendix B) was adapted to say, 'You have been chosen because people at your school say you spend time with lots of different pupils and are noticed by a lot of other people.'

Change Makers sessions held during the pilot study were led by a research assistant appointed by the developers and took place in classrooms at the three schools during lesson time.

The theory of change (see Appendix A) for the Grassroots intervention assumes the following causal mechanism:

- Pupils pay attention to the behaviour of certain other pupils in the school ('socially referent pupils') to understand what is socially normative and adjust their behaviour accordingly. These socially referent pupils can be identified through network analyses based on surveys that indicate who pupils have chosen to spend time with).
- The reduction in peer conflict leads to fewer exclusions because the perpetration of student conflict is reduced, resulting in fewer disciplinary sanctions and higher school attendance.
- Peer conflict is detrimental to pupils' feelings of safety and belonging in school and to their mental health, particularly for pupils on the receiving end of the conflict. This effect worsens the pupils' school attendance and engagement. Therefore, we can expect a reduction in peer conflict to lead to improvements in attendance and engagement (via improvements in pupils' mental well-being and in their feelings about school).

This pilot study consists of a development phase followed by a pilot phase. Reporting is broken down into two phases. The pilot study plan can be accessed on the [Youth Endowment Fund \(YEF\) website](#).

## Development phase

During the development phase, the developers adapted the successful Roots anti-conflict intervention from the US for use in UK schools, renaming it Grassroots. The purpose of the development phase evaluation was to document the process of adaptation and to update the logic model in preparation for the pilot evaluation.

The developers reviewed and revised the US Roots curriculum materials for use in English and Welsh schools. Alongside their own internal review meetings, the developers met with two small diverse groups of young people (young people advisory groups [YPAGs]) who were recruited from schools in their network during spring 2023. The developers worked with the YPAGs to adapt the programme. The younger YPAG (made up of seven young people aged 11–14) participated in two face-to-face sessions, while the older YPAG (made up of four young people aged 16–19) participated in three online sessions. Notes from these sessions were shared with the evaluation team, and members of the evaluation team attended two of the sessions with the older YPAG. Adaptations were limited and principally revolved around language and exemplification to ensure that the language and examples used were relevant to young people in an English context.

Members of the evaluation team participated in the development process as 'critical friends' to the development team, acting as participant observers in development meetings and observing YPAG meetings. This enabled the developers and evaluators to work together with the YPAGs in a co-productive relationship and to support the adaptation of the intervention.

At the end of the development phase, the developers and evaluators met to review the theory of change. Minor changes were made, including the addition of Year 10 special advisors and clarification that Change Makers' activities were to include publicly modelling prosocial behaviour and talking to their peers about how to resolve conflict. Additionally, the outcome measures were updated to identify short- and long-term attendance measures as the primary outcome measures, with disciplinary reports, a measure of bullying

and victimisation, a Strengths and Difficulties Questionnaire (SDQ) and the Peer Conflict Scale as secondary outcome measures. A summary of the changes is provided in red in Appendix A, Figure A2.

## Research question

Our research question for the development phase is summarised in Table 1.

**Table 1.** Research question and data collection methods for the development phase.

Focus	Research questions	Data collection methods
D1. Adaptation of the intervention to a UK context	What adaptations are needed to the Roots intervention to make it suitable for implementation in schools in England and Wales?	Participation in adaptation activities and workshops

During this phase, we also set out to:

- Update the theory of change with the developers
- Identify which measures might be needed in the evaluation and whether any adaptations or additional validation were required
- Refine the research questions for the pilot phase, especially in relation to any issues raised by the YPAGs

## Success criteria

The success criteria for the development phase were as follows:

1. The Grassroots curriculum is ready for the pilot phase. Materials and processes are appropriately adapted for English schools.
2. The theory of change for the intervention is updated for the pilot phase.

## Pilot phase

### Research questions

The pilot phase was intended to assess the suitability of the intervention components and the adaptations made through the development phase for use in England and Wales. It was also used to refine the indicators and evaluation processes. This phase was, therefore, not an evaluation of a full Grassroots pilot. The pilot evaluation focused on the following.

**Intervention feasibility.** We sought to identify the facilitators of and barriers to intervention that might affect its implementation in schools. To support this, we examined school-level and developer factors, including the use of research assistants, the characteristics of the intervention and the level of support for the intervention in the schools. This produced initial feedback on elements of the intervention and supported the definition of evaluation dimensions such as fidelity and dosage in readiness for the later efficacy trial.

**Evaluation feasibility: Data management and quality.** We piloted the measures we planned to use in the impact evaluation and implementation and process evaluation (IPE) to check reliability, validity and practicality, including looking for ceiling/floor effects and checking the burden on participants and the likelihood of missing data. Measures to be piloted included measures of bullying victimisation and perpetration, measures of conflict and measures of disciplinary incidents in school. We piloted survey and interview instruments with young people to ensure they understood the wording of the questions and to see whether they foresaw any confusion or issues with the measures being used. We also discussed the evaluation processes with the developers to ensure that the various elements of the evaluation would not interfere with the intervention.

**Evidence of promise.** We collected initial evidence around aspects of the logic model to assess promise and checked for any unintended or negative effects of the intervention, particularly with attention to attitudes towards pupils identified as social referent seeds and pupils from minority ethnic groups. We also asked questions via Teacher Tapp's panel survey,<sup>5</sup> checking for evidence as to whether aspects of the intervention might already be commonly delivered in schools. In this way, we established differentiation between the programme and the schools' typical business-as-usual (BAU) practices and looked at ways to evaluate this further.

**Readiness for trial.** We worked with the developers to refine the theory of change and ensure that the intervention was well-defined in preparation for the efficacy trial.

The impact evaluation design for the efficacy trial had already been decided prior to the pilot study, with randomisation unlikely to be problematic. As recruitment was ongoing during the development and pilot phases, it was not considered necessary to pilot the impact evaluation design or procedures. The short duration of the pilot also made it challenging to design and pilot retention strategies and strategies for the assessment of potential attrition rates.

This evaluation presents challenges in working simultaneously with schools in England and Wales due to differences in education policy context, data systems, curriculum and language. We investigated whether

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<sup>5</sup> See <https://teachertapp.co.uk/about-us/>.

there were any additional factors that might be relevant in Welsh schools or issues relating to working with English and Welsh attendance data together.

We worked with the YPAGs and our race equity advisor to ensure that the evaluation was racially and culturally sensitive.

The research questions for the pilot evaluation are summarised in Table 2.

**Table 2.** Research questions and data collection methods for the pilot evaluation.

Focus of pilot evaluation	Research questions	Data collection methods
P1. Intervention feasibility	<p>How manageable is each aspect of the Grassroots intervention for schools?</p> <p>What are the most important facilitators and barriers to successful implementation?</p> <p>What are the likely moderators and mediators of impact?</p>	<p>Observations of three training sessions and Grassroots survey processes</p> <p>Interviews with three teachers</p> <p>Two focus groups, with four and six seed pupils respectively</p>
	<p>Are there any additional facilitators or barriers to implementation in Welsh schools?</p>	<p>Telephone interviews with the leaders of a Welsh school.</p>
P2. Evaluation feasibility: data management and quality	<p>What are the most reliable, valid and practical measures for dealing with bullying victimisation/perpetration, disciplinary incidents in schools and pupil absence that can be used in the impact evaluation phase?</p>	<p>Surveys of all pupils</p>
	<p>What barriers and facilitators are there to data collection in schools?</p>	<p>Interviews with three teachers</p>
	<p>Are counts of behavioural incidents and school attendance suitable means of conducting further evaluations of the intervention?</p>	<p>Collection and preliminary analysis of sample disciplinary data from pilot schools</p>

P3. Evidence of promise	Are there any early indicators of promise?	Two focus groups, with four and six seed pupils, respectively  Interviews with three teachers
	Which aspects of the intervention, if any, are being delivered in control schools as part of their business-as-usual practices?	A Teacher Tapp survey
P4. Readiness for trial	Is the Grassroots intervention ready for trial in English and Welsh schools?  Does the logic model accurately capture the processes and outcomes of the intervention?  How can the intervention be specified as ready for efficacy evaluation?	Workshop with developers
P5. Race equity	What racial equity or diversity challenges might be faced in the delivery of the project and the evaluation? How can these be addressed?  Are activities and materials or surveys accessible, inclusive and culturally and racially sensitive?  How does the intervention address racist or racialised bullying?  To what extent is race cognisance evident in the intervention?	Discussion with developers, young people advisory groups and race equity advisor

### Success criteria

The success criteria for the pilot phase are given in Table 3.

**Table 3.** Success criteria for the pilot phase.

Dimension	Detail	Red-amber-green stop/go criteria
P1. Intervention feasibility	1. The Grassroots intervention (network survey, network analysis and Grassroots curriculum) is adapted and ready for trial in English and Welsh schools, including translation into Welsh for Welsh-medium schools.	RED: The network survey and network analysis process are not ready.
		AMBER: The network survey and network analysis process are ready. Less than 50% of the Grassroots curriculum is ready in English and Welsh.
		GREEN: All elements of the Grassroots intervention are ready.
	2. School leaders in English and Welsh schools report that the intervention can be feasibly implemented in schools like theirs.	RED: One or more schools report critical concerns that cannot be mitigated.
P2. Evaluation feasibility: data management and quality	1. A suitable measure of behavioural incidents (from analysis of disciplinary report data), which is practical to create, is identified.	RED: N/A.
		AMBER: A measure of behavioural incidents cannot feasibly be produced. Disciplinary report data would be omitted from the efficacy trial, and the trial could proceed without this outcome measure.
		GREEN: A suitable measure is developed. Any limitations relating to the measure's reliability and validity are documented.
	2. A suitable measure of attendance is identified for use as the primary outcome measure at short- and long-term follow-ups.	RED: A suitable measure cannot be identified.
		AMBER: A measure is identified. Any limitations relating to the measure are identified and documented, including those

		relating to equivalence between England and Wales.
		GREEN: A suitable measure is identified and known to be equivalent for England and Wales.
	3. Data collection in schools is deemed feasible.	RED: Barriers to the collection of primary outcome data are identified that cannot be mitigated.
		AMBER: Barriers to the collection of secondary outcome data are identified that cannot be mitigated.
		GREEN: Any barriers to the collection of primary or secondary outcome data are identified, documented and mitigated.
P3. Evidence of promise	1. Business-as-usual (BAU) practices likely to be observed in control schools are identified.	RED: >75% of schools report BAU practices that are very similar to the intervention.
		AMBER: >50% of schools report BAU practices that are very similar to the intervention.
		GREEN: >25% of schools report BAU practices that are very similar to the intervention.
P4. Readiness for trial	1. The Grassroots intervention is ready for trial in English and Welsh schools.	See P1.1; P1.2.
	2. The primary and secondary outcome measures (attendance and disciplinary events) are operationalised and confirmed as appropriate for the impact evaluation.	See P2.1; P2.2; P2.3.
	3. The intervention is fully specified, including criteria for compliance. Evaluation dimensions (such as fidelity	RED: Criteria for compliance, fidelity and dosage have not been identified.
		AMBER: Criteria for compliance, fidelity and dosage have been identified.



	and dosage) are specified using evidence from the pilot.	GREEN: Robust criteria for compliance, fidelity and dosage have been identified.
P5. Race equity	1. Racial equity and diversity challenges for the intervention delivery and evaluation are identified.	RED: The intervention is deemed not to meet racial equity standards by the YPAG or race equity advisor. Mitigations or adaptations are not possible.
		AMBER: Concerns are raised by the YPAG or race equity advisor about race equity. Mitigations are put in place, but adaptations are not possible.
		GREEN: No concerns about race equity are raised by the YPAG or race equity advisor in relation to the intervention, or suitable adaptations are put in place to address concerns.
	2. Evaluation activities, materials and data collection instruments are judged by the young people advisory groups (YPAGs) and by our race equity advisor to be accessible, inclusive and culturally and racially sensitive.	RED: The evaluation is deemed not to meet racial equity standards by the YPAGs or race equity advisor. Mitigations or adaptations are not possible.
		AMBER: Concerns are raised by the YPAGs or race equity advisor about race equity. Mitigations are put in place, but adaptations are not possible.
		GREEN: No concerns about race equity are raised by the YPAGs or race equity advisor in relation to the evaluation, or suitable adaptations are put in place to address any concerns.

## Ethical review

The pilot evaluation was conducted according to British Educational Research Association (2018) ethical guidelines and approved by the Institute of Education (IOE) Research Ethics Committee (reference REC1773). The pilot programme was approved by the Behavioural Insights Team’s (BIT) ethical committee.

Schools were recruited by BIT. A member of the senior leadership team at each school signed a memorandum of understanding (MOU) to agree to the school’s involvement. The MOU incorporated a data-sharing agreement that would govern the data sharing required as part of the pilot study.

An information letter from the evaluation and development teams was sent by the pilot schools to all parents/carers of pupils in Key Stage 3. This included a withdrawal form so that parents/carers could withdraw their child from data processing if they so wished.

Information sheets were provided to all pupils ahead of their participation in the surveys; the students were only able to proceed with completing surveys if they gave ethical consent for their participation.

The developers provided information sheets and consent forms to the parents/carers of pupils invited to be part of the Change Makers groups. Schools retained the consent forms, and only those pupils whose participation had been consented to by their parents/carers were permitted to take part.

Information sheets and consent forms were provided to all teachers who would be interviewed and to all pupils who would participate in focus groups, and pupils were required to give their informed consent before taking part. This was also the case for members of the YPAGs.

The evaluators and developers anticipated the possibility of student distress due to the sensitive nature of the intervention. All the researchers and the facilitator familiarised themselves with the schools' safeguarding procedures. Sources of information about bullying were provided to the young people participating in the survey, and it was made clear to survey and interview participants that they did not need to proceed nor answer individual questions if they did not want to or felt distressed. Guidance provided to schools to support survey completion identified the possibility of distress and advised teachers to reinforce the guidance that students could skip a question or stop their participation. However, the risk of distress was felt to be relatively low.

The MOU and data-sharing agreement and all information sheets and withdrawal/consent forms can be found in Appendix B.

## **Data protection**

The study was registered with the University College London (UCL) Data Protection Office (reference Z6364106/2023/02/64).

The data controllers for their respective parts of this project were UCL and BIT. The data privacy notice stated that UCL would share some or all of the personal data that it received from the schools with BIT and that BIT could act as a separate or joint controller or as UCL's processor in respect of such data, as circumstances required. Additionally, BIT shared some of the data it collected with researchers at its parent company, Nesta, to assist BIT in its work. Nesta acted as BIT's processor for such activities. Data from this pilot study was not archived in YEF's data archive but will be retained securely at UCL for at least 10 years after the end of the study, in line with UCL's data retention policy.

Survey data collected as part of this study was only analysed at the group level and was reported anonymously. Schools and case study participants are pseudonymised to ensure that the risk of identification is minimised.

Schools frequently assume that consent is the legal basis for data sharing and processing; however, UCL and BIT relied on alternative lawful bases under the General Data Protection Regulation (GDPR), as set out in their privacy notices. The schools were invited to check whether their data-sharing policies were compatible with this and to update them and inform their children's parents if they were not.

The legal basis that UCL uses to process personal data (name, date of birth, sex, free school meal status, school year and tutor group, attendance data, disciplinary report data and survey responses) is GDPR Article 6.1(e): the performance of a task in the public interest. The legal basis UCL uses to process special category personal data (ethnicity) is GDPR Article 9.1(j): scientific and historical research or statistical purposes. Further information about UCL's approach to data protection for research can be found in its [data protection policies and guidelines](#).

UCL undertakes to anonymise or pseudonymise personal data and to minimise the processing of personal data wherever possible. BIT's data privacy notice for the pilot programme can be found in Appendix B.

## **Project team/stakeholders**

### **Developer and delivery team**

**Dr Kathryn Atherton** is a senior advisor at BIT and was the project lead for the intervention.

**Lal Chadeesingh** is a principal advisor at BIT and was the school recruitment lead and project lead (maternity cover).

**Anna Bird** is a principal advisor at BIT and had project oversight for the intervention.

**Martha Courtauld** is a research assistant at BIT and was the pilot programme facilitator, with additional responsibilities for programme development and school recruitment.

**Callum O'Mahony** is an advisor at BIT and was responsible for programme development, school recruitment and project management.

**Hannah Bellier** is an associate advisor at BIT and was responsible for programme development, school recruitment and project management.

**Julia Ryle-Hodges** was an advisor at BIT and was responsible for programme development, school recruitment and project management.

**Priya Chahal** was a research assistant at BIT and supported programme development and school recruitment.

**Paige Lindsay** was a research assistant at BIT and supported school recruitment.

The developer team were provided with additional support from the following individuals.

**Professor Lucy Bowes** is Professor Developmental Psychopathology at the University of Oxford with expertise in bullying and experience in delivering the Roots programme in Indonesia. She was an academic adviser to the developer and delivery team.

**Professor Betsy Paluck** is Eugene Higgins Professor of Psychology and Public Affairs at the University of Princeton and the lead author of the original Roots RCT in the US. She helped the team establish the principles guiding the adaptation of the programme.

**Ed Bradon** was a director at BIT with oversight of the Grassroots pilot.

## Evaluation team

**Dr Becky Taylor** is a principal research fellow at UCL. She led the pilot evaluation, which included managing the evaluation team, writing the pilot evaluation protocol and reports and leading on communications with the YEF and the developer team.

**Dr Mark Hardman** is an associate professor at UCL and is a co-investigator for the pilot evaluation. He played a leading role in the qualitative aspects of the evaluation and contributed to all aspects of the evaluation, including reporting.

**Dr Keri Wong** is an associate professor at UCL and was a co-investigator for the pilot evaluation. She played a leading role in working with the developers on the theory of change, developing outcome measures and contributing to all aspects of the evaluation, including reporting.

**Dr Nicola Abbott** is a lecturer in Psychology at UCL and was a co-investigator for the pilot evaluation. She played a leading role in working with the developers on the theory of change, working with the YPAGs and contributing to all aspects of the evaluation, including reporting.

**Dr Sally Riordan** is a senior research fellow at UCL and was a co-investigator for the pilot evaluation. She contributed to the development of outcome measures and reporting.

**Professor Jeremy Hodgen** is Professor of Mathematics Education at UCL and provided expert statistical support to the project team.

**Dr Victoria Showunmi** is an associate professor at UCL, specialising in gender and race in educational contexts, and was the race equity advisor to the pilot evaluation team. She provided critical feedback on all materials and methods.

**Claire Pillinger** is a research assistant at UCL and supported all areas of the pilot evaluation.

We are grateful for the support of the YPAGs, pilot-school project leads, pilot-school pupils and Welsh focus group school members for their input during the pilot evaluation. We are also thankful for the advice on race equity approaches given by Professor Vini Lander (Leeds Beckett University).

## Methods

### Participant selection

The developers recruited a YPAG of eight 11–14 year olds to participate in two 1.5-hour face-to-face intervention development workshops. They also recruited another YPAG made up of eight 16–19-year-olds to participate in three 1.5-hour online workshops during the development phase. These young people came from schools in the developers' network. Headteachers acted as gatekeepers, and parents/carers gave their consent for the young people's participation. The young people themselves also gave their consent for participation in YPAG activities. A further group of four 16–19-year-olds were recruited to advise the evaluation team by commenting on the research materials.

The developers recruited four schools to participate in the Grassroots pilot study. These schools were selected through the developers' networks and in support of ethnic diversity. The schools were spread across the Midlands and South East England. The sample size of four schools was determined based on cost-

effectiveness, given that the main focus of the pilot is on feasibility and qualitative, rather than quantitative, evidence of promise.

Headteachers acted as gatekeepers to the study, providing permission for their schools to participate. They confirmed this by signing an MOU (Appendix B). The characteristics of the four schools are briefly described in Table 4.

**Table 4.** School characteristics.

School	Type	Location	N	Sex		Free School Meals	Ethnicity: White British (N/%)
				F	M		
A	11–18 mixed academy school	Midlands	458	211 46.1%	247 53.9%	104 22.7%	402 87.8%
B	11–16 mixed community school	South East	533	255 47.8%	278 52.2%	300 56.3%	70 13.1%
C	11–16 mixed community school	Midlands	665	334 50.2%	331 49.8%	231 34.7%	480 72.2%
D	11–16 mixed academy school	Midlands	Withdrew – no data collected				

*Note: Full pupil characteristics for the sample are provided in Table 8. A more detailed breakdown by ethnicity is not provided so as to avoid the schools being identifiable.*

Schools shared an information sheet and withdrawal form with the parents and carers of all pupils in Years 7–9, providing details of the pilot evaluation and inviting parents to withdraw their child from data processing if so desired (Appendix B).

All Year 7–9 pupils in the pilot schools were invited to participate in the pilot, as this was the target age group for the intervention. A small number of Year 10 pupils were also invited to be special advisors in two schools, but these Year 10s did not complete the Grassroots survey and Year 10 pupil data was not collected in the initial data upload.

All survey and case study data were collected in schools. Surveys were conducted online, and case study data was collected face to face.

The programme also recruited one school leader from a Welsh secondary school within our networks: a deputy headteacher from a school in South Wales.

The Teacher Tapp panel survey was used to establish BAU practices in schools, with 6,002 teachers responding to our questions.

## Data collection

We (the evaluation team) conducted a mixed-methods pilot evaluation, holding a survey of pupils and performing light-touch case studies in the English schools experiencing elements of the intervention. The developers intended to pilot the network analysis in two schools and aspects of the programme delivery in two further schools. The timeframe of the pilot meant that materials could not have been translated into Welsh in time, and a Welsh-speaking research assistant was not in post, so the pilot was carried out in English schools only. During the pilot phase, we conducted telephone interviews with a school leader from a Welsh secondary school to establish whether there were any particular feasibility issues. The developers also carried out their own Welsh senior leader interviews and worked with ten Welsh-speaking pupils in a Welsh school (five girls and five boys) to get feedback on the translations of some of the intervention materials. An overview of the data collection methods can be found in Table 7.

The developers produced a theory of change prior to the development phase (see Appendix A). This was revisited at the end of the development and pilot phases so as to finalise the model for the next stage of the evaluation. This process involved meetings between the developer and evaluation teams.

The data collection instruments were interview and focus group schedules (see Appendix C), observation pro formas and surveys. Interview and focus group schedules were developed in anticipation of the evaluation dimensions for the efficacy trial and tested for clarity and focus during the pilot. These schedules contained open questions around each of the anticipated programme learning objectives. We also included a short section of further items to explore the pilot's research questions while ensuring the interviews and focus groups were not too arduous for the pilot participants. Teacher interviews were designed to last up to 50 minutes, with the potential for further exploration should the teacher have more time. Focus groups were designed to be 20 to 40 minutes long. Observation protocols were developed inductively through each observation, with an initial focus on dimensions of evaluation as explored within interviews. Pupil data (name, tutor group, year group, sex, FSM status and ethnicity) was collected using a pro forma and uploaded securely by schools directly to the evaluator's secure data storage.

The survey instruments piloted were all validated scales with good supporting evidence. The full survey was tested with three children aged 11–14 before being opened in the pilot schools. The team piloted surveys with young people in two pilot schools, a process that included piloting suitable scales to measure pupils' experiences of bullying perpetration and victimisation. We administered a number of instruments in the three pilot schools to establish the feasibility of conducting the survey and how it could be administered to reduce the burden on schools. The instruments administered are summarised in Table 5.

**Table 5.** Summary of the instruments administered during the pilot survey.

Construct	Instrument
Strengths and difficulties	Strengths and Difficulties Questionnaire (Goodman, 1997)
Peer conflict	Peer Conflict Survey (Marsee et al., 2011)
Bullying victimisation/perpetration	Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019)

Bullying victimisation/perpetration	Revised Olweus Bullying Victimisation/Perpetration Questionnaire (Kyriakides et al., 2006)
Descriptive norms	Descriptive Norms Scale (Paluck et al., 2016)
Prescriptive norms	Prescriptive Norms Scale (Paluck et al., 2016)

BIT intended to pilot all components of the intervention (i.e. the Grassroots survey, network analysis and seed group allocation, as well as the seed group meetings following the adapted Grassroots curriculum), but due to the length of the pilot phase that had been planned and agreed with the funder, not all schools were scheduled to receive all elements of the intervention. The Grassroots survey and network analysis were intended to be piloted in two schools, followed by seed group identification and pilots of some seed group activities over a shorter period of time. In the other two schools, seed groups were to be nominated by school staff, and BIT intended to pilot more seed group activities over a longer period of time. Due to time constraints, however, it was recognised from the outset that BIT would only be able to pilot a sample of the Grassroots curriculum – namely, the first one to three sessions. Programme delivery is summarised in Table 6.

**Table 6.** Pilot programme delivery.

School	Group	Sessions delivered	Number of Change Makers invited	Number of Change Makers who attended
A	Network survey	1	29	18
B	Network survey	2	31	26 (Session 1) 14 (Session 2)
C	Change Makers only	3	32	28 (Session 1) 26 (Session 2) 22 (Session 3)
D	Change Makers only	Withdrew	N/A	N/A

Discussions were also held with the YPAGs to gain feedback on the research instruments. Workshops were held with the developer team to discuss changes to the theory of change and to gain their perceptions of the pilot.

A small number of changes were made to the originally planned methods:

- The evaluation team was only able to recruit one Welsh school leader for interview.
- Pilot-school teachers were interviewed rather than asked to complete surveys as, given the small number of teachers involved, this was a more practical way of collecting data from them.

- We did not collect attendance data from schools, as we had been able to establish from the National Pupil Database (NPD) and the Secure Anonymised Information Linkage (SAIL) Databank that suitable administrative data would be available and likely to be less prone to missing data. In addition, absence due to COVID was no longer a significant issue at the time of the evaluation.

**Table 7. Methods overview.**

Research methods	Data collection methods	Participants/data sources	Data analysis method	Research questions addressed	Implementation/logic model relevance
Case studies	Observations of Grassroots activities	Research assistants and seed group pupils in four pilot schools	Inductive analysis initially focused on the anticipated dimensions of the efficacy trial	P1	Evaluate the feasibility and promise of sessions
Case studies	Teacher interviews	One teacher in each pilot school	Inductive analysis Dual focus on pilot research questions and efficacy trial dimensions	P1; P2; P3	Evaluate the feasibility and promise of intervention
Case studies	Pupil focus groups	One focus group of four to six seed group pupils in each pilot school At least one focus group of Year 10 special advisors, where appointed	Inductive analysis Dual focus on pilot research questions and efficacy trial dimensions	P1	Evaluate the initial responsiveness and reach of intervention
Administrative data	Administrative data for Grassroots activities	Behavioural Insights Team	Quantitative analysis	P1; P4	
Interviews	Teacher interviews	Teachers/leaders in each pilot school	Thematic analysis	P1	
Survey	Teacher Tapp survey	Teacher Tapp panel	Descriptive statistics	P3	
Interviews	Teacher interviews	A school leader from a Welsh school	Inductive analysis	P1	
Surveys	Pupil surveys	All Key Stage 3 pupils in two pilot schools (approximately n = 600)	Descriptive statistics and evaluation of standardised instruments	P2; P3; P4	



Research methods	Data collection methods	Participants/data sources	Data analysis method	Research questions addressed	Implementation/logic model relevance
Workshop	Workshop	Workshop with developer and evaluator teams		P4; P5	
Focus group	Focus groups with young people advisory groups (YPAGs)	All members of the YPAGs		P5	
School data	School data collection	Disciplinary data for Key Stage 3 pupils in four pilot schools	Pilot statistical analysis to identify challenges for impact evaluation	P2; P4	

## Analysis

The survey data was analysed using descriptive statistics to evaluate the performance of the standardised instruments.

Case study data was collected by two members of the evaluation team during their visits to the schools. One member of the team then coded the audio from all the case study visits (teacher and pupil focus group interviews) and the observation notes. This approach followed the tenets of thematic analysis (Braun & Clarke, 2019), using themes derived from the research questions. Interview questions were linked to research questions within the protocols to support the initial coding. This allowed a comparison of emergent themes and differences of perspectives across different stakeholders (teachers, developers and pupils) to be organised around the research questions and evaluation dimensions. The team member conducting the analysis then met with another colleague (who had conducted one case study visit) to confirm any emerging themes.

The evaluation team then met to bring together the emergent findings from the case study analysis and the surveys, as well as to review the experiences of the team members who were collecting school-level administrative data.

**Table 8.** Programme timeline.

Dates	Activity	Staff responsible/ leading
14/3/23	Observation of developer adaptation workshop	Behavioural Insights Team (BIT)
27/3/23	First 11–14-year-old young people advisory group (YPAG) session	BIT

Dates	Activity	Staff responsible/ leading
29/3/23	Second 11–14-year-old YPAG session	BIT
30/3/23	First 16–19-year-old (online) YPAG session	BIT
19/4/23 and 28/4/23	Observation of two YPAG sessions (16–19-year-old group)	Institute of Education (IOE)
17/4/23– 21/4/23	Information sheets and privacy notices distributed to parents of all Key Stage 3 pupils by pilot schools (and to Year 10 at the two schools that are not completing the Grassroots survey)	BIT/schools
1/5/23– 5/5/23	Pilot schools share pupil data and a historical sample of disciplinary report data with the IOE.	IOE/schools
8/5/23– 12/5/23	The IOE shares first name, last name, year group, tutor group, sex, ethnicity and disciplinary data with BIT.	IOE
15/5/23– 19/5/23	The project team prepares name lists for the network surveys.	BIT
22/5/23– 26/5/23	Grassroots surveys are administered in two of the pilot schools.	BIT
22/5/23– 2/6/23	The project team cleans the data, completes the social network analysis and selects seed group pupils in the two schools that completed the Grassroots survey.	BIT
5/6/23– 9/6/23	The two pilot schools that completed the Grassroots survey share seed group pupil invitations and parental consent forms.	BIT
12/6/23– 16/6/23	The two pilot schools that completed the Grassroots survey chase pupils and parents for responses.	BIT/schools
19/6/23– 25/7/23	The two pilot schools that completed the Grassroots survey host one to two seed group sessions.	BIT
1/5/23– 5/5/23	The two pilot schools that are not completing the network survey randomly select seed pupils (and a small number of Year 10 special advisors).	BIT/schools

Dates	Activity	Staff responsible/ leading
1/5/23– 25/7/23	The survey instruments are piloted.	IOE
15/5/23– 26/5/23	The two pilot schools that are not completing the network survey share seed group pupil invitations and parental consent forms and then chase pupils and parents for responses.	BIT
5/6/23– 9/6/23	The facilitator for the pilot receives training.	BIT
5/6/23	A Teacher Tapp survey checks business-as-usual practices.	IOE
12/6/23– 25/7/23	The two pilot schools that are not completing the network survey host seed group sessions.	BIT
3/7/23, 6/7/23 and 10/7/23	Case study visits: <ul style="list-style-type: none"> <li>● Observation of Change Makers’ sessions</li> <li>● Interviews with teachers</li> <li>● Focus groups with pupils</li> </ul>	IOE
3/10/23	Welsh school leader interview	IOE
13/10/23	Evaluation of the YPAG meetings	IOE

## Findings

### Findings from the development phase

During the development phase, the developers conducted five YPAG sessions with two YPAG groups. Two online YPAG sessions with the older YPAG group were observed (Sessions 1 and 2 of three). Additionally, the notes made by the developers during the other three YPAG sessions were shared with the evaluation team. In the first session, the developers outlined the Grassroots programme and evaluation, asked about effective social media use, demonstrated a sample Grassroots session, asked the YPAG to consider what aspects of pupil interactions they would change at their own school, asked about role models, solicited guidance on how to adapt US to British English and discussed sensitive issues and inclusivity. In the second session, the topics explored included language, dealing with difficult topics, inclusivity, the use of videos in the programme, Change Makers invitations (and how those might be perceived by those selected and those not selected), the network survey, Grassroots Day and the idea of a locker poster.

The programme was generally warmly received by the YPAGs. They also gave constructive feedback to the developers. Some issues were raised around inclusivity. In Session 1, one YPAG member suggested that role

models should not just be about being nice to others; they should include role models who challenge different problems, giving examples such as body shaming and racism. The developers had selected a reasonably diverse range of role models (e.g. Harry Styles and Little Simz); the YPAG members suggested this could be diversified to include a wider range of occupations (not just musicians) and representatives from a wider range of ethnic groups.

In the second session, the YPAG discussed difficult topics; one member raised social class and income as a sensitive topic for young people, giving holidays, activities and internet access as examples where differences might be apparent. In this session, the representation in the slides presented was felt to be good; YPAG members were happy to see disabled people and sports represented explicitly (this was an adaptation made following discussions in the previous session). The group discussed whether videos would help Change Makers focus on protected characteristics; YPAG members felt that they might not do this without additional assistance, leading to the proposal that Year 10 students might be used as a 'bridge' to help younger pupils make the link between prosocial behaviour and challenging discrimination and prejudice. It was also decided that having Year 10s as special advisors could help Years 7–9 see the programme as being well supported by their older peers, as well as reducing the possibility that their older peers might behave in ways that were counter to the ethos of the programme. YPAG members were receptive to the Change Makers invitation and made some constructive suggestions for changes to the language used. They expressed concern that there might be jealousy or confusion on the part of pupils who were not selected, so suggested that greater emphasis should be placed on randomness when selecting pupils to participate. The parent consent letter was also approved, with the suggestion that it should emphasise that participating as a Change Maker was free.

Additionally, during the development phase, two members of the evaluation team (Drs Nicola Abbott and Keri Wong) joined a developer adaptation workshop that also included Professor Betsy Paluck (developer of the US Roots programme) and Professor Lucy Bowes (academic advisor to the development team). A key decision that came from this workshop was to include a group of Year 10 pupils nominated by teachers to work as special advisors to the Change Makers groups, as mentioned above.

At the end of the development phase, the logic model for the intervention was revisited. The revised model can be found in Appendix A.

## **Participants**

Four schools were recruited to the study by the developers, who chose them from their networks. Two schools went into the 'Network survey' group, which would take part in surveys and receive a small number of Change Makers sessions, and two went into the 'Change Makers only' group, members of which would not take part in the network survey but receive a larger number of Change Makers sessions. However, School D withdrew from the pilot study after signing the MOU. It did so because of data protection issues that could not be resolved to allow data sharing with the developers and evaluation team. The precise nature of the issues was unclear, but the upshot was that the multi-academy trust data protection officer would not allow data to be shared.

The other three schools, after information sheets and withdrawal forms were shared with parents and carers, were asked to transfer their pupil data to UCL's secure Data Safe Haven via encrypted upload. The data collected consisted of name, tutor group, year group, sex, FSM status and ethnicity. Unique pupil

numbers (UPNs) were not collected, as they were not required for the pilot study. Tables 9 and 10 contain summaries of the number of pupils and withdrawals and the characteristics of participating pupils.

Pupils were roughly evenly spread across the three participating year groups. There were slightly more boys (51.7%) than girls in the sample. In total, 38.3% of the sample was eligible for FSM, which is higher than the proportion of pupils nationally in England (23.8%; DfE, 2023). In addition, 41.4% of the sample (excluding those with missing ethnicity data) were from an ethnic minority, which is higher than the proportion of pupils nationally in England (35.7%; DfE, 2023). This is unsurprising, as programme recruitment had targeted ethnically diverse urban areas, in which pupils are more likely to be in receipt of FSM and are more likely to come from an ethnic minority group. There was some variation in the proportions of different ethnic groups compared with national figures. Pupils from an Indian background were significantly over-represented (13.8% of the sample vs 3.7% national). However, with such a small sample of schools, it is not surprising to find some variation.

**Table 9.** Participating pupils and withdrawals per school.

School	Number of participating pupils (Years 7–9)	Withdrawals	Group
A	458	3	Network survey
B	533	0	Network survey
C	665	1	Change Makers only
D	Withdrew		Change Makers only

**Table 10.** Pupil characteristics.

Characteristic		N	%
Year group	Year 7	599	36.2
	Year 8	542	32.7
	Year 9	515	31.1
Sex	Male	856	51.7
	Female	800	48.3
Free school meals	Yes	635	38.3

	No	1021	61.7
Ethnicity	<b>Asian or Asian British</b>		
	Indian	225	13.8
	Pakistani	50	3.1
	Bangladeshi	*	*
	Chinese	*	*
	Any other Asian background	35	2.2
	<b>Black, Black British, Caribbean or African</b>		
	Caribbean	22	1.4
	African	39	2.4
	Any other Black, Black British, or Caribbean background	44	2.7
	<b>Mixed or multiple ethnic groups</b>		
	White and Black Caribbean	14	0.9
	White and Black African	10	0.6
	White and Asian	30	1.8
	Any other mixed or multiple ethnic background	30	1.8
	<b>White</b>		
	English, Welsh, Scottish, Northern Irish or British	952	58.6
	Irish	*	*
	Gypsy/Roma	19	1.2
	Any other White background	122	7.5
	<b>Other ethnic groups</b>		
Arab	*	*	
Any other ethnic group	27	1.7	
<b>Missing</b>	31		

Note: \*Numbers below 10 have been redacted from the table. The reasons for missing data include 'Information not yet obtained', 'Information not obtained' and 'Refused'.

### Case study participants

School C was scheduled to engage with three or four Change Makers sessions, having determined the constitution of the seed group themselves. The other two pilot schools (Schools A and B) participated in the Grassroots survey, and their Change Makers groups were determined on the basis of social network analysis, as will be the case in the efficacy trial. These schools only undertook one or two 'sample sessions' of delivered content. The design of the pilot, which was situated within a very tight timeline, was necessarily limited in to what extent it could assess the intervention as it will be run within the trial. The loss of School D from the pilot study further reduced the insights into the potential of the intervention. The pilot sessions that were delivered have been summarised in Table 6.

Within each case study, a Change Makers session was observed, and the teacher most involved in the pilot was interviewed. In two of the three schools, pupil focus groups were interviewed; these groups were made up of two Year 7 and two Year 9 pupils in one school and two pupils from each of Years 7, 8 and 9 in the other school. Each group was a convenience sample chosen by the organising teacher in a way that followed our request for as diverse a group of pupils as possible.

## **Intervention feasibility**

### **How manageable is each aspect of the Grassroots intervention for schools? What are the most important facilitators and barriers to successful implementation?**

Interviews with teachers suggested that organising rooms for the Change Makers sessions was straightforward and that school leaders readily supported the intervention. However, two elements of organising the Grassroots intervention emerged as being more difficult to manage: organising the Change Makers group to include different year groups and the administration of the Grassroots survey. We will discuss each in turn here.

In the case study schools, there was considerable effort involved in bringing together the Change Makers groups from different year groups. In one of the three case study schools, Year 7, 8 and 9 school days were organised differently, so their break times did not correspond. This led to Year 9 pupils missing their break for the sample Change Makers session, which they were not pleased about. Another of the case study schools had a 'split lunch', which meant that the Year 9 pupils went to lunch with the Year 7s and 8s rather than with their own year group. There were no such issues in the third case study school. We suggest that while timetable alignment between year groups will not be an issue in all schools, it does present a potential barrier to the attendance of Change Makers sessions in schools in which timetables do not align.

In all three schools, teachers worked to avoid each fortnightly session having an impact on the same curriculum area. This required the sophisticated management of timetables across the year groups, with the teachers organising rooms and communicating with other teachers and pupils to support attendance.

A teacher from one of the schools explained her process. She told us that she first identified the proposed session time within the calendar and then accessed each pupil's individual timetables to see what lesson would be missed. She then informed all of the teachers of these lessons and the attendance team and met with every member of the seed group, often finding and talking to them in lessons. She also sent reminders to the pupils and their form tutors on the school system (Microsoft Teams). The teacher, in this case, recognised that such complex organisation is not out of the norm for interventions but noted that it was time consuming.

While this is not an insurmountable issue for the feasibility of the intervention, it does indicate that teacher input to organise and manage the Change Makers group is a key facilitating factor for the intervention. The ongoing support of colleagues for pupils' absence from lessons is also a facilitating factor, with teachers in the pilot taking steps to recognise this.

Related to the issue of organising the Change Makers sessions was that of gaining parental consent for pupils to attend the sessions and for the evaluation components of the pilot. This presented a further administrative burden, with multiple modes of parental contact deployed (email, letters, phone calls, an online signature system) across the schools. We recognise that this burden would not persist over time within a trial, but it did further exacerbate the initial administrative burden in setting up the intervention.

The second emerging theme around feasibility was that of pupils completing the Grassroots survey within school time. This involved coordinating IT facilities for all of Key Stage 3 within a specified time period (to ensure a time-bounded 'snapshot' of responses). Access to the necessary IT facilities to do this was limited, and in two case study schools, the pupils completed the survey during their computing lessons. Availability of IT was a potential barrier to completion that would, in turn, have an effect on both the Change Makers group determination and the evaluation components. An additional barrier within the pilot was the use of personal identifiers for pupils and the slight difference in the way this was deployed for the intervention and evaluation surveys. This has since been reviewed by BIT and UCL to streamline the process of collecting unique responses that can later be matched to demographic data. The additional burden cannot be completely removed, however.

A facilitating factor in the administration of the surveys in schools is the quality and clarity of the instructions provided to the teachers. One teacher commented that:

When the survey instruction came through, it's very long, it's very complex, it's not my team delivering it, it's not me delivering it ... so I shortened all of that into a PowerPoint that I shared with the team.

To support the intervention in the school, the teachers who facilitated the pilot interventions interpreted and adapted the messages from the developer about how to conduct the survey and gain consent. This included deploying the appropriate school systems to communicate with other teachers, pupils and parents and adapting communications to fit these systems and the school community.

These findings around feasibility recognise the importance of key staff to interpreting and adapting instructions and processes so as to situate them effectively within their settings.

### **What are the likely moderators and mediators of any impact?**

The pupils' behaviour was found to be a potential moderator of the intervention.

Observations within the three case study visits suggested that there was quite a lot of off-task behaviour in the observed Change Makers sessions. This included quite a lot of 'posturing' by pupils who had been newly brought together from different social groups and year groups into a session that was deliberately designed to be more informal and open in character than a traditional lesson. Some of the activities were led by the facilitator, meaning that pupils were able to remain passive or be off task. One Year 9 pupil commented that:



The teacher could maybe, like, try and get us to do more stuff ... Maybe we should be speaking to each other a bit more.

The observation of the preceding session revealed that the facilitator had attempted to elicit responses and discussion but needed to fill in when the pupils did not respond to her and remained engaged in their off-task behaviours.

Group composition may be a relevant influence on pupil behaviour. In two of the pilot schools, the Change Makers group included those identified through the Grassroots survey and subsequent network analysis to be the most influential students. In the other case study school, the teacher chose a diverse range of pupils, including those she thought would be confident to speak about the school.

Another influence on pupil behaviour is the nature of the sessions, which deal with the discussion and constructive critique of social behaviours within the school. This, along with the facilitator's adoption of a style that is more akin to that of a peer mentor than a teacher, means that the sessions do not have the same character as a 'normal lesson'. This is necessary to elicit open discussions about issues in the school, but it means that pupil behaviour may naturally differ in response to these differences in content and lesson style.

To mitigate this potential moderator of pupil behaviour, the developers continued to make adaptations over the course of the pilot to ensure greater pupil engagement. For example, the facilitator adapted the sessions by changing when snacks were distributed and which tasks were pupil-led, as well as by using school behaviour management systems. Although the developer for the pilot was engaging and reflexive, the developer team has also indicated that it will recruit facilitators with greater formal teaching experience where possible. Overall, the behaviour within the Change Makers sessions is unlikely to be a significant barrier to efficacy; however, it may moderate the programme's impact by influencing dosage, in the sense that it affects the amount of content that can be covered across the intervention and the subsequent readiness of pupils to influence others in positive ways.

Another potential pathway by which pupil behaviour may moderate the impact of the intervention is through the confidence the teachers have in the intervention. One teacher, after two sessions, commented:

I don't know how much they're getting out of the session – there's little pockets of kids that you can see are really trying and their little groups, but [the] noise level just feels far too high for me. It doesn't feel like it's a good environment.

It is possible that teachers may choose not to support the sessions or facilitate higher levels of attendance if they are concerned about the perceived behaviour of pupils.

A factor that we consider to be a potential mediator of the intervention is whether Change Makers pupils recognise and eventually inhabit their role in influencing the broader cohort.

In the sessions we observed and the subsequent pupil focus group interviews, the young people held the assumption that they were feeding back issues and suggestions to their teachers in order to support change. For example, when asked what she thought the aim of the programme was after attending two Change Makers sessions, one Year 9 pupil said:

It wants, like, our point of view of stuff that's happening in the school so that they can try and prevent it.

The premise of the intervention is that the pupils themselves are influential, and therefore, we note the potential mediating influence of the pupils' own understanding of their role within the intervention. However, we recognise that this is likely to develop later within the Change Makers programme and do not have evidence at this time to suggest whether this will be an issue in the efficacy trial. The rate at which the pupils take on the role of Change Makers within the broader school is a potential mediator worthy of further consideration, however.

A further factor that we consider to be a potential moderator of impact is the difference in school cultures. Despite the sample size of just three schools, the evaluation team recognised the different school cultures within the case studies in terms of different levels of diversity within the school community and the level to which conversations about diversity were part of the school culture. Interviews with teachers and with pupil focus groups suggested that all three schools had policies around diversity and inclusion and activities such as pupil councils and diversity champions (see evidence of promise below).

The teacher and pupils in one of the schools, a large urban comprehensive with a diverse community, shared examples of how they celebrated Pride week and how they tackled issues around religious integration, cultural appropriation and trans rights. They also described the open nature of the discussions. In contrast, in a rural school with less diversity, pupils in the focus group and Change Makers sessions were focused on issues around 'gossiping' and 'spreading rumours' rather than developing more complex understandings of issues of cultural integration. The teacher in this school noted the impact the difference in culture (relative to her previous school) had in regard to this, thus supporting the evaluator's view that schools are likely to have different starting points in terms of the norms determining how issues are discussed among the pupil body and the knowledge base around issues of diversity. The Grassroots efficacy trial will use measures relative to the starting point of each school, and care must therefore be taken when hypothesising how far initial school culture will be a moderating factor to impact. This effect of school culture is, however, an issue worthy of further investigation.

### **Are there any additional facilitators or barriers to implementation in Welsh schools?**

We conducted one online interview with a senior leader from a Welsh school. We provided a description of the Grassroots programme and the activities that the school would be expected to engage in and invited the senior leader to comment on how she felt it would work in her school.

The senior leader described her school as very challenging, and in response to being asked about anti-bullying or anti-conflict activities, she told us that she had recently conducted a review of policies and processes around dealing with racist incidents. Alongside school policies for dealing with incidents, she described a 'proactive' pastoral curriculum designed to address anti-racism and celebrate diversity and a pupil-led 'diversity club'.

As in one of the pilot schools, the senior leader identified access to computers as a potential barrier to carrying out the Grassroots network survey: 'You wouldn't have enough computer suites.' She also echoed findings from England in saying that another barrier could be that Change Makers sessions would need to not disrupt pupils' lunchtimes and that it might be problematic for pupils to miss lessons. Another barrier she anticipated was that the nominated Change Makers might not understand why they had been chosen, saying that the benefits to them should be made clear.

The leader identified the provision of refreshments or ‘treats’ for the young people participating as a facilitator to ‘make them feel special’. She felt that the Grassroots approach to choosing pupils would be ‘a lot more powerful’ than if it was just ‘the usual suspects who just put their hands up for everything.’

One of the key issues she identified for Welsh schools was the local emphasis:

Where we’re aiming is to have something that is specific to that school ... We’re not into one-size-fits-all; we’re into local, and that’s massive.

She suggested that facilitators could ‘delv[e] into the issues of that school’ to tailor sessions to the local context, which may facilitate the programme in Welsh schools.

Another query that she raised, although not specific to the Welsh context, was to what extent the members of the Change Makers group would be likely to have experienced bullying or conflict themselves:

If you've got the kids that people want to spend time with, the influencers, how much understanding do they have of bullying and conflict because they generally will have lived a charmed life?

To address this factor in her own school, she and her team had identified young people with experience of relevant issues to be the ones who spoke about racism in the school and the community.

## Evaluation feasibility

Research question P2 addressed the following sub-questions in relation to evaluation feasibility:

**What are the most reliable, valid and practical measures for bullying victimisation/perpetration, disciplinary incidents in schools and pupil absence that can be used in the impact evaluation phase?**

The preferred measure for bullying is the Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019). Further work is needed on disciplinary incidents (see below), and pupil attendance data can be gained from the NPD and SAIL Database.

Survey measures were tested by piloting the surveys in Schools A and B. Different survey measures were introduced at different stages of the pilot as measures became available to the evaluation team. A summary of the total number of pupils completing each measure is provided in Table 11. Surveys were completed online, and pupils completed all measures available at the time they completed the survey, except for the SDQ, which was randomly presented to a third of the participants. In total, 719 pupils completed the pilot surveys, taking an average of 19.7 minutes to finish. It was possible to identify 331 pupils as being from School A and 401 from School B, as some pupils inserted random text in the box that asked for their school, meaning their school could not be identified. The majority of pupils identified as male (47.9%; female = 45.7%; non-binary = 1.8%; prefer not to say = 1.4%). Thirteen pupils refused consent and did not complete the survey.

**Table 11.** Summary of the pupils completing each survey measure.

Measure	N
Strengths and Difficulties Questionnaire	179

Peer Conflict Scale (Marsee et al., 2011)	500
Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019)	574–590
Revised Olweus Bullying Victimization/Perpetration Questionnaire (Kyriakides et al., 2006)	80
Descriptive Norms (Paluck et al., 2016)	500
Prescriptive Norms (Paluck et al., 2016)	500

*Note: The number of pupils completing each measure varies because different measures became available to the evaluation team at different points in time. Pupils completed all measures that were available at the time they completed the survey, with the exception of the SDQ, which was randomly presented to one-third of participants.*

### **Bullying victimisation/perpetration**

Two measures were piloted as potential measures of conflict and bullying victimisation/perpetration.

The Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019) captures both bullying perpetration and victimisation online and offline and asks about incidents that have occurred in the last three months. There is a final 26-item validated instrument with four subscales (eight for victimisation offline, five for victimisation online, eight for perpetration offline and five for perpetration online). The pupils' responses are summarised in Table 12. In summary, there was good overall reliability for the whole scale (Cronbach's  $\alpha = 0.93$ ), again with a low overall mean (0.52; standard deviation [SD] = 0.65) on a 0–4 scale (min and max scores ranged from 0 to 4). Reliability was also good for the subscales. Mean responses were higher for offline bullying than online, and as expected, mean responses were higher for victimisation than for perpetration.

**Table 12.** Summary of responses to the 26-item Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019).

	Perp Online	Perp Offline	Overall Perp	Victim Online	Victim Offline	Overall Victim
N	574	577	579	583	589	590
Mean	0.24	0.36	0.31	0.54	0.84	0.72
Standard deviation	0.58	0.67	0.60	0.89	1.03	0.91
Range	0–4	0–4	0–4	0–4	0–4	0–3.85
Cronbach's $\alpha$	0.83	0.88	0.90	0.85	0.90	0.92

*Note: Perp = perpetration; Victim = victimisation.*

The Revised Olweus Bullying Victimization/Perpetration Questionnaire (Kyriakides et al., 2006) consists of two 11-item subscales for victimisation and perpetration. The victimisation items ask about how often bullying is experienced overall and about different types of victimisation, with higher scores meaning more frequent experience of victimisation (1 = it has not happened to me; 5 = it has happened to me several times a week). The mean score was 1.40 (SD = 0.64), and mean responses ranged from 1 to 4.5. This subscale showed good reliability (Cronbach’s alpha = 0.886).

The perpetration items in the questionnaire ask about how often the respondent has taken part in bullying another, both overall and as different types of perpetration. Higher scores indicate more frequent perpetration (1 = I have not done this; 5 = I have done this several times a week). The mean score was 1.08 (SD = 0.17), and mean responses ranged from 1 to 1.82, showing a floor effect. Reliability for this scale was poor (Cronbach’s  $\alpha$  = 0.58).

We, therefore, recommend that the 26-item Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019) should be used in the efficacy evaluation, given its better reliability for both perpetration and victimisation and its inclusion of both online and offline bullying.

### **Conflict**

The Peer Conflict Scale (Marsee et al., 2011) was completed by 500 pupils. The scale consists of 40 items (none reverse-scored), with a high score indicating high peer conflict. On a scale of 0 (not true at all) to 3 (definitely true), there was low overall reporting of bullying perpetration (mean = 0.30; SD = 0.37). Mean responses ranged from 0 to 2.75. The scale showed high reliability (Cronbach’s  $\alpha$  = 0.94).

The Peer Conflict Scale is also available as a short version with 20 items (five from each subscale of the full scale). When only these items were analysed, we found the mean and SD comparable to the full 40-item scale (mean = 0.28; SD = 0.38). The range (0–2.85) and reliability (Cronbach’s  $\alpha$  = 0.90) were also comparable.

We therefore recommend that the short Peer Conflict Scale should be used in the efficacy evaluation, given its good performance and the need to be cognisant of the overall length of the questionnaire. The short Peer Conflict Scale is also a measure of conflict, rather than bullying, and so is a good fit for the theory of change.

### **Strengths and Difficulties Questionnaire**

The SDQ (Goodman, 1997) was piloted successfully. A summary of the findings can be found in Table 13. Our proposal is to administer the SDQ to one-third of all pupils in Years 7–9 in the schools recruited to the efficacy trial, with pupils selected randomly. This is for reasons of cost, as the SDQ is not freely available.

**Table 13.** Summary of pilot findings: Strengths and Difficulties Questionnaire (Goodman, 1997).

Scale (normal range)	Emotion (0–5)	Conduct (0–3)	Hyper (0–5)	Peer (0–3)	Prosocial (6–10)	SDQ total (0–15)	SDQ Ext	SDQ Int
N	180	178	179	179	179	177	177	179
Mean	4.44	2.38	5.39	2.16	6.42	14.33	7.72	6.58

Median	4.00	2.00	5.00	2.00	7.00	14.00	8.00	6.00
Standard deviation	2.61	1.95	2.40	1.67	2.31	6.05	3.76	3.48
Range	0–10	0–9	0–10	0–7	0–10	1–30	0–18	1–16

Note: Ext = externalising; Int = internalising.

### **Norms scales**

Paluck et al. (2016) included two norms scales in their original evaluation of Roots in the US. We included these two scales in our pilot survey and tested them with UK pupils. The descriptive norms scale has 13 items. A higher score means that more positive/prosocial norms were seen, while a lower score means that bullying was more often seen as the norm. Responses are given on a five-point scale (0 = never; 4 = every day). The mean score was 2.52 (SD = 0.83), and the scale showed good reliability (Cronbach’s  $\alpha = 0.83$ ). The prescriptive norms scale has 12 items. A higher score means the respondent perceived others as endorsing positive/prosocial norms more, while a lower score means the respondent perceived others as endorsing bullying norms more. Responses are given on a six-point scale (0 = almost nobody; 5 = almost everyone). The mean score was 3.56 (SD = 1.24), and the scale showed good reliability (Cronbach’s  $\alpha = 0.93$ ).

We recommend including these two norms scales in the efficacy evaluation to allow a comparison to be made with the evaluation of Roots by Paluck et al. (2016).

### **Disciplinary incidents**

Disciplinary report data was collected from all three schools for the period 1 September 2022 to 31 March 2023. There was a high level of variability between the schools in terms of the number and form of disciplinary reports (Table 14). School A submitted a total of 517 disciplinary reports, all of which were based on categories and came without explanatory free text. In contrast, Schools B and C each submitted nearly 13,000 disciplinary reports. School B submitted exclusively free-text data, while School C used a mixture of categories and free text. The use of categories also varied between schools, with School A using 14 categories, of which three were potentially relevant to peer-to-peer conflict, and School C using 42 categories, with seven potentially relevant to peer-to-peer conflict.

This variability in data means that it was challenging to use a single approach to analysing disciplinary report data across all schools (i.e. it was difficult to decide whether we could use text notes, categories or both to measure peer-to-peer behaviour). The same disciplinary measure could not be used for all three pilot schools. This variability and the small sample size meant that the pilot was unable to gather enough evidence to demonstrate the feasibility of a disciplinary report data measure and that further investigation is required.

Our proposal for the efficacy trial is to explore the use of machine learning to categorise free text. Alongside this, we will plan to include an analysis strategy and robustness checks. We also intend to conduct an analysis of sample data from schools recruited to the efficacy trial to establish the extent to which schools have useful categories and/or free-text fields. We believe it will be pragmatic to retain the descriptive norms measure as a backup option.

**Table 14.** Summary of disciplinary data in pilot schools.

School	A	B	C
Total negative behaviour reports	517	12,900	12,800
Negative behaviour reports per Key Stage 3 pupil	1.1	24.2	19.1
Percentage of behaviour reports with notes field	0%	55%	80%
Number of negative behaviour categories	14	0	42
Number of behaviour categories potentially relevant to peer-to-peer conflict	3	0	7
Most appropriate method to determine peer-to-peer conflict	Count of reports in categories (over counts peer-to-peer behaviour)	Notes field analysis (undercounts peer-to-peer behaviour)	Both methods used separately to triangulate each other
Percentage of incidents estimated to be peer-to-peer conflict	14%	1%	2–3%

### ***Pupil absence***

We are confident that we can access appropriate data through the NPD (England) and the SAIL Database (Wales). Our proposed measure is the percentage of attendance. This will be calculated using the number of school sessions missed per term against the total number of school sessions per term, with variables taken from the NPD for English schools and the SAIL Databank for Welsh schools. A school session refers to either a morning or afternoon when the school is open and pupils are expected to attend. At present, it is not possible to analyse NPD data outside of the Office for National Statistics Secure Research Service or to analyse SAIL data outside of the SAIL Databank, so it is likely that Welsh and English attendance data would have to be analysed separately in the efficacy trial.

### **What barriers and facilitators are there to data collection in schools?**

The three barriers to data collection in schools are data protection concerns, school resourcing and the ability to match pupil survey data to the schools' administration data. Additionally, we found that the schools adapted the instructions given to staff around data collection to better fit their systems and processes.

Through conversations with teachers during the pilot study, we established that one potential barrier is created by data protection concerns; indeed, being unable to resolve data protection issues meant that School D withdrew from the pilot study. This is a common issue in trials and relates to differences in the interpretation of the GDPR. This barrier is likely to exclude some schools from being recruited to the efficacy trial but is unlikely to be related to any school characteristics that might influence trial outcomes. Our

experience with previous trials is that it is unlikely that this barrier will significantly affect our ability to recruit a sufficient number of schools for the trial.

Another potential barrier relates to resourcing within schools. This includes school staff being available to manage the data collection process in school and suitable IT equipment being available for the required period. The latter was a particular challenge for one of the pilot schools, which only had one computer room and was unable to make this room available to all pupils in Key Stage 3 during the survey window. The school proposed setting the survey as a homework activity for pupils to complete, but this was felt to be inappropriate by the evaluation team. Instead, the survey window was extended to enable pupils to complete the survey. The school admitted that its situation was highly unusual, so we do not think this is likely to be a serious issue in an efficacy trial. The main issues will be around scheduling IT room access.

The final barrier to data collection is not being able to match pupil survey data to the administrative data collected directly from schools. During the pilot, we assigned each pupil an individual code to be entered into the survey software. However, we received feedback that this was cumbersome for the schools to manage. We were able to match administrative and survey data for the pilot schools without this pupil code, but this was time-consuming because the pupils had used many different names for each school. To streamline this process for the trial, we intend to facilitate matching by using a separate school-level code for each school.

The evaluation was facilitated by streamlining the delivery of the Grassroots and evaluation surveys, providing them to schools with a single coordinated set of instructions. Another facilitator provided a briefing for school contacts and maintained good communication with the named school contact. Surveys were facilitated by requesting that schools pre-book dates for survey administration. Finally, good communication between the developers and evaluators supported both the programme and evaluation delivery.

### **Are counts of behavioural incidents and school attendance suitable means of conducting further evaluations of the intervention?**

The funders have indicated that attendance should be the primary outcome measure for the efficacy trial. We are confident that we can collect attendance data of suitable quality; however, we have been unable to assess the likely impact of the Grassroots programme on attendance due to the nature of the pilot study.

Overall, the number of behavioural incidents relating to peer-to-peer conflict was low in each school, and it will be important to have a robust measure that will be able to detect the effect of the intervention on this measure. We, therefore, propose to estimate both the validity and variability of the intended disciplinary report measures and to recalculate sample size requirements to check that the disciplinary report measure is a suitable means of detecting any change resulting from the intervention.

We have given some consideration to the timeline for the collection of attendance and disciplinary data and have concluded that the preferred approach to collecting attendance data would be to compare attendance at the same point in the school year (i.e. comparing autumn term 2023 with autumn term 2024). We are therefore proposing an adjustment to the measurement of the primary outcome of attendance to take place in autumn 2024 and autumn 2025 (follow-up). This brings the follow-up to an earlier date, but we are unable to move it to autumn 2026, as the Year 11 pupils will have left their 11–16 schools by that point.



## Evidence of promise

### Are there any early indicators of promise?

Staff and pupils were positive about the potential of the programme. Pupils said that they found the sessions fun, that they liked the music and snacks and that the facilitator was enthusiastic. Both focus groups said that they wanted longer sessions so that they could get more done. Pupils in one school said they would be willing to give up break time or lunch to have more sessions. There were initial login issues when pupils accessed the online platform that they would use to continue discussions outside of class (Padlet), but the pupils still felt it was something that they would use.

Although the younger pupils in one school relayed that they needed a little time to get used to talking with older pupils, they reported that they would feel comfortable talking to their peers about difficult issues:

You feel less judged because you are talking to students. (Year 7 pupil)

The pupils made it clear that they valued the fact that the sessions drew on their understanding:

Students understand students a lot more, so we know what's going on. (Year 9 pupil)

They also felt that the pupil-centred sessions have the potential to drive change:

I feel like if we get to change stuff in the school from our perspective, then it could help with, like, bullying and gossiping. (Year 8 pupil)

Teachers echoed the view that the tailoring of the programme to the school context is likely to support a positive impact:

I think what I've also felt is that it can be quite flexible as well around our kids ... The idea is that it follows what they think needs doing within the school. So that's quite good. (Teacher after two Change Makers sessions)

In comparison to school assemblies about bullying, which pupils described as being repetitive and not incorporating their views, a pupil in one focus group said the following about the Change Makers sessions:

I feel like we can have a more serious conversation, like, get deeper into it and understand other people's experiences with it. (Year 9 pupil)

Likewise, teachers commented that Grassroots is more likely to have an impact on the 'whole school' and that it is 'more focused' than existing processes on tackling peer-to-peer conflict.

No unintended consequences, harms or negative effects were identified during the pilot study.

### Which aspects of the intervention, if any, are being delivered in control schools as part of their business-as-usual practices?

We explored BAU practices in schools through two approaches: a national survey of teachers conducted via Teacher Tapp and teacher interviews conducted in the three pilot schools.

Three questions were asked in the Teacher Tapp survey held on 5 June 2023:

- This academic year, which of these activities has your school done to try to reduce bullying?
- This academic year, which of these activities has your school done to try to reduce conflict between pupils?
- Think of the last time a group of student leaders were selected. How were they chosen?

Seventeen per cent of state secondary teachers reported holding pupil-led anti-bullying or anti-conflict activities, and 27% reported that they used whole-school anti-bullying programmes, so BAU is highly unlikely to be similar to the intervention. The most frequent anti-bullying activities were specific topics in personal, social, health and economic (PSHE) lessons (60.6%), specific talks in assembly (58.7%) and targeted work with individuals/small groups (42.5%). Assemblies and PSHE lessons were reported to be used slightly less frequently as anti-conflict activities (49.8% and 47.5%, respectively). However, targeted work with individuals or small groups was used more in schools to address conflict between pupils (52.2%) than to address bullying.

The full responses to the questions are summarised in Table 15.

**Table 15.** Responses to questions asked via the Teacher Tapp survey on 5 June 2023.

Which of these activities has your school done to try to reduce ...	Bullying (%)	Conflict between pupils (%)
Specific talks in assembly	58.7	49.8
Specific topics in PSHE lessons	60.6	47.5
Pupil-led activities	17.2	17.3
A whole-school anti-bullying programme	27.0	19.4
Targeted work with individuals or small groups	42.5	52.2
Parent workshops or campaigns	4.4	4.8
We haven't done any of these activities	6.0	5.5
I don't know	16.2	19.4
Not relevant/cannot answer	1.6	2.1

*Note: The full questions were: 'This academic year, which of these activities has your school done to try to reduce bullying?' (answered by 5,548 teachers) and 'This academic year, which of these activities has your school done to try to reduce conflict between pupils?' (answered by 5,489 teachers).*

Student leaders were reported as the pupils most likely to be chosen by student elections (36%), were chosen by staff based on their leadership qualities (22%) or were selected in response to a request for student volunteers (20%). Network analysis was not asked about, as it was deemed to be a very unlikely response; however, it is notable that pupils were invited to select their own leaders in fewer than half of schools, again suggesting that BAU practices are unlikely to be similar to the intervention. The full responses are summarised in Table 16.

**Table 16.** Responses to the question asked via Teacher Tapp on 5 June 2023.

How were student leaders selected?	%
Student volunteers	19.6
Student elections	35.8
Staff choose students based on leadership qualities	21.8
Staff choose students who they think will be influential	2.4
Staff choose students who are representative of the school community	7.2

We do not have any student leaders	4.9
Not relevant/cannot answer	8.4

*Note: The full question was: ‘Think of the last time a group of student leaders were selected. How were they chosen?’ (answered by 5,467 teachers).*

Supporting the above, teachers reported the following relevant BAU activities in interviews:

- PSHE curriculum activities, including form-time activities and assemblies around conflict and diversity
- Embedded curriculum activities around conflict and diversity (e.g. specific readings in English, modelling in Drama)
- Whole-school awareness activities (e.g. Black History and Pride)
- Nominated equality and diversity champions who meet regularly with staff
- Nominated anti-bullying ambassadors who are available to students
- Visits from a theatre group to work on issues around race

It therefore seems highly unlikely that the control schools would be delivering anti-bullying or anti-conflict programmes similar to Grassroots.

## Readiness for trial

We believe that the intervention is ready to be evaluated in an efficacy trial. A summary of the red-amber-green stop/go outcomes is presented in Table 17.

The intervention is well-defined and well-specified, being adapted from a complete programme previously trialled in the US (Paluck et al., 2016). Scalability is dependent on the developers being able to recruit regional facilitators, but there is no reason established through the pilot evaluation that this will be a problem.

**Table 17.** Red-amber-green stop/go outcomes for proceeding to the efficacy trial.

Dimension	Detail	Red-amber-green stop/go outcomes
P1. Intervention feasibility	1. The Grassroots intervention (network survey, network analysis and Grassroots curriculum) is adapted and ready for trial in English and Welsh schools, including translation into Welsh for Welsh-medium schools.	GREEN: All elements of the Grassroots intervention are ready to the point agreed by the developers with the funder.

	2. School leaders in English and Welsh schools report that the intervention can be feasibly implemented in schools like theirs.	GREEN: No schools reported critical concerns. Mitigations have been designed for non-critical concerns.
P2. Evaluation feasibility: data management and quality.	1. A suitable measure of behavioural incidents (from analysis of disciplinary report data), which is practical to create, is identified.	AMBER: Work is still being done to develop a suitable measure of disciplinary reports. A backup measure (the Descriptive Norms Scale) is proposed in case a suitable direct measure cannot be created.
	2. A suitable measure of attendance is identified for use as the primary outcome measure at short- and long-term follow-ups.	GREEN: A suitable measure is identified and known to be equivalent for England and Wales; however, it is likely that English and Welsh attendance data will have to be analysed separately.
	3. Data collection in schools is deemed feasible.	GREEN: The main barrier to data collection is data protection issues, and schools will not be included in the trial unless they have resolved these issues and shared pupil data.
P3. Evidence of promise.	1. Business-as-usual (BAU) practices likely to be observed in control schools are identified.	GREEN: Control schools are highly unlikely to be using BAU practices similar to the intervention.
P4. Readiness for trial.	1. The Grassroots intervention is ready for trial in English and Welsh schools.	See P1.1; P1.2.
	2. The primary and secondary outcome measures (attendance and disciplinary events) are operationalised and confirmed as appropriate for the impact evaluation.	See P2.1; P2.2; P2.3.

	3. The intervention is fully specified, including criteria for compliance. Evaluation dimensions (such as fidelity and dosage) are specified using evidence from the pilot.	GREEN: Robust criteria for compliance, fidelity and dosage have been identified.
P5. Race equity	1. Racial equity and diversity challenges for the intervention delivery and evaluation are identified.	GREEN: No concerns about race equity are raised by the YPAG or race equity advisor in relation to the intervention.
	2. Evaluation activities, materials and data collection instruments are judged by the young people advisory groups (YPAGs) and by our race equity advisor to be accessible, inclusive and culturally and racially sensitive.	GREEN: No concerns about race equity are raised by the YPAG or race equity advisor in relation to the evaluation. Minor suggestions were advised by the YPAG to improve the inclusivity of the survey instruments.

## Race equity

### What racial equity or diversity challenges might be faced in the delivery of the project and the evaluation? How can these be addressed?

The main issue that was identified during the pilot study was that the emphasis on diversity varied depending on the diversity of the school within which the programme was being delivered. In that sense, there was a site-specific aspect. Additionally, as the YPAGs noted during the development phase, younger pupils might need help to draw connections between the intervention materials and protected characteristics such as ethnicity. It was felt that the Year 10 special advisors could help young pupils to make such connections. The YPAG also warmly welcomed instances where diversity was explicitly addressed. Improvements to the diversity of role models were made following YPAG sessions by providing examples from sports and music, as well as disabled role models.

### Are activities and materials or surveys accessible, inclusive and culturally and racially sensitive?

As noted above, the materials were adapted to be more inclusive and culturally and racially sensitive following feedback from the YPAGs. When asked about inclusivity, the YPAGs raised both race and sexual orientation as examples of relevant types of identities. The YPAGs felt confident that the adapted programme would be considered inclusive.

The evaluation survey was trialled in September 2023 with a YPAG of four Year 12 students from diverse backgrounds. These students were asked to pay particular attention to how 11–14-year-olds from diverse ethnic backgrounds might respond. The YPAG members were appreciative of the scale questions and satisfied with the structure and order of the survey; they also noted that pupils were very used to doing surveys in school. They felt that the survey was inclusive but highlighted a small number of issues where they felt improvements could be made.

Concern was expressed about how honest pupils might be in response to the very 'direct' questions, and the YPAG members advised that it should be made 'crystal clear' that responses would not be shared with the school or with parents, as pupils might be worried about 'getting in trouble'.

The students commented that pupils would be likely to be rushing by the end of the survey and that it would be preferable to put debrief material near the start of the survey, as pupils would be more likely to pay attention to it there. They suggested that a recommendation to speak to a teacher or other adult would probably be more significant than the link to an anti-bullying website.

No specific concerns were raised in relation to cultural and racial sensitivity other than to advise that the survey should acknowledge how bullying feels to the individual, even if that person's experience falls outside the strict definition of bullying provided at the start of the Bullying and Cyberbullying Scale for Adolescents (Thomas et al., 2019).

### **How does the intervention address racist or racialised bullying? To what extent is race cognisance evident in the intervention?**

In the final YPAG session during the development phase, two example videos were shared. One was from the original Roots programme, created with the intention of raising issues surrounding race and the treatment of minority students. An alternative version was created by the developers, who were concerned that the original version might make pupils feel 'uncomfortable, offended or stigmatised' (developer notes). It was clear from the open and frank discussion held in the session that racist and racialised bullying would be directly addressed by the intervention and that the developers intended to do this in a way that did not distress or stigmatise pupils. The YPAG members felt that some sensitivity was needed when dealing with younger pupils, as these young people might need the facilitator or Year 10 special advisors to explain racist bullying or race-based conflict directly, especially in schools with smaller proportions of non-White pupils. It was not clear from the materials presented that race cognisance was evident in the intervention; this area could be explored more in the IPE for the efficacy trial.

### **Cost information**

Cost information was not collected as part of this pilot evaluation.

## Conclusion

**Table 18: Summary of feasibility study findings**

Focus	Research question	Finding
<p>P1. Intervention feasibility</p>	<p>How manageable is each aspect of the Grassroots intervention for schools?</p> <p>What are the most important facilitators and barriers to successful implementation?</p> <p>What are the likely moderators and mediators of impact?</p> <p>Are there any additional facilitators or barriers to implementation in Welsh schools?</p>	<p>The Grassroots survey is feasible, provided IT facilities can be made available. The Change Makers programme is feasible, although it requires substantial support from school staff to coordinate timetabling.</p> <p>Moderators include the behaviour and focus of Change Makers and the extent to which they understand their role.</p> <p>Tailoring the programme to the local context is likely to be important in all schools, but particularly to those in Wales.</p>
<p>P2. Evaluation feasibility: data management and quality</p>	<p>What are the most reliable, valid and practical measures for dealing with bullying victimisation/perpetration, disciplinary incidents in schools and pupil absence that can be used in the impact evaluation phase?</p> <p>What barriers and facilitators are there to data collection in schools?</p> <p>Are counts of behavioural incidents and school attendance suitable means of</p>	<p>The Bullying and Cyberbullying Scale for Adolescents (BCS-A; Thomas et al., 2019) and the Peer Conflict Scale (Marsee et al., 2011) are recommended for measuring bullying and peer conflict. The BCS-A was preferred to the Revised Olweus Bullying Victimisation/Perpetration Questionnaire (Kyriakides et al., 2006), given its better reliability for measuring both the</p>



	<p>conducting further evaluations of the intervention?</p>	<p>perpetration and victimisation of bullying and its inclusion of both online and offline bullying.</p> <p>A measure for disciplinary incidents requires further development, given the variations in and quality of school behaviour records.</p> <p>Attendance (% sessions) can be determined using the National Pupil Database (England) and SAIL Database (Wales).</p> <p>Barriers include IT access and staff support. Facilitators include streamlined instructions and good communication with schools.</p>
<p>P3. Evidence of promise</p>	<p>Are there any early indicators of promise?</p> <p>Which aspects of the intervention, if any, are being delivered in control schools as part of their business-as-usual practices?</p>	<p>Observation and pupil focus groups suggested that pupils engaged with the sessions and enjoyed them. In interviews, pupils and teachers suggested that the tailored approach in each school had promise to address behaviour in schools. No unintended harms were identified.</p> <p>It is very unlikely that similar activities are being delivered in control group schools.</p>

<p>P4. Readiness for trial</p>	<p>Is the Grassroots intervention ready for trial in English and Welsh schools?</p> <p>Does the logic model accurately capture the processes and outcomes of the intervention?</p> <p>How can the intervention be specified as ready for efficacy evaluation?</p>	<p>The Grassroots programme is ready for delivery to the extent agreed with the Youth Endowment Fund, and the logic model appears to accurately capture the processes and outcomes in English schools, as far as can be determined from the limited implementation in this pilot.</p> <p>Compliance criteria have been agreed between the developers and evaluators.</p>
<p>P5. Race equity</p>	<p>What racial equity or diversity challenges might be faced in the delivery of the project and the evaluation? How can these be addressed?</p> <p>Are activities and materials or surveys accessible, inclusive and culturally and racially sensitive?</p> <p>How does the intervention address racist or racialised bullying?</p> <p>To what extent is race cognisance evident in the intervention?</p>	<p>Race equity and diversity challenges are likely to be context-dependent, and younger pupils may need support to draw connections with race equity issues.</p> <p>Materials were endorsed as accessible, inclusive and culturally and racially sensitive by young people advisory group members.</p> <p>There are activities that directly address racist bullying; however, it is not yet clear whether race cognisance is evident in the intervention.</p>

### Evaluator's judgement of the intervention and evaluation feasibility

It is our judgement that the intervention is ready for an efficacy trial and that the evaluation is feasible. There are still some outstanding questions about the best measure for disciplinary incidents (see Table 18), but these can be addressed once the efficacy trial has started and when more is known about the disciplinary data recorded by participating schools. There were no changes to the theory of change made after the pilot,

and the development phase changes were confirmed in discussion between the evaluators and developers. Changes were made to the outcome measures, with the final choice of measures confirmed. The post-development-phase theory of change can be found in Figure A2 and the post-pilot theory of change in Figure A3, both of which are located in Appendix A.

## **Interpretation**

The pilot study has provided evidence that the Grassroots programme is feasible for implementation and evaluation in English and Welsh schools and that it is ready for an efficacy trial. The developers have adapted the resources from the US Roots programme, and two YPAGs have made constructive suggestions and welcomed the programme materials warmly. A facilitator was trained and able to successfully deliver up to three sessions in three schools. The Grassroots network survey and a small number of programme sessions have been piloted in schools and have received positive feedback from both participating Change Makers pupils and school leaders. All Year 7–9 pupils in the three pilot schools participated in surveys that piloted the outcome measures.

Specific issues have been highlighted through the pilot study, namely the scheduling challenges for schools when arranging the surveys and programme sessions and the availability of IT resources to allow all pupils to complete the network survey. However, these are not considered to be critical barriers to implementation. For an efficacy trial, the developers would need to recruit schools that can manage the IT access, but there is no reason to believe that this would be associated with characteristics that would bias the outcomes. If the programme were to run outside of a trial, the network survey could be carried out on paper, as it was in the original Roots trial (Paluck et al., 2016). The extent to and the way in which the programme addresses racial diversity and other protected characteristics is likely to depend to some extent on the school demographic, and younger pupils may need support to make such connections.

Data protection is a key issue for schools that might consider signing up for the efficacy trial, as schools differ in their interpretation of the GDPR, with some being reluctant to share data in the way required by this programme. This is an issue universal to trials in school that require the sharing of pupils' personal data, but it is amplified in this case because of the need to share special category data (ethnicity). For an efficacy trial, the evaluators would only be able to randomise those schools that had already shared data, so this issue would not be an impediment to the evaluation, provided that sufficient schools of this type could be recruited. However, if a future Grassroots programme were to be made available to schools, this would mean that some schools would need to revise their data protection policies and procedures, as it is unlikely that schools would be able to conduct the network survey and analysis as an in-house activity. There are also some issues still to be resolved regarding the measurement of disciplinary incidents in schools.

The pilot study was not designed to assess the effect of the programme, as it took place in a small number of schools and the timescale meant that the whole programme could not be delivered. This means that we cannot be certain of the influence of the Change Makers pupils on the wider student body nor of the impact of the Grassroots Day. Only three schools participated in the pilot, as one school withdrew after it was unable to resolve data protection issues. However, a number of sessions ran successfully in the three schools, and two successfully participated in the network analysis survey. The pilot schools were in England only; the programme has not been piloted in Wales. However, we are encouraged by an interview with a Welsh school leader that there are unlikely to be additional issues in Wales that would make the programme

unfeasible. Through the pilot evaluation surveys, we were able to identify suitable measures of bullying perpetration and victimisation and examples of peer conflict to use in the efficacy trial.

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## Appendix A: Theory of Change

Figure A1. Theory of change (pre-development phase)

Figure A2. Theory of change – after the development phase

Figure A3. Theory of change – after the pilot phase

**Figure A1a.** Assumed causal mechanisms – pre-development phase

Assumed causal mechanisms (developed by the delivery team with facilitation from EEF/YEF ToC workshops), to be read alongside the Theory of Change presented in Figures A2 and A3.

#	Assumption/causal mechanism	Where in the ToC does the assumption apply	Evidence	Assumption risk	Evidence strength
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1	<p>Pupils attend to the behaviour of certain other pupils in the school to understand what is socially normative and adjust their behaviour accordingly (and these 'social referent' pupils can be identified through network analyses based on surveys of who pupils have chosen to spend time with).</p>	Output	Short-term outcome	<p>The US RCT (Paluck et al., 2016) found that the seed group-led anti-conflict interventions produced a large (25%) reduction in peer conflict (measured using school disciplinary reports) and that the effect size varied with the proportion of 'social referents' in the seed group: the reduction in peer conflict was closer to 60% for schools with the highest proportion of social referents in their seed groups. It should be noted that the specifics of the mechanism by which the actions of the seed group lead to a reduction in peer conflict is not fully understood. What <i>is</i> known is that (a) the intervention did not (in the US RCT) make pupils (on average) perceive the student body in general as more anti-conflict or as engaging less in conflict behaviour and (b) while being directly connected to a social referent seed did seem to make a pupil more likely to perceive the student body in general as more anti-conflict, this did not look to be related to the reduction in peer conflict behaviour. Our current hypothesis is that pupils perceive the seed group (rather than all pupils) to be anti-conflict and that if the pupils care about this group's opinion (which is more likely to be the case if it includes a relatively large proportion of highly-connected pupils) then they will change their behaviour accordingly</p>	<ol style="list-style-type: none"> <li>1. There is a risk that the seed group pupils don't buy in</li> <li>2. Relatedly, there is a risk that the anti-conflict messaging from the seed group is not convincing to other pupils.</li> <li>3. There is a risk that the actions of the seed group are not sufficiently visible</li> <li>4. There is a risk that the change in conflict behaviour is mediated via something other than perceptions of the seed group's attitudes to conflict (but that the reduction in conflict behaviour is still achieved via another mechanism). One possibility is that the social referent pupils are generally <i>perpetrators</i> of conflict and that the intervention changes their own conflict related behaviour. We feel this is unlikely. And it could be investigated using social network analysis data and school disciplinary records in intervention and control schools)</li> </ol>	Amber/ Green
2	<p>The reduction in peer conflict leads to reduced exclusions because perpetration of student conflict reduces, resulting in fewer disciplinary sanctions (and ultimately exclusion).</p>	Short term outcome	Long-term outcome	<p>As above, the intervention has been found to reduce school disciplinary records of peer conflict in the US. It is not yet known whether the intervention reduces exclusions, as this was not specifically measured in the RCT, but this seems plausible, as 40% of exclusions in England are due to some form of conflict.</p>	<ol style="list-style-type: none"> <li>1. There could be changes to school leadership that result in changes in disciplinary approach. This ought to be equivalent across arms but if not then we might observe changes in exclusions that aren't the result of the intervention).</li> <li>2. As (baseline) school exclusions are relatively rare, it is possible that the evaluator will not be able to detect the impact of the intervention on</li> </ol>	Amber/Red



					exclusions (we could potentially aim to recruit schools with relatively high exclusion rates).	
3	Peer conflict is detrimental to pupils' feelings of safety and belonging in school, and to their mental health, particularly for pupils on the receiving end of the conflict, and this worsens their school attendance and engagement. Therefore, we can expect a reduction in peer conflict to lead to improvements in attendance and engagement (via improvements* in pupils' mental wellbeing and feelings about school) *We do not anticipate this being measured in this project	Short term outcome	Long-term outcome	This has not been tested directly, to our knowledge, but there is suggestive evidence. Being bullied is associated with increased absenteeism (Kowalski & Limber, 2013). Victims of bullying often experience decreased interest in academics and may skip school to avoid being bullied (Slee, 1994). Bullying can also cause health problems that may lead students to miss school (Ramya and Kulkarni, 2011). Pupils who are repeatedly bullied display elevated symptoms of depression and anxiety (Fonagy et al., 2005), increasing the risk of school dropout (Esch et al., 2014).	<p>1. As (baseline) attendance in British schools is relatively high, it is possible that the evaluator will not be able to detect an effect of the intervention on attendance (we could potentially aim to recruit schools with relatively low attendance).</p> <p>2. If British school children's attendance was not being adversely affected by peer conflict at baseline, then reducing peer conflict will not improve attendance.</p>	Amber/Red

**Notes: Evidence Strength: Green** - the evidence base is very strong, there are peer reviewed academic studies, meta-analyses or independent experimental evaluations directly linked to the assumption. **Green/Amber** - the evidence base is strong, there are academic studies or independent evaluations linked to the assumption. **Red/Amber** - the evidence base is developing, there are academic studies, internal evaluations or recorded observational evidence that are adjacent to the assumption. **Red** - the evidence base is limited.

**Figure A1b.** Contextual assumptions (developed by the delivery team with facilitation from EEF ToC workshops)

	Contextual Assumption	Assumption Strength	Assumption Risk
1	Student conflict is present in KS3 in British schools (we are relatively confident about this, as almost half of young people report being bullied at age 14 (DFE, 2010) and 1 in 4 adolescents report bullying occurring 2-3 times a month (Przybylski & Bowes, 2017). Furthermore,	Green	Red

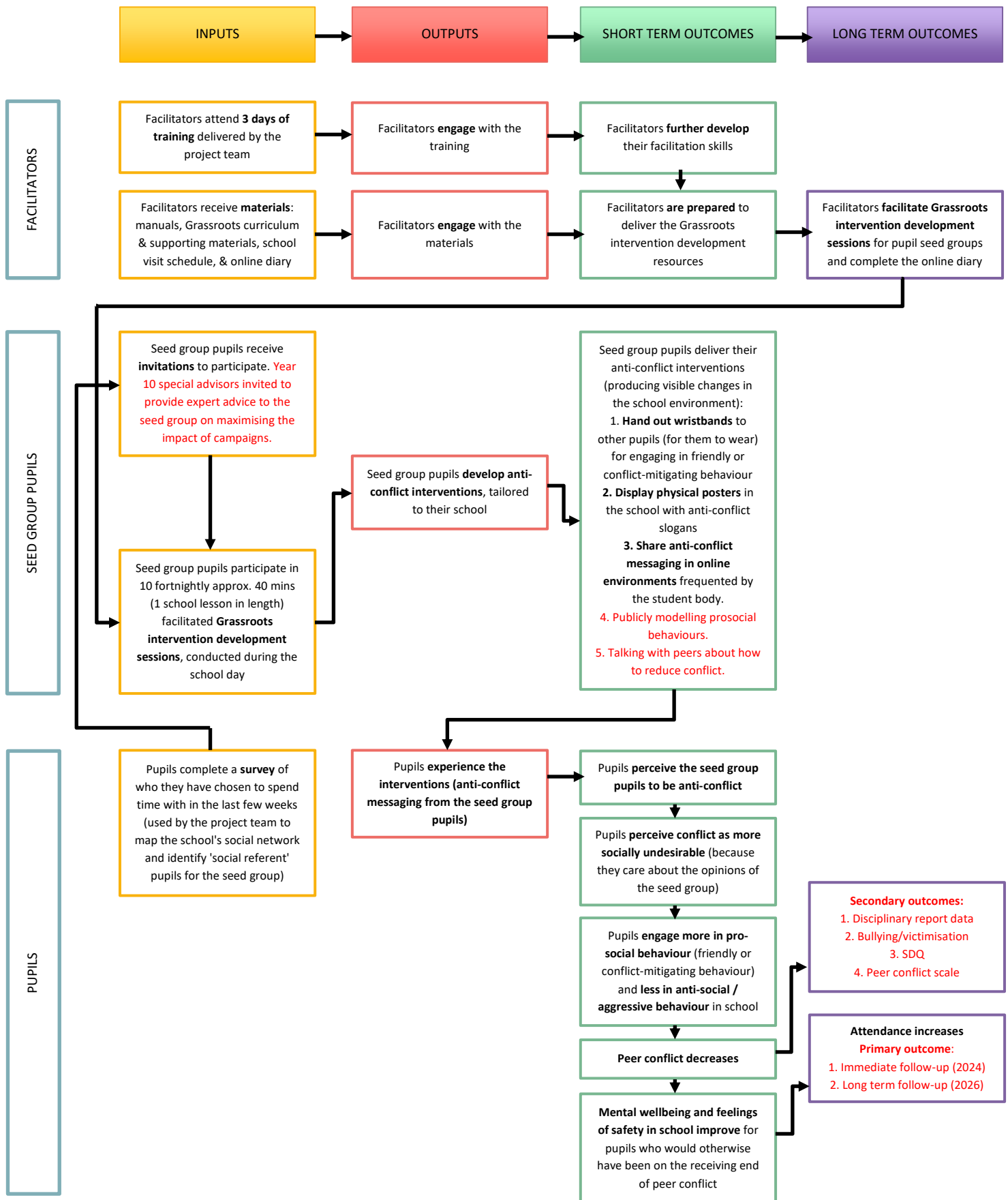
	we could look to preferentially recruit schools that are likely to have relatively high conflict rates.)		
2	We are able to recruit sufficient schools (we will use our networks and our protocols developed over many trials to try to ensure this is not the case. However, we may still struggle to recruit the kinds of schools we would like to (e.g. those with a high exclusion rate) - we could try to enlist the support of influential figures e.g. Tom Bennett)	Amber/Green	Red
3	The schools accept the terms of participation and do not adapt the intervention in ways that might undermine its effectiveness (we can minimise this risk by giving clear, simple instructions to schools and facilitators)	Green	Amber/Green
4	A focus group of young people at British schools, from diverse backgrounds, are able to support us to adapt the Roots curriculum to a UK context during the development / recruitment phase (we will use our existing contacts with schools to maximise the likelihood of this)	Green	Amber/Green
5	Pupils complete the survey that allows us to do network analyses and identify pupils for the seed groups (we will draw on the expertise and experience of our academic collaborator, who has run the intervention before, and we will look into acceptability and feasibility in the pilot stage)	Green	Red
6	Schools share the survey data (we will ensure that instructions given to schools are as clear, simple and actionable as possible and that information sheets and withdrawal forms for parents are clear and accessible)	Green	Red
7	We are able to recruit appropriate facilitators (we will draw on the expertise and experience of our academic collaborator, who has run this intervention before, and the experience that we develop during the EEF Stop and Think project (which also involves recruiting temporary members of staff to visit schools to give training to the people who will administer the intervention).	Green	Amber/Red
8	The facilitators are able to attend the training (this will be part of our facilitator recruitment criteria)	Green	Amber/Red

9	The facilitators are able to reach the recruited schools to deliver all seed group sessions (geographical spread will be a factor considered during recruitment, as will conscientiousness)	Green	Red
10	The majority of invited seed group pupils accept the invitation to participate (and their parents provide consent for them to do so). In the US RCT in which the intervention was found to have a high impact (in an intention-to-treat evaluation), 24% of seed group pupils did not accept the invitation. The risk of low rates of invitation acceptance/parental consent can be mitigated through clear information for seed group pupils and their parents. We will ensure that British school pupils and parents feed into the development of this text during the development phase	Green	Amber/Red
11	The majority of seed group pupils exhibit pro-social behaviour (1. we consider this likely given the outcomes of the US RCT, 2. good facilitation can reduce the risk that clustering together pupils with anti-social behaviour increases anti-social behaviour, 3. If we take action that increases this risk (e.g. if we decide that a specific proportion of the seed groups will be from the funding round's target group of interest), then we can consider asking schools to vet proposed seed group lists)	Green	Red
12	The Roots intervention sessions can be arranged, and are honoured by schools (advanced preparation should help ensure this is the case)	Green	Red
13	There is sufficient attendance (by seed group pupils) at the intervention development sessions (1. in the US RCT in which the intervention was found to have a high impact (in an intention-to-treat evaluation), attendance was 55%; 2. we will use the development and recruitment phase to work out times of day that optimise attendance, 3. we will seek to make the sessions appealing to attend e.g. through making the sessions fun and the provision of snacks/a free lunch)	Amber/Green	Amber/Red
14	The seed group sessions are facilitated effectively, and seed group pupils are willing to actively participate and work together to design their interventions (1. we will draw on the expertise and experience of our academic collaborator, who has previously implemented the intervention, 2. We will select for facilitation skills during facilitator recruitment)	Amber/Green	Amber/Red
15	Seed group pupils are willing and able to deliver their anti-conflict interventions, with the endorsement of school staff (1. good facilitation will help ensure that the seed group pupils feel entirely happy with what they are doing and speaking in their own voice, 2. we will make	Green	Red

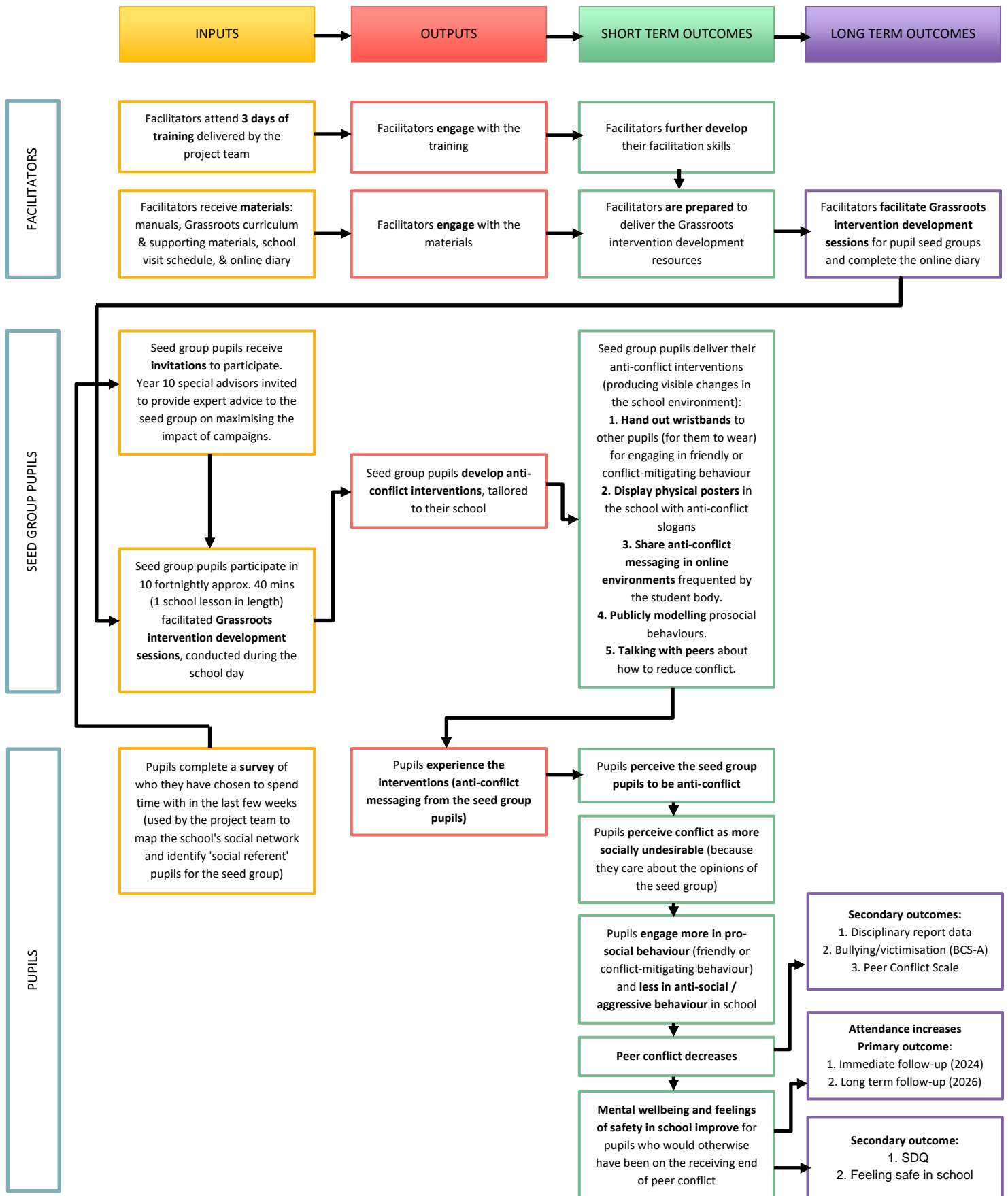
	clear the expectations of school staff at the point of recruitment and foster good relationships with school staff)		
16	The seed group pupils' anti-conflict interventions are not met with conflict by the student body (1. this did not appear to be an issue in the US RCT, 2. the involvement of the social referent pupils likely helps; 3. good facilitation, ensuring seed group pupils feel entirely comfortable with what they are doing, and able to speak in their own voice, increases the likelihood of this - see previous point)	Green	Amber/Red
17	Covid doesn't causes schools to close again - there is currently no indication that this will happen and the vaccination programmes help mitigate the risk	Amber/Green	Red
18	The British school disciplinary report data and attendance data is fit for the purpose of this trial (we will speak with British schools during the development phase to ensure this is the case, in particular that school disciplinary reports are collected, and can be shared, at sufficient granularity for the evaluation of this intervention)	Amber/Green	Amber/Red

**Notes: Assumption Strength: Green** – This assumption will hold in the vast majority of circumstances where the programme is delivered. **Green/Amber** – This assumption will hold in most of the circumstances where the programme is delivered. **Red/Amber** – This assumption will often not hold in the circumstances where the programme is delivered. **Red** – There is a good chance of this assumption not holding / do not know whether this assumption will hold or not. **Assumption Risk: Green** – The programme could continue to be delivered with very minor impact. **Green/Amber** – The programme could continue to be delivered, but the impact would be substantial. **Red/Amber** – The programme could continue to be delivered, but without fidelity to original design. **Red** – The programme could not be delivered

**Figure A2.** Theory of change for Grassroots pilot study with post-development phase edits highlighted in red text.



**Figure A3.** Theory of change for Grassroots efficacy trial, as agreed after the pilot study.



## **Appendix B: Information sheets and consent/withdrawal forms**

1. Memorandum of Understanding and Data Sharing Agreement for the Pilot Study.
2. Parent/carer information sheet and withdrawal form.
3. Survey information and consent.
4. Change Makers invitation letters.
5. Case study information sheets and consent forms.
6. Young Person Advisory Group information sheets and consent forms.

## **Grassroots: development and pilot**

### **MEMORANDUM OF UNDERSTANDING**

#### **Aims of the study**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in school. IOE, UCL's Faculty of Education and Society (IOE), is evaluating this programme, which is being jointly funded by the Youth Endowment Fund (YEF) and Education Endowment Foundation (EEF).

The aim of the evaluation is to find out the impact of Grassroots on pupil attendance, behaviour and conflict, and under what conditions the programme works.

#### **The project**

Grassroots aims to reduce bullying and conflict in schools and improve pupil attendance by empowering a 'seed group' of pupils to positively impact their peers. The project's pilot will include all pupils in Key Stage 3 in four schools in summer term 2023. Year 10 will also be involved, in a reduced capacity (details below). The development phase will take place in late spring term 2023 and will involve a small number of pupils and one member of staff.

This memorandum of understanding (MOU) explains what your school's participation in the development and pilot phases will entail. If you agree to take part and accept the terms and conditions outlined, please add your signature at the end of this MOU.

#### **Structure of the study**

- Your school will receive £500 for taking part.

#### **End of spring term 2023: Development**

- You may be asked to identify pupils for a diverse Young Person Advisory Group (YPAG) and obtain consent for their participation. The YPAG will support BIT and IOE to ensure the programme and evaluation are ready for use in UK schools.
  - If the pupils you are asked to identify are aged 11-14, BIT will ask you to arrange for BIT representatives to visit your school on two occasions to work with these pupils.
  - If the pupils you are asked to identify are ages 16-19, BIT and IOE will meet with them online.
- BIT will ask that a member of your staff attends the above meetings (at least for the sessions with 11-14 year olds) and provides feedback on elements of the Grassroots programme

#### **Summer term 2024: Pilot**

- Your school will be asked to pilot all main elements of the programme and evaluation. This will involve piloting surveys and data uploads for all pupils in years 7-9 and hosting a BIT team member to facilitate Grassroots sessions with a 'seed group' of year 7-9 pupils. A



small number of Year 10 pupils will also be invited to occasionally support the seed group in an advisory capacity.

- IOE will also ask to carry out focus groups with small numbers of pupils from the seed group, and with pupils who are not involved in the seed group.
- IOE will ask to interview one or more members of school staff about their experiences of the Grassroots intervention.

We will either ask your school to randomly select the pupils for this seed group, or we will pilot the formal selection process (which involves a 'Grassroots survey', completed at the same time as the other 'pre' intervention surveys)

## **Use of Data by IOE and BIT**

If you are asked to identify pupils for the Young Person Advisory Group then, after you have shared information sheets with parents/pupils, IOE and / or BIT may ask you to share some data for the purpose of ensuring the diversity of the group (members' names, year groups, sex, ethnicity and whether they get free school meals). IOE and BIT may share this information with each other.

For the pilot, IOE will ask your school to share the names, dates of birth, year and tutor group, sex, free school meal status, disciplinary reports and ethnicity of your year 7-9 pupils.

If your school is selected to pilot the formal seed group selection process, IOE will share some of your pupils' data (name, tutor/year group, sex, ethnicity) with BIT. BIT can then create the 'Grassroots survey' for your school: this asks your pupils which of their peers they have chosen to spend time with in the last few weeks. BIT will ask that you run this online Grassroots survey with all your KS3 pupils, and BIT will use this survey data, together with year group, sex and ethnicity data, to select pupils to be invited to the seed group (a group that, together, will be well-placed to represent all of KS3). BIT will share the Grassroots survey data, and the process by which seed group pupils have been selected, with IOE for the purposes of the evaluation.

If your school is not selected to pilot the formal seed group selection process, your school will be asked to identify the pupils for the seed group randomly.

Your school will also be asked to select the small number of Year 10 special advisers.

IOE will share the pupil disciplinary incident data from all pilot schools with BIT for categorisation and potentially for the analysis of trends: these data will be pseudonymised where feasible.

BIT may share the data it collects with researchers at its parent company, Nesta, to assist BIT in its work.

We have prepared a letter setting out further details of the Grassroots pilot, which we will ask participating schools to send to parents / carers of Key Stage 3 pupils. This letter will also allow parents / carers to withdraw their children from data sharing should they so wish.

We have prepared separate letters pertaining to the Young Person Advisory Group.

The organisations involved in this project intend to publish reports on the project once it has been completed to enable key stakeholders to understand how the pilot has gone, how the Grassroots programme and/or evaluation processes could be improved, and whether the project can progress

to trial. Any results of the project contained in these reports or otherwise made public will be anonymised so that no individual schools, teachers or pupils can be identified from it.

Data protection privacy notices can be found at the end of this document.

The study has been approved by UCL Data Protection team, reference Z6364106/2023/02/64 social research.

### **Ethical approval**

The study has been granted full ethical approval by IOE Research Ethics Committee, reference REC 1773. If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact Dr Nicole Brown, Chair of the IOE Research Ethics Committee, using this email address: [IOE.researchethics@ucl.ac.uk](mailto:IOE.researchethics@ucl.ac.uk)

The intervention has been reviewed and approved by BIT ethics board. If you have any concerns about the intervention or if you wish to make a complaint about the conduct of the intervention, you can contact [ethics@bi.team](mailto:ethics@bi.team).

### **Requirements of participating schools**

We have set out below the expectations of your school should you choose to participate in the project.

#### **Development phase**

- Nominate a member of staff to provide feedback on elements of the programme ahead of the pilot.
- (If asked), support BIT and IOE to assemble and meet with a Young Person Advisory Group ahead of the pilot (this will include distributing a small number of information sheets and collecting participation forms).
- (If asked), provide BIT and/or IOE with information about the Young Person Advisory Group members (name, year group, sex, ethnicity and whether they are eligible for free school meals) - this is explained in the YPAG information sheets for pupils and parents.

#### **Pilot phase**

- Share letters with parents/carers of all of KS3 (giving them information about the pilot and an opportunity to discuss the research with their child and withdraw them from the pilot). Schools will retain a list of pupils who have been withdrawn from the pilot and will ensure their data is not shared with the delivery or evaluation teams.
- Provide IOE with pupil data for all Year 7, 8, and 9 pupils whose parents have not withdrawn their children from the study: pupil first and surnames, date of birth, pupils' tutor group, year group, free school meal status, sex, ethnicity and disciplinary reports (for a specified time period).
- Provide IOE with contact details for a relevant contact who can manage the sharing of data to IOE during the project.
- Sign a data-sharing agreement with UCL (appended to this Memorandum of Understanding) to establish the terms and conditions for sharing of personal data.
- Follow IOE guidance on the secure transfer of data.

- Facilitate online surveys (approximately half an hour) for all participating cohorts in Summer 2023.
- Have the Senior Leadership Team or other relevant members of school staff complete a short online questionnaire during the project.
- Share a letter with seed group invitees' parents, and chase them to return the permission slip if they are happy for their child to take part.
- Provide a room within the school for the 'seed' group to meet (facilitated by a trained member of BIT's project team) fortnightly for a June-July 2023 period and arrange for the seed pupils to be able to attend.
- Support the seed group pupils to implement their anti-conflict initiatives (in particular, allow seed group pupils to put up posters and allow the rest of your pupils to wear wristbands awarded to them by the seed group for friendly or conflict-mitigating behaviour).
- Support IOE to evaluate the pilot (for example through observations of seed group meetings and interviews with students and staff),
- Co-operate with IOE and BIT as necessary to ensure that the project runs smoothly.
- If the school has to withdraw from the project for operational or other unavoidable reasons, it will notify BIT on grassroots@bi.team straight away and wherever possible still provide data for the evaluation.

### **Responsibilities of the project team**

During the project, BIT's research team will:

- Act as the first point of contact for schools for any questions about the delivery of Grassroots
- Produce the Grassroots survey using pupil names and tutor/year groups
- Use pupil Grassroots survey responses and other data (year group, sex and ethnicity) to identify pupils to be invited to be part of the seed group sessions (in some of the schools)
- Work with the school to invite pupils to the seed group, and provide all necessary information sheets, privacy notices and consent forms for parents/guardians of seed group pupils and special advisers to the seed group.
- Arrange for trained members of the research team to hold seed group sessions at intervention schools approximately once every fortnight.

### **Responsibilities of the evaluation team**

During the project, IOE's research team will:

- Act as the first point of contact for any questions about the evaluation
- Provide information sheets and participation forms for participation in the Young Person Advisory Panel

- Provide all necessary pilot information sheets and withdrawal forms for the parents/carers of all of Years 7-9
- Provide guidance to schools on how to collect and return data safely and securely
- Collect pupil level data as described above.
- Collect disciplinary report data.
- Organise the evaluation's online surveys for Key Stage 3 pupils.
- Conduct surveys with at least one member of the Senior Leadership Team or other member of staff as described above.
- Conduct staff interviews and pupil focus groups as described above.
- Analyse the data from the pilot.
- Disseminate the research findings to key stakeholders.

### **Data Protection Privacy Notice**

The data controllers for their respective parts of this project will be University College London (UCL) and the Behavioural Insights Team (BIT). UCL intends to share some or all of the Personal Data which it receives from the School with Behavioural Insights Ltd (BIT), and BIT may act as a separate or joint controller, or as UCL's processor, in respect of such data, as circumstances might require. BIT may share some of the data it collects with researchers at its parent company, Nesta, to assist BIT in its work. Nesta will act as BIT's processor for such activities.

Consent will not be the legal basis for data sharing and processing in this project. Both UCL and BIT will be relying on alternative lawful bases under GDPR, as set out in our privacy notices (see links below). We will send you some information about checking that your school's data sharing policy is compatible with this, and updating it and informing parents if not.

BIT's Data Protection Officer can be contacted at [dpo@bi.team](mailto:dpo@bi.team).

Further information on how BIT will use pupil data can be found here: <https://grassroots.bi.team/privacy-notice-for-pilot-parents>

Further information on how BIT will use school staff information can be found here: <https://grassroots.bi.team/privacy-notice-for-pilot-staff>

The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and UCL's Data Protection Officer can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice> The legal basis that UCL would use to process personal data (name, date of birth, sex, free school meal status, school year and tutor group, attendance data, disciplinary report data and survey responses) will be performance of a task in the public interest. The legal basis UCL will use to process special category personal data (ethnicity) will be for scientific and historical research or statistical purposes.

Personal data will be processed by UCL so long as it is required for the research project. If UCL are able to anonymise or pseudonymise the personal data you provide they will undertake this, and will try to minimise the processing of personal data wherever possible.

If you are concerned about how personal data is being processed as part of the evaluation, or if you would like to contact UCL about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

If you would like to participate in the Grassroots development and pilot, please complete the form below [DocuSign].

**Agreement**

I agree for my school to take part in the Grassroots development and pilot and I accept the eligibility terms and conditions listed in the MOU.

School Name			
SLT Name			
SLT Email Address			
School Project lead name (if different to SLT Name)			
School Project lead Email Address (if different to SLT Email Address)			
Signature of School Project lead		Date	
School Telephone Number			
Data Manager Name			
Data Manager Email Address			

**Please answer the following questions about your school.**

LA area and County	
School LA Establishment/DFE Number (a seven digit number)	
School admin email	

**This MOU constitutes the school's agreement with The Behavioural Insights Team and IOE, UCL's Faculty of Education and Society to participate in the Grassroots Evaluation.**

**Thank you for agreeing to take part in this research.**



# Data Sharing Agreement

between

**University College London**

and

**[SCHOOL NAME]**

Date this Agreement comes into force:	24 April 2023
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## 1. Parties to this Agreement

- (a) **UNIVERSITY COLLEGE LONDON** a body corporate established by Royal Charter with company number RC000631 of Gower Street, London, WC1E 6BT (**UCL**); and
- (b) **[SCHOOL NAME] [DESCRIPTION, COMPANY NUMBER AND REGISTERED ADDRESS] (the School)**.

## 2. Purpose

- (a) This Agreement establishes the terms and conditions under which the parties will share personal data in connection with the Grassroots evaluation. The aim of this project is to evaluate Grassroots, an anti-conflict intervention.
- (b) Personal data (names, dates of birth, sex, year group, free school meal status and disciplinary report data) will be processed as per condition 6(1)e of the GDPR under public interest purposes, because the research is considered to be a “task carried out in the public interest”. Special category personal data (ethnicity) will be processed as per condition 9 (2) (j) of the UK GDPR. UK GDPR is the UK General Data Protection Regulations as incorporated into UK law through European Union (Withdrawal Act) 2018, the Data Protection Act 2018 and any relevant replacement/subsequent European and/or UK laws and regulations relating to the processing of personal data and privacy which apply to a Party (together referred to as “Data Protection Legislation”)
- (c) The parties shall share the personal data described in 2(a) above only in accordance with the terms of this Agreement.

## 3. Term and termination

- (a) This Agreement shall commence on the date set out at the beginning of it and shall continue until the end of this agreement unless terminated earlier in accordance with its terms.
- (b) Either party may terminate this Agreement with immediate effect by giving written notice to the other party if that other party commits a material breach of any term of this Agreement which breach is irremediable or (if such breach is remediable) fails to remedy that breach within a period of 30 days after being notified in writing to do so;
- (c) Clause 3 (Term and termination) and Clause 4 (Data protection) shall survive the termination or expiry of this Agreement, as shall any other Clause which, by its nature, is intended to survive termination or expiry.
- (d) Termination or expiry of this Agreement shall not affect any rights, remedies, obligations or liabilities of the parties that have accrued up to the date of termination or expiry, including the right to claim damages in respect of any breach of the Agreement which existed at or before the date of termination or expiry.

## 4. Data protection

- (a) In this Clause, the following terms have the following meanings:
  - (i) **Controller** means a person which, alone or jointly with others, determines the purposes and means of the Processing of Personal Data;
  - (ii) **Data Protection Laws** means all applicable statutes and regulations in any jurisdiction pertaining to the processing of Personal Data, including but not limited to the privacy and security of Personal Data;
  - (iii) **Data Subject** means the individual to whom the Personal Data relates;
  - (iv) **Personal Data** means any information relating to an identified or identifiable living individual;
  - (v) **Processing** means any operation or set of operations which is performed on Personal Data or on sets of Personal Data, whether or not by automated means, and Process, Processes and Processed shall be construed accordingly; and

- (vi) **Personal Data Breach** means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, Personal Data transmitted, stored or otherwise processed.
- (b) The Parties acknowledge and agree that in respect of the Personal Data disclosed by one Party to the other in connection with this Agreement:
- i. the UCL is a Controller in respect of the Personal Data it Processes;
  - ii. the School is a Controller in respect of the Personal Data it Processes ;
  - iii. the Parties are not joint Controllers; and
  - iv. neither Party Processes any Personal Data on behalf of the other Party as a Processor.
- (c) In respect of the Personal Data a party Processes under or in connection with this Agreement, the party shall:
- (i) comply at all times with its obligations under the Data Protection Laws;
  - (ii) notify the other party without undue delay after becoming aware of a Personal Data Breach; and
  - (iii) assist and co-operate fully with the other party to enable the other party to comply with their obligations under Data Protection Law, including but not limited to in respect of keeping Personal Data secure, dealing with Personal Data Breaches, complying with the rights of Data Subjects and carrying out data protection impact assessments.
- (d) The parties shall work together to ensure that each of them is able to Process the Personal Data it Processes under or in connection with this Agreement for the purposes contemplated by this Agreement lawfully, fairly and in a transparent manner and in compliance with the Data Protection Laws. This shall include but not be limited to entering into such other written agreements as may be required from time to time to enable each party to comply with the Data Protection Laws.
- (e) The School acknowledges that UCL intends to share some or all of the Personal Data which it receives from the School with Behavioural Insights Ltd (BIT), and that BIT may act as a separate or joint controller, or as UCL's processor, in respect of such data, as circumstances might require.
- (f) BIT may share some of the Personal Data it collects with researchers at BIT's parent company, Nesta, to assist BIT in its work. Nesta will act as BIT's processor for such activities and BIT will ensure that appropriate arrangements are put in place to govern Nesta's activities as BIT's processor.

## 5. Miscellaneous

- (a) No variation of this Agreement shall be effective unless it is in writing and signed by the parties (or their authorised representatives).
- (b) A failure or delay by a party to exercise any right or remedy provided under this Agreement or by law shall not constitute a waiver of that or any other right or remedy, nor shall it prevent or restrict any further exercise of that or any other right or remedy. No single or partial exercise of any right or remedy provided under this agreement or by law shall prevent or restrict the further exercise of that or any other right or remedy.
- (c) If any provision or part-provision of this Agreement is or becomes invalid, illegal or unenforceable, it shall be deemed modified to the minimum extent necessary to make it valid, legal and enforceable. If such modification is not possible, the relevant provision or part-provision shall be deemed deleted. Any modification to or deletion of a provision or part-provision under this Clause shall not affect the validity and enforceability of the rest of this Agreement.
- (d) This Agreement constitutes the entire agreement between the parties and supersedes and extinguishes all previous agreements, promises, assurances, warranties, representations and understandings between them, whether written or oral, relating to its subject matter.
- (e) Each party agrees that it shall have no remedies in respect of any statement, representation, assurance or warranty (whether made innocently or negligently) that is not set out in this Agreement.
- (f) Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership or joint venture between any of the parties, constitute any party the agent of another party, or authorise any party to make or enter into any commitments for or on behalf of any other party.
- (g) This Agreement does not give rise to any rights under the Contracts (Rights of Third Parties) Act 1999 to enforce any term of this Agreement.



- (h) This Agreement may be executed in any number of counterparts, each of which when executed shall constitute a duplicate original, but all the counterparts shall together constitute the one Agreement.
- (i) This Agreement and any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with it or its subject matter or formation shall be governed by and construed in accordance with English law.
- (j) Each party irrevocably agrees that the courts of England and Wales shall have exclusive jurisdiction to settle any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with this Agreement or its subject matter or formation.

[Add appropriate execution blocks]

## ***Grassroots: pilot of an anti-conflict intervention*** **Information for Parents/Carers**

Lead for the evaluation team: Dr Becky Taylor [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

Lead for the project team: Dr Kathryn Atherton [grassroots@bi.team](mailto:grassroots@bi.team)

### **What is this about?**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in school. In a trial in the USA, the intervention reduced the number of pupil conflict-related disciplinary events in schools by up to 60%. A team from IOE, UCL's Faculty of Education and Society, (IOE), is evaluating a version of this programme in England and Wales, and this is being jointly funded by the Youth Endowment Fund (YEF) and Education Endowment Foundation (EEF). The project aims to reduce bullying and conflict in schools and improve pupil attendance through empowering a group of young people to make positive social change in their school. The evaluation has been reviewed and approved by the IOE Research Ethics Committee. The Grassroots intervention has been reviewed and approved by the BIT Research Ethics Committee. The headteacher of your child's school has agreed that the school will take part in a pilot for this research project.

### **What will the project look like?**

The project is investigating the impact (effects) of the Grassroots programme on bullying, conflict and attendance in schools.

The pilot will involve Year 7-9 and 10 pupils in four schools and will take place in the summer term 2023.

1. A group of approximately thirty pupils in years 7-9 will be selected to work together (facilitated by a trained, DBS-checked member of BIT), to identify any problems they see with how pupils interact at their school, and to devise and implement solutions. This group is referred to as the 'seed group'. A small number of Year 10 pupils will occasionally join the seed group to support in an advisory capacity.
2. Depending on the exact role of your child's school in the pilot, this seed group of pupils will either be randomly selected by the school or specially selected by the project's delivery team. In the latter case, Years 7-9 will first complete the Grassroots survey. In this survey, the pupils indicate which other pupils they have chosen to spend time with in the last few weeks: the survey responses, along with demographic information, is used to select a group of pupils who will, between them, be able to represent the whole student body.
3. If your child is selected to be invited to the seed group, BIT will write to you again to explain what participating would entail and to confirm that you are happy for your child to be involved.

### **What does this mean for me as a parent/carer?**

As part of the pilot of the evaluation process, pupils in years 7-9 will be asked to complete a short online survey on up to two occasions. The surveys will ask pupils about their behaviour and that of their peers at school (including bullying), and will take about 30 minutes to complete. IOE is collecting this information for the purposes of the research project. Your child may also be invited to complete the Grassroots survey (described above) at the same time as the first evaluation survey.

Researchers from IOE may visit your child's school to talk to participating pupils and adults and find out more about how the Grassroots intervention is working. If a researcher is going to talk to your child, we will write to you again with more information before any visit takes place.

IOE will ask all schools to share the names, dates of birth, year and tutor group, sex, free school meal status, disciplinary reports and ethnicity of their year 7-9 pupils.

If your child's school is assigned to pilot the formal seed group selection process, IOE will share your child's name, year and tutor group, sex and ethnicity with BIT so that they can administer the Grassroots survey, and so they can ensure the seed group invitees are representative of your child's school. IOE will share the pupil disciplinary incident data from all schools (in pseudonymised form, wherever feasible) with BIT for categorisation and the analysis of trends. BIT may share the data it collects with researchers at its parent company, Nesta, to assist BIT in its work. BIT will share the data from the Grassroots survey (which pupils your child has chosen to spend time with over the past few weeks) and the process by which seed group pupils have been selected with IOE for the purposes of the evaluation.

No information that can identify individual children will be made available to anyone outside the delivery team from BIT and its parent company, Nesta, the evaluation team from IOE, and your child's school. Your child's data will be treated with the strictest confidence and will be kept behind secure firewalls. Neither your child's name nor the name of the school will be used in any report arising from the research, and no information that could otherwise identify your child will be made public.

Because we (YEF, EEF, IOE and, BIT) are doing this research to improve understanding about what works in promoting positive social relations in schools, **if you are happy for information about your child to be used in this research project you do not need to do anything.** Thank you for your help with this research, your support is much appreciated.

This is an important project that we think will help improve young people's experience of school. We expect that your child will enjoy their involvement in the project and they will be free to withdraw at any time. If you would prefer that your child **NOT** be involved in any evaluation surveys, or their data not to be processed as above, please complete the enclosed form and return it to your child's school by 28th April 2023.

If you have any questions you would like to ask about data processing or the evaluation, please contact Becky Taylor at IOE by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk). If you have any questions about the Grassroots intervention, please contact [grassroots@bi.team](mailto:grassroots@bi.team).

**This research has been fully approved by IOE Research Ethics Committee and by UCL Data Protection.**

**Research Ethics Committee Approval Number: REC 1773**

**Data Protection reference: Z6364106/2023/02/64 social research**

### **Data Protection Privacy Notice**

The data controllers for their respective parts of this project will be University College London (UCL) and the Behavioural Insights Team (BIT). UCL intends to share some or all of the Personal Data which it receives from the school with Behavioural Insights Ltd (BIT), and BIT may act as a separate or joint controller, or as UCL's processor, in respect of such data, as circumstances might require. BIT may share some of the data it collects with researchers at its parent company, Nesta, to assist BIT in its work (as outlined above). Nesta will act as BIT's processor for such activities.

BIT's Data Protection Officer can be contacted at [dpo@bi.team](mailto:dpo@bi.team).

Further information on how BIT will use your child's data can be found here: <https://grassroots.bi.team/privacy-notice-for-pilot-parents>

The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and UCL's Data Protection Officer can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice> The legal basis that UCL would use to process your child's personal data (name, date of birth, sex, free school meal status, school year and tutor group, attendance data, disciplinary report data and survey responses) will be performance of a task in the public interest. The legal basis UCL will use to process special category personal data (ethnicity) will be for scientific and historical research or statistical purposes.

Your child's personal data will be processed by UCL so long as it is required for the research project. If UCL are able to anonymise or pseudonymise the personal data you provide they will undertake this, and will try to minimise the processing of personal data wherever possible.

If you are concerned about how your child's personal data is being processed as part of the evaluation, or if you would like to contact UCL about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

### **Grassroots Pilot**

(If you are happy for your child's data to be processed as part of the Grassroots Pilot, you DO NOT need to return this form).

I **DO NOT** wish for data about my child to be collected as part of this research.

Child's name	
Date of birth	
Child's tutor	
School	
Parent/carer name	
Parent/carer signature	
Date	

**(Please return the completed form to your child's tutor by 28th April 2023).**

## **Grassroots: Evaluation of an anti-conflict intervention**

### **Student survey**

Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64

Principal Researcher: **Dr Becky Taylor** [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

#### **What is this research about?**

We are doing research about how to reduce bullying and conflict in schools. We hope that this will improve the experience of school for all students. The headteacher of your school has agreed that the school will take part in the research.

#### **Do I have to take part?**

You do not have to take part. You should read this information page and if you have any questions you should ask your teacher. You should not complete the questionnaire until you have had all your questions answered. If you change your mind before you have completed the survey, all the data you have provided will be deleted.

#### **What will happen if I answer the questionnaire?**

You will be asked a number of questions about you and about your experience of school, including bullying and conflict.

The questionnaire should take about 20 minutes to complete. Your answers will be linked to information about you provided by your school (sex, ethnicity, free school meal status, year group) and to information about your behaviour at school.

None of the teachers or students at your school will be told what answers you give. No-one outside the project team will be given information that can identify you as an individual. We follow the rules of the General Data Protection Regulation 2018, which means we will look after your data safely and keep it protected. We will not use your name or the name of the school in any reports. This research has been approved by IOE Research Ethics Committee.

We have also written to your parent/carer to tell them about this project.

If you change your mind about taking part, you can email us at any time until 31 July 2024 at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk) You do not need to give us a reason for changing your mind. It's completely up to you whether you want to be involved or not.

If you have any questions or require more information about this study, please contact Becky Taylor by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

#### **What will happen to the results of the study?**

We will share our findings with the Youth Endowment Fund, who are funding this research, and we also plan to make our research findings publicly available through publications such as research articles and blogs. The data from this survey will be stored in a secure electronic format for up to 10 years.

Thank you for reading this information page and for considering taking part in this research.

### **Data Protection Privacy Notice**

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice> The legal basis that would be used to process your personal data (name, sex, free school meal status, year group) will be performance of a task in the public interest. The legal basis used to process special category personal data (ethnicity) will be for scientific and historical research or statistical purposes.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

- Yes**, I have read the above and agree to complete the survey
- No**, I do not want to complete the survey

[selection of the second option exited the survey]



Dear \_\_\_\_\_,

**Congratulations - you have been selected to be a Change Maker!**

**To accept this invitation, ask your parent / guardian to sign the **emailed** permission form.** The vast majority of Change Makers accept the invitation, but the choice is yours!

### **What is a Change Maker?**

A school's Change Makers are the leaders of 'Grassroots': a programme (overseen by the Behavioural Insights Team, BIT) that empowers pupils to improve the way people at school treat each other.

Your school's Change Maker's will meet once or twice during school time, supported by an adult from the Grassroots team. You will work together to identify the changes you want to make in your school and think about how to put these into action. Snacks will be provided.

### **How were you chosen?**

In a survey, we asked pupils at your school who they spend time with. We used the answers to select the Change Makers: we identified people who spend time with a lot of different pupils and are noticed by a lot of people. You have been chosen because you are an expert on your school and are in a great position to positively influence other pupils' behaviour.

## What activities will I be doing if I take part?

You will work with the other Change Makers to identify what you would like to change about the way pupils interact with each other at school, and to think about how to do this.

### **You will be involved in some of these Grassroots activities:**

- Think about what behaviours you'd like to change and what positive behaviours you would like to see more of instead.
- Challenge yourselves to model these positive, friendly behaviours with peers.
- Come up with positive anti-conflict slogans.
- Design posters and fliers with your slogans and fun photos of yourselves to spread the positivity.
- Create anti-conflict content that could be shared on social media (by those who are 13+).
- Collaborate on a Padlet website (moderated by the Grassroots team): vote in polls, make comments and get involved in discussions.

When you take part as a Change Maker, we will use some information about you to run the programme, like additional needs you may have or dietary requirements (e.g. no nuts), and by taking part you consent to us using this information. You can find out more about how we use your information at <https://grassroots.bi.team/seed-privacy-notice-for-pupils>

We look forward to making change with you!

The Grassroots Team at BIT



## For Parents / Guardians

Dear Parent / Carer,

If you are happy for your child to take part in the free activities outlined above, **please fill in the permission slip below and return it (via the copy you have been emailed) to the school by Friday 30th June 2023.**

Please note that this includes consent for your child to use a password-protected [Padlet website](#) to collaborate with other Change Makers at the school, moderated by the DBS-checked and trained member of the Grassroots team that will be visiting your child's school (the 'facilitator').

If you change your mind later, please contact the school and we will withdraw your child from all activities outlined in the invitation.

Through participating, your child will not only help improve their school environment, but also develop valuable skills and experience for their CV. We will be working to schedule sessions in a way that works well for every child's learning. Participating pupils will not finish school late.

Please find the privacy notice that explains the data we collect and how we use it at <https://grassroots.bi.team/seed-privacy-notice-for-parents>. In particular, the facilitator will speak with the school about any additional needs or dietary requirements the pupils have that should be taken into consideration. We require your consent for this information to be shared with BIT.

Thank you for your time!

My child has agreed to take part in the activities outlined in this letter, and I am happy for them to do so, and for their additional needs and dietary requirements to be shared with BIT.

Child's name: .....

Child's year group.....

Parent / guardian name (BLOCK CAPITALS) .....

Parent / guardian signature (Digital signature is fine):

.....

Date .....

(Please email the completed form to [form teacher/email address] by **30th June 2023**.)



## ***Grassroots: Evaluation of an anti-bullying intervention***

### **Case study school (parent/carer information and consent)**

Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64

Principal Researchers: Dr Becky Taylor [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

#### **What is this about?**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in school. In a trial in the USA, the intervention reduced the number of pupil conflict-related disciplinary events in schools by up to 60%. A team from IOE, UCL's Faculty of Education and Society, (IOE), is evaluating a version of this programme in England and Wales, and this is being jointly funded by the Youth Endowment Fund (YEF) and Education Endowment Foundation (EEF). The project aims to reduce bullying and conflict in schools and improve pupil attendance through empowering a group of young people to make positive social change in their school. The evaluation has been reviewed and approved by the IOE Research Ethics Committee. The Grassroots intervention has been reviewed and approved by the BIT Research Ethics Committee. The headteacher of your child's school has agreed that the school will take part in the evaluation as a case study school, which means that researchers are visiting your child's school to find out in more detail how the anti-bullying programme is working.

#### **Why has my child been invited to take part?**

Your child has been invited to take part because he/she is a student in a school that is taking part in the case study.

#### **Does my child have to take part?**

Your child does not have to take part. You should read this information page and if you have any questions you should ask the principal researcher, whose contact details are at the top of this page. Your child should not take part until you have had all your questions answered satisfactorily. If you decide to withdraw your child at any point, all the data your child has provided will be deleted.

#### **What will happen if my child takes part in the case study?**

Your child will be interviewed with a small group of students about his/her experiences of school, including the Grassroots programme. The interview should take about 45 minutes. Seed group activities may be observed. Interviews may be audio-recorded. Recordings will be transcribed and anonymised, so that your child and his/her school cannot be identified. We will ask your child to provide a small amount of personal data, including name, year group, sex, ethnicity and whether they receive free school meals. This is to help us understand how the Grassroots programme is experienced by young people from different backgrounds.

#### **What are the possible disadvantages and risks of taking part?**

This research is about an anti-bullying programme and talking about bullying can be upsetting for some young people. Your child will be reassured that they can end the interview at any time. We will signpost pupils to sources of help and support and follow school procedures if your child is upset.

#### **What are the possible benefits of taking part?**

Your child's answers will help improve our understanding of how the Grassroots programme is working in your child's school and support the development of anti-bullying programmes for schools.

### **Will my child's taking part in this project be kept confidential?**

All data is strictly confidential and will be anonymised so that it will not be possible to identify your child or his/her school in any analyses or reporting. The personal information you provide will be handled in accordance with the General Data Protection Regulation, which means we will store it securely and we will not give your or your child's personal details to anyone else.

Your child does not have to take part in the case study if you do not want him/her to. If you later decide that you do not want your child's data used in this research you can ask for his/her data to be withdrawn from the project at any time until DATE, without giving a reason, by contacting us via email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

### **What will happen to the results of the study?**

We will share our findings with the Youth Endowment Fund and we also plan to make our research findings publicly available through publications such as research articles and blogs. The data from this survey will be stored in a secure electronic format for up to 10 years.

### **What if something goes wrong?**

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact Dr Nicole Brown, Chair of the IOE Research Ethics Committee, using this email address: [IOE.researchethics@ucl.ac.uk](mailto:IOE.researchethics@ucl.ac.uk)

If you have any questions you would like to ask, please contact Becky Taylor at IOE by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

Thank you for reading this information page and for considering taking part in this research.

### **Data Protection Privacy Notice**

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice> The legal basis that would be used to process your child's personal data (name, sex, free school meal status) will be performance of a task in the public interest. The legal basis used to process special category personal data (ethnicity) will be for scientific and historical research or statistical purposes.

Your child's personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your child's personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).



***Grassroots: Evaluation of an anti-bullying intervention***

**Consent for Observations/Interviews: Parent/carer**

	Yes	No
I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my child’s participation is voluntary and that he/she is free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
I know that my child can refuse to answer any or all of the questions and that he/she can withdraw him/herself from the interview at any point.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for the interview to be audio-recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
I know that all personal data will be kept under the terms of the General Data Protection Regulation (GDPR).	<input type="checkbox"/>	<input type="checkbox"/>
I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that a child was at risk. In these circumstances we will follow the school’s safeguarding procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Name:.....

Signature: ..... Date: .....

Name of researcher:.....

Signature: ..... Date: .....



## ***Grassroots: Evaluation of an anti-bullying intervention***

### **Case study school: Student information sheet**

Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64

Principal Researcher: Dr Becky Taylor [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

#### **What is this research about?**

This year there is an anti-bullying programme called Grassroots taking place in your school. We want to find out more about how well Grassroots is working and how to reduce bullying in schools. We hope that this will improve the experience of school for students like you. The headteacher of your school has agreed that researchers will visit your school to find out in more detail how Grassroots is working.

#### **Do I have to take part?**

You do not have to take part. You should read this information page and if you have any questions you should ask the researcher. You should not take part until you have had all your questions answered. If you change your mind about taking part at any point, all the information you have provided will be deleted.

#### **What will happen if I choose to take part?**

- You may be interviewed with a group of other pupils about your experiences of Grassroots and of bullying at your school. The interview should take no more than 45 minutes.
- Researchers may come and watch a Grassroots session.
- Interviews will be audio-recorded. We will then type up the interviews and give you and your school a new name so that you and your school cannot be identified.
- We may ask you for some personal information, including your name, year group, sex, ethnicity and whether you get free school meals.

No-one outside the project team and your school will be given information that can identify you as an individual. We follow the rules of the General Data Protection Regulation 2018, which means we will look after your data safely and keep it protected. We will not use your name or the name of the school in any reports. This research has been approved by IOE research ethics committee.

We have also written to your parent/carer to tell them about this research.

If you change your mind about taking part, you can email us at any time until DATE at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk) You do not need to give us a reason for changing your mind. It's completely up to you whether you want to be involved or not.

If you have any questions you would like to ask, please contact Becky Taylor at the UCL Institute of Education by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

### **What will happen to the results of the study?**

We will share our findings with the Youth Endowment Fund and we also plan to make our research findings publicly available through publications such as research articles and blogs. The data from this pilot study will be stored securely on a computer for up to 10 years.

Thank you for reading this information page and for considering taking part in this research.

### **Data Protection Privacy Notice**

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>. The legal basis that would be used to process your personal data (name, year group, sex, free school meal status) will be performance of a task in the public interest. The legal basis used to process special category personal data (ethnicity) will be for scientific and historical research or statistical purposes.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).



***Grassroots: Evaluation of an anti-bullying intervention***

**Consent for Observations/Interviews: Student**

	Yes	No
I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
I know that I can refuse to answer any or all of the questions and that I can withdraw from the interview at any point.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for the interview to be audio-recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
I know that all personal data will be kept under the terms of the General Data Protection Regulation (GDPR).	<input type="checkbox"/>	<input type="checkbox"/>
I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
In understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that a child was at risk. In these circumstances we will follow the school’s safeguarding procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Name:.....

Signature: ..... Date: .....

Name of researcher:.....

Signature: ..... Date: .....





## ***Grassroots: Evaluation of an anti-bullying programme***

### **Case study school (adult information sheet)**

Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64

Principal Researcher: Dr Becky Taylor [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

#### **What is this about?**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in school. In a trial in the USA, the intervention reduced the number of pupil conflict-related disciplinary events in schools by up to 60%. A team from IOE, UCL's Faculty of Education and Society, (IOE), is evaluating a version of this programme in England and Wales, and this is being jointly funded by the Youth Endowment Fund (YEF) and Education Endowment Foundation (EEF). The project aims to reduce bullying and conflict in schools and improve pupil attendance through empowering a group of young people to make positive social change in their school. The evaluation has been reviewed and approved by the IOE Research Ethics Committee. The Grassroots intervention has been reviewed and approved by the BIT Research Ethics Committee. The headteacher of your school has agreed that the school will take part in the evaluation as a case study school, which means that researchers are visiting your school to find out in more detail how the anti-bullying programme is working.

#### **Why have I been invited to take part?**

You have been invited to take part because you are a teacher/other adult in a school that is taking part in the evaluation.

#### **Do I have to take part?**

You do not have to take part. You should read this information page and if you have any questions you should contact the principal researcher, whose details are given at the top of this page. You should not take part until you have had all your questions answered satisfactorily. If you decide to withdraw before you have completed the survey, all the data you have provided will be deleted.

#### **What will happen if I take part?**

You will be asked a number of questions about you and about your experience of the Roots programme and bullying at the school. The interview should take about 45 minutes. Seed group activities may also be observed. Interviews may be audio-recorded. Recordings will be transcribed and anonymised, so that you and your school cannot be identified.

#### **What are the possible disadvantages and risks of taking part?**

There are no foreseeable disadvantages or risks of taking part.

#### **What are the possible benefits of taking part?**

Your answers will help improve our understanding of how the ROOTS programme is working in your school and support the development of anti-bullying programmes for schools.

### **Will my taking part in this project be kept confidential?**

All data is strictly confidential and will be anonymised so that it will not be possible to identify you or your school in any analyses or reporting. The personal information you provide will be handled in accordance with the General Data Protection Regulation, which means we will store it securely and we will not give your personal details to anyone else.

You do not have to take part in the case study if you do not want to. If you later decide that you do not want your answers used in this research you can ask for your data to be withdrawn from the project at any time until DATE, without giving a reason, by contacting us via email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

### **What will happen to the results of the study?**

We will share our findings with the Youth Endowment Fund and we also plan to make our research findings publicly available through publications such as research articles and blogs. The data from this survey will be stored in a secure electronic format for up to 10 years.

### **Who should I contact for further information?**

If you have any questions or require more information about this study, please contact Becky Taylor, by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

### **What if something goes wrong?**

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact Dr Nicole Brown, Chair of the IOE Research Ethics Committee, using this email address: [IOE.researchethics@ucl.ac.uk](mailto:IOE.researchethics@ucl.ac.uk)

Thank you for reading this information page and for considering taking part in this research.

### **Data Protection Privacy Notice**

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Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).



***Grassroots: Evaluation of an anti-bullying intervention***

**Consent for Interviews/Observations: Adult**

	Yes	No
I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
I know that I can refuse to answer any or all of the questions and that I can withdraw from the interview at any point.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for the interview to be audio-recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
I know that all personal data will be kept under the terms of the General Data Protection Regulation (GDPR).	<input type="checkbox"/>	<input type="checkbox"/>
I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that practice was putting children at risk, or there were concerns regarding professional misconduct. In these circumstances we would follow school safeguarding procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Name:.....

Signature: ..... Date: .....

Name of researcher:.....

Signature: ..... Date: .....



## ***Grassroots: Evaluation of an anti-bullying programme***

### **Case study school (adult information sheet – Welsh school leader)**

Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64

Principal Researcher: Dr Becky Taylor [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

#### **What is this about?**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in school. In a trial in the USA, the intervention reduced the number of pupil conflict-related disciplinary events in schools by up to 60%. A team from IOE, UCL's Faculty of Education and Society, (IOE), is evaluating a version of this programme in England and Wales, and this is being jointly funded by the Youth Endowment Fund (YEF) and Education Endowment Foundation (EEF). The project aims to reduce bullying and conflict in schools and improve pupil attendance through empowering a group of young people to make positive social change in their school. The evaluation has been reviewed and approved by the IOE Research Ethics Committee. The Grassroots intervention has been reviewed and approved by the BIT Research Ethics Committee. The headteacher of your school has agreed that the school will take part in the evaluation as a case study school, which means that researchers are visiting your school to find out in more detail how the anti-bullying programme is working.

#### **Why have I been invited to take part?**

You have been invited to take part because you are a senior leader in a school in Wales.

#### **Do I have to take part?**

You do not have to take part. You should read this information page and if you have any questions you should contact the principal researcher, whose details are given at the top of this page. You should not take part until you have had all your questions answered satisfactorily. If you decide to withdraw before you have completed the survey, all the data you have provided will be deleted.

#### **What will happen if I take part?**

You will be asked a number of questions about you and about your perceptions of the Grassroots programme and feasibility in Welsh schools. The interview should take no more than 30 minutes. Interviews may be audio-recorded. Recordings will be transcribed and anonymised, so that you and your school cannot be identified.

#### **What are the possible disadvantages and risks of taking part?**

There are no foreseeable disadvantages or risks of taking part.

#### **What are the possible benefits of taking part?**

Your answers will help improve our understanding of how the Grassroots programme might work in a school like yours and support the development of anti-bullying programmes for schools.

#### **Will my taking part in this project be kept confidential?**

All data is strictly confidential and will be anonymised so that it will not be possible to identify you or your school in any analyses or reporting. The personal information you provide will be handled in accordance with the General Data Protection Regulation, which means we will store it securely and we will not give your personal details to anyone else.

You do not have to take part in the case study if you do not want to. If you later decide that you do not want your answers used in this research you can ask for your data to be withdrawn from the project until two weeks after your interview, without giving a reason, by contacting us via email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

### **What will happen to the results of the study?**

We will share our findings with the Youth Endowment Fund and we also plan to make our research findings publicly available through publications such as research articles and blogs. The data from this survey will be stored in a secure electronic format for up to 10 years.

### **Who should I contact for further information?**

If you have any questions or require more information about this study, please contact Becky Taylor, by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk)

### **What if something goes wrong?**

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact Dr Nicole Brown, Chair of the IOE Research Ethics Committee, using this email address: [IOE.researchethics@ucl.ac.uk](mailto:IOE.researchethics@ucl.ac.uk)

Thank you for reading this information page and for considering taking part in this research.

### **Data Protection Privacy Notice**

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

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Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).



***Grassroots: Evaluation of an anti-bullying intervention***

**Consent for Interviews: Adult (Welsh school leader)**

	Yes	No
I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
I know that I can refuse to answer any or all of the questions and that I can withdraw from the interview at any point.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for the interview to be audio-recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
I know that all personal data will be kept under the terms of the General Data Protection Regulation (GDPR).	<input type="checkbox"/>	<input type="checkbox"/>
I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that practice was putting children at risk, or there were concerns regarding professional misconduct. In these circumstances we would follow school safeguarding procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Name:.....

Signature: ..... Date: .....

Name of researcher:.....

Signature: ..... Date: .....

## ***Grassroots: Evaluation of an anti-conflict intervention***

### **Young Person Advisory Group: parent/guardian information sheet**

#### **Contact**

<b>Name of Evaluation Lead (UCL)</b>	<b>Becky Taylor</b>	<a href="mailto:IOE.grassroots@ucl.ac.uk">IOE.grassroots@ucl.ac.uk</a>
<b>Name of Evaluation Data Protection Officer (UCL)</b>	<b>Richard Stephen</b>	<a href="mailto:data-protection@ucl.ac.uk">data-protection@ucl.ac.uk</a>
<b>Name of Programme Lead (BIT)</b>	<b>Kathryn Atherton</b>	<a href="mailto:grassroots@bi.team">grassroots@bi.team</a>
<b>BIT's Data Protection Officer can be contacted at <a href="mailto:dpo@bi.team">dpo@bi.team</a></b>		

#### **What is this about?**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in schools. In a trial in the USA, the intervention reduced the number of pupil conflict-related disciplinary events in schools by up to 60%. A team from IOE, UCL's Faculty of Education and Society, (IOE), is evaluating a version of this programme in England and Wales, and this is being jointly funded by the Youth Endowment Fund (YEF) and Education Endowment Foundation (EEF). The project aims to reduce bullying and conflict in schools and improve pupil attendance through empowering a group of young people to make positive social change in their school. The evaluation has been reviewed and approved by the IOE Research Ethics Committee. The Grassroots intervention has been reviewed and approved by the BIT Research Ethics Committee.

#### **Why has my child been invited to take part?**

Grassroots has been used with good success in the US. However, it has not been run in the UK and we want to make sure that Grassroots is fit for the UK context. It is for this reason that BIT and IOE are inviting your child to be part of a 'Young Person Advisory Group' to the project and the evaluation. We will share content with your child (e.g. poster-designing activities that pupils participating in the programme will be asked to do) and your child will be asked to share their advice and opinions.

#### **Does my child have to take part?**

Your child does not have to take part and there will be no negative consequences if you or they choose not to do so. You should read this information page and if you have any questions you should ask one of the principal researchers, whose contact details are at the top of this page. Your child should not take part until you have had all your questions answered satisfactorily. If you decide to withdraw your child at any point, all the data your child has provided that we can identify as having come from your child will be deleted.

#### **What will happen if my child takes part in the case study?**

- Your child will meet with a group of other young people and trained researchers at BIT and/or IOE who are familiar with leading similar workshops.
- If your child is 11-14 years old, these meetings will take place at your child's school and there will be up to two 1.5hr sessions. If your child is 16-19 years old, these meetings will most likely be online video calls and involve pupils from other schools, and there will be up to three 1.5hr sessions with BIT and some additional sessions led by IOE.
- We will show your child Grassroots programme and evaluation resources and ask for their opinions on these. This might include sharing examples of the activities that BIT will carry out in schools, or interview questions that IOE are using in the evaluation.
- Sessions may be recorded. We will then type up the interviews or get them transcribed. In their notes, IOE will give your child a new name so that they and their school cannot be identified. The recordings will then be deleted.
- We may ask your child or your child's school for some personal information about your child, including their name, year group, sex, ethnicity and whether they get free school meals. This information will be used to ensure the group is

diverse. Your child will not be asked for this information verbally in the presence of others. We will also ask your child's school if your child might need any additional support during the sessions.

- We will offer your child Amazon vouchers to thank them for their time. We will offer additional vouchers to help compensate for any financial costs of taking part in the advisory group. If your child is 11-14 years old, the meetings will take place at school during school hours so there should not be any financial costs of taking part. If your child is 16-19 years old, the meetings will most likely be virtual and the vouchers can help compensate for the cost of accessing the internet for the meeting.
- BIT may seek to contact your child, via their school, at a later date (up until February 2025 at the latest) to follow up on feedback that they gave previously. Providing additional information will be entirely optional.

### **What are the possible disadvantages and risks of taking part?**

This research is about an anti-conflict programme. While we don't anticipate that the content of panel sessions will be distressing, and we will not be asking students to share their own experiences of conflict and bullying, we are aware that talking about bullying, even in general terms, can be upsetting for some young people. Your child will be reassured that they can end the interview at any time. We will signpost pupils to sources of help and support and follow school procedures if your child is upset.

### **What are the possible benefits of taking part?**

Your child's answers will contribute to the development of the Grassroots programme and its evaluation, and support the development of anti-conflict programmes for schools.

### **Will my child's taking part in this project be kept confidential?**

All data is strictly confidential and will be anonymised so that it will not be possible to identify your child or his/her school in any reporting. The personal information you provide will be handled in accordance with the UK General Data Protection Regulation, which means we will store it securely and we will not give your or your child's personal details to anyone else.

In exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that a child was at risk. In these circumstances we will follow the school's safeguarding procedures.

Your child does not have to take part in this research if you do not want him/her to. If you later decide that you do not want your child's data used in this research you can ask for his/her data to be withdrawn from the project at any time until four weeks after each meeting of the Young Person Advisory Group, without giving a reason, by contacting us via email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk) or [grassroots@bi.team](mailto:grassroots@bi.team). After this date, while your child's contributions to the panel will be retained and used for our research, it will still be anonymised in all reports, and ultimately deleted on the terms of our privacy notices.

### **What will happen to the results of the study?**

We will share our findings with the Youth Endowment Fund and we also plan to make our research findings publicly available through publications such as research articles and blogs. The pseudonymised data from this research that IOE collects will be stored in a secure electronic format for up to 10 years.

### **What if something goes wrong?**

If you are concerned that this study may have harmed your child in any way or if you wish to make a complaint about the conduct of the study you can contact Dr Nicole Brown, Chair of the IOE Research Ethics Committee, using this email address: [IOE.researchethics@ucl.ac.uk](mailto:IOE.researchethics@ucl.ac.uk) or you can contact BIT's research ethics committee at [ethics@bi.team](mailto:ethics@bi.team).

If you have any questions you would like to ask, please contact Becky Taylor at IOE by email at [IOE.grassroots@ucl.ac.uk](mailto:IOE.grassroots@ucl.ac.uk) or the BIT team at [grassroots@bi.team](mailto:grassroots@bi.team).

Thank you for reading this information page and for considering taking part in this research.

Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64 social research



## Data Protection Privacy Notice

The data controllers for their respective parts of this project will be University College London (UCL) and the Behavioural Insights Team (BIT). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). BIT's Data Protection Officer can be contacted at [dpo@bi.team](mailto:dpo@bi.team).

Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>. The legal basis that UCL would be used to process your child's personal data (name, sex, free school meal status) will be performance of a task in the public interest. The legal basis UCL will use to process special category personal data (ethnicity) will be for scientific and historical research or statistical purposes.

Your child's personal data will be processed by UCL so long as it is required for the research project. If UCL are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your child's personal data is being processed, or if you would like to contact UCL about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

Information on how BIT will process your child's personal data can be found in its privacy notice here: [Link].

## ***Grassroots: Evaluation of an anti-conflict intervention***

### **Consent for YP advisory panel: Parent/guardian**

	Yes	No
I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my child's participation is voluntary and that he/she is free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
I know that my child can refuse to answer any or all of the questions and that he/she can withdraw him/herself from the panel at any point.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for sessions to be recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
I know that all personal data will be kept under the terms of the UK General Data Protection Regulation (UK GDPR).	<input type="checkbox"/>	<input type="checkbox"/>
I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that a child was at risk. In these circumstances we will follow the school's safeguarding procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Pupil's name: .....

School:.....

Parent name:.....

Parent signature: ..... Date: .....

## ***Grassroots: Evaluation of an anti-conflict intervention***

### **Young Person Advisory Group: young person information sheet**

#### **What we are doing**

The Behavioural Insights Team (BIT) is leading Grassroots, a pupil-led programme designed to build positive social relations in schools. A team from University College London (UCL), is evaluating a version of this programme in England and Wales. The Youth Endowment Fund (YEF) and the Education Endowment Foundation (EEF) are giving us money to do this study.

#### **Who we are**

##### **Contact**

Name of Evaluation Lead (UCL)	Becky Taylor	<a href="mailto:IOE.grassroots@ucl.ac.uk">IOE.grassroots@ucl.ac.uk</a>
Name of Evaluation Data Protection Officer (UCL)	Richard Stephen	<a href="mailto:data-protection@ucl.ac.uk">data-protection@ucl.ac.uk</a>
Name of Programme Lead (BIT)	Kathryn Atherton	<a href="mailto:grassroots@bi.team">grassroots@bi.team</a>

BIT's Data Protection Officer can be contacted at [dpo@bi.team](mailto:dpo@bi.team)

UCL and BIT are each called the 'controller' for their respective parts of the project because they look after your information.

#### **What you will need to do**

Grassroots has been used with good success in the US. However, it has not been run in the UK and we want to make sure that Grassroots is fit for young people in the UK in the present day. It is for this reason that BIT and UCL are inviting you to be part of a 'Young Person Advisory Group' to the programme and the evaluation. We will share content with you (e.g. poster-designing activities that pupils participating in the programme will be asked to do; survey and interview questions) and ask for your advice and opinions.

You will be invited to:

- Meet with a group of other young people and trained researchers at BIT and/or IOE who are familiar with leading similar workshops. (If you are 11-14 years old, these meetings will take place at your school and there will be up to two 1.5hr sessions. If you are 16-19 years old, these meetings will most likely be online video calls and involve pupils from other schools, and there will be up to three 1.5hr sessions led by BIT and up to four additional 1.5hr sessions led by UCL).
- Give your opinions on the Grassroots programme and evaluation resources. For example, we might show you examples of the activities that BIT will carry out in schools, or interview questions that IOE are using in the evaluation.
- Sessions may be recorded. We would then produce notes on these recordings and delete the recordings.

We will offer you Amazon vouchers to thank you for your time. We will offer additional vouchers to help compensate you for any financial costs of taking part in the advisory group.

If you are 11-14 years old, the meetings will take place at school during school hours so taking part should not cost you or your family any money. If you are 16-19 years old, the meetings will most likely be online and the vouchers can help compensate for any costs for getting online for the meetings.

### **Information we collect**

We may ask you or your school to give us some information about you, like your name, school year group, sex, and whether you have free school meals. Some of the information we'll ask for will be special information about things like your race/ethnicity. You will not be asked to say this information in a group. We will use this information to ensure the group is diverse. We will also ask your school staff if you might need any additional support during the sessions. If you feel that you might need any additional support during the session, please tell the member of staff who invited you to be involved in this project and / or the researchers.

### **How we use your information**

We will use the information you give us to help us understand how to make Grassroots and our study helpful for young people from different backgrounds.

We will share our findings between our organisations and with the YEF, and we will write a report about what we find. We will not include your name or any other information that could be used to identify you. The report will go on the YEF's website and anyone will be able to read it. We might also use the report in articles that we write, on our website and in presentations.

### **How we comply with the law**

We will only use your information if the law says it's ok. Because this study is interesting and important to lots of people, the law says UCL can use your information to do this kind of work. The law allows universities to do this sort of research. The proper name for it is a 'task in the public interest'. You can find information about how BIT will use your information in BIT's privacy notice [\[Link\]](#).

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

### **Keeping you safe**

If you feel upset by any of the questions we ask you, you should tell the researcher or a teacher or your parent/carer. You can stop participating at any time and it is fine to do that. You can find the researcher's contact details in the box on the first page. We will keep what you tell us confidential unless we think that you or someone else might be at risk of harm. If this happens then we will usually talk to you first to tell you why we want to talk to another person or organisation.

### **Do you want to take part?**

You do not have to take part in the study – it's up to you. If you don't want to take part, tell your teacher, your parent or guardian or one of the project leads. You can find their contact details in the box on the first page.

### **What happens if you change your mind?**

You can change your mind about taking part in the study at any time. You can ask us to delete the data you have provided until four weeks after each Young Person Advisory Group meeting.

If you change your mind about taking part, tell your teacher, or parent or guardian, or contact one of the Project Leads.

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

If you are having second thoughts, you should tell someone as soon as possible. After four weeks after each Young Person Advisory Group meeting we won't be able to delete your information. This is because we will have used your information to make our findings and to write our report. However, the information will have been anonymised, so no one should be able to identify the information that came from you.

### **How long we keep your information**

UCL will keep your information for 10 years. After this it will be safely deleted. As mentioned above, you can find details of how BIT uses your information and when we will delete it in our privacy notice [Link].

### **Your legal rights**

The law gives you rights over how we can use your information. You can find full details of these rights on UCL's website <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice> and in BIT's privacy notice. If you are 11-14 years old, or if your school thinks it is appropriate, we have also written to your parent / guardian to tell them about this research, and details about how we use your information can also be found in that letter.

### **Questions?**

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

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

IOE Research Ethics Committee Approval Number: REC 1773

Data Protection Reference: Z6364106/2023/02/64 social research

**Grassroots: Evaluation of an anti-conflict intervention**

**Consent for YP advisory panel: Student**

	Yes	No
I confirm that I have read and understood this information sheet, and have had the opportunity to consider the information, ask questions, and have had these questions adequately answered.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
I know that I can refuse to answer any or all of the questions and that I can withdraw from the panel at any point.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for sessions to be recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
I know that all personal data will be kept under the terms of the UK General Data Protection Regulation (UK GDPR).	<input type="checkbox"/>	<input type="checkbox"/>
I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that I was at risk. I understand that in these circumstances the researchers will follow my school's safeguarding procedures.	<input type="checkbox"/>	<input type="checkbox"/>

School:.....

Name:.....

Signature: ..... Date: .....

## Appendix C: IPE Research Instruments

1. Pilot pupil focus group
2. Pilot teacher interview

### Grassroots Pilot Pupil Focus Group

[school C] have had multiple visits but not done full pre-survey.

[Schools A & B] have had one or two visits and done full pre-survey.

1. Date and time relative to sessions (e.g. straight after or next day):
2. Pupils present (number, gender etc):

[Give time to read and sign information and ethics form; ask if any questions before starting recording.]

3. How have you been involved in the Grassroots pilot?
4. How many sessions have there been? What form have these taken?
5. Have any Year 10 pupils been involved? How?

[IPE1 Fidelity; IPE4 Reach]

6. How clear are the aims of the Grassroots programme? Can you describe them?
7. Is it clear to you how the programme is trying to achieve this?
8. How keen were you to be involved (or not)? Why?

[P3 Promise / IPE3 Quality]

9. What do you think of the quality of the session(s) that you have seen?
10. What have you learnt?
11. How might the sessions be improved?

[P3: Promise / IPE4: Reach]

12. From what you have seen so far, do you think Grassroots has the potential to positively impact upon peer-to-peer conflict and bullying?
  - a. For the students involved in the sessions.
  - b. For the wider KS3 cohort. How likely are other students to get involved/be influenced?

[IPE8 - How is the intervention experienced by all pupils?]

13. What, if any, difference do you think the programme could make in relation to peer-to-peer conflict and bullying that is to do with aspects of who people are? For example, to do with gender, race, religion, disability, and/or sexual orientation?
  - a. How do you see this working?
14. Do you think the programme would be experienced differently by different people, because of who they are? In what ways?

[P1 RQ: What are the likely moderators and mediators of impact?]

15. In terms of the potential impact of the Grassroots programme, what do you think are the most important factors in making the biggest impact on peer-to-peer conflict and bullying?
16. Is there anything else that you think will influence how effective it is?

[IPE6 Differentiation]

17. What have you already done in the school that is aimed at reducing peer-to-peer conflict and bullying?
18. How different is Grassroots to what is already done?

[catch all]

19. Is there anything else you would like to say about Grassroots?



## Grassroots Pilot Teacher Interview Protocol

*[school C] have had multiple visits but not done full pre-survey.*

*[Schools A & B] have had one or two visits and done full pre-survey.*

1. Date and time relative to sessions (e.g. straight after or next day):
2. Teacher name:

*[Give time to read and sign information and ethics form; ask if any questions before starting recording.]*

3. How have you been involved in the Grassroots pilot?
4. How many sessions have there been? What form have these taken?
5. Have any Year 10 pupils been involved? How?

*[IPE1 Fidelity - clarity of model]*

6. How clear are the aims of the Grassroots programme? Can you describe them?
7. Is it clear to you how the programme is trying to achieve this?

*[Questions around dimensions P1 intervention Feasibility]*

*[RQ: How manageable is each aspect of the Grassroots intervention for schools?]*

8. How easy was it to organise the Grassroots session(s) where students meet? What was involved in terms of:
  - a. Rooms
  - b. Timetable
  - c. Promoting to students
  - d. Anything else
9. Have there been any other activities from or with the students?
  - a. How easy were these to implement? What was involved?

*[RQ: What are the most important facilitators and barriers to successful implementation?]*

10. How far have school leaders been involved/supportive of the pilot? How have they facilitated it (or not)?
11. Is there anything else that you think would make implementing Grassroots easier? (sessions and any student activities)
12. How does the pilot fit with the school?
  - a. Behaviour policy
  - b. Curriculum (e.g. PHSE)
  - c. Ethos

13. Are there any other barriers to implementation that you haven't mentioned yet?

*[P1 RQ: What are the likely moderators and mediators of impact?]*

14. In terms of the potential impact of the Grassroots programme, what do you think are the most important factors in making the biggest impact on peer-to-peer conflict and bullying?

15. Is there anything else that you think will influence how effective it is?

*[P3 Promise / IPE3 Quality - teacher perceptions]*

16. What do you think of the quality of the session(s) that you have seen?

17. What about the resources associated with the programme?

*[RQ: Are there any early indicators of promise?]*

18. From what you have seen so far, do you think Grassroots has the potential to positively impact upon peer-to-peer conflict and bullying?

- a. For the students involved in the sessions.
- b. For the wider KS3 cohort.

19. Is there any evidence of this promise that you can point us to?

20. What, if any, difference do you think the programme could make in relation to peer-to-peer conflict and bullying associated with protected characteristics, such as gender, race, religion, disability, and/or sexual orientation?

- a. How do you see this working?

*[IPE2 - potential dosage]*

21. What do you think about how often the Grassroots sessions could be in the programme?

22. How much do you think the 'seed' students could reasonably do to influence the behaviour of other students?

*[RQ: Which, if any, aspects of the intervention are being delivered in control schools as part of their business-as-usual practices?]*

23. How different is Grassroots to the ways in which the school normally tries to address conflict, bullying and behavioural incidents?

24. What are the ways in which the school has done this previously?

*[P2 Evaluation feasibility]*

*For Schools A & B only*

25. How were the Grassroots surveys administered to students in the school?
26. What went well and what could be improved about the survey administration?
27. Do you have any comments about the content of the student survey?
28. How easy was it to put together the seed groups?

*If time is tight, ask catch all* – Is there anything else worth feeding back about Grassroots?

*If time, also ask...*

*[IPE2 - potential dosage. RQ: Which, if any, aspects of the intervention are being delivered in control schools as part of their business-as-usual practices?]*

29. How different is Grassroots to the ways in which the school normally tries to address conflict, bullying and behavioural incidents?
30. What are the ways in which the school has done this previously?

*[[P2 Evaluation feasibility. RQ: What are the most reliable, valid and practical measures for bullying victimisation/ perpetration, disciplinary incidents in schools and for pupil absence that can be used in the impact evaluation phase?]*

31. What data is recorded in terms of conflict, bullying and disciplinary incidents in the school?
32. Do you think that data would show a change if the Grassroots programme were successful?