

EVALUATION PROTOCOL – ADDENDUM

**Using a creative writing programme
(New Chapters) to improve behavioural
difficulties for young people in prison: A
randomised controlled trial.**

University of Manchester

Principal investigator: Charlotte Lennox

Addendum: Wellbeing Top Up

Trial Name	Using a creative writing programme (New Chapters) to improve behavioural difficulties for young people in prison: A randomised controlled trial.
Delivery Partner	National Literacy Trust
Evaluation PI	Dr Charlotte Lennox – University of Manchester
Funding Organisation	Youth Endowment Fund
Link to Original Trial Protocol	https://youthendowmentfund.org.uk/wp-content/uploads/2024/08/New-Chapters-Evaluation-Protocol-October-2024-1.pdf
Wellbeing measures used	Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS)

About the What Works Centre for Wellbeing

The UK government has a long-lasting interest in the wellbeing of citizens, with the UK being one of the first countries to systematically measure subjective wellbeing at the population level, and to commit to using it, alongside economic data, in shaping policy decisions. The What Works Centre for Wellbeing (WWCW) was established in 2014 to help government understand how to best improve people's lives by ensuring that our policies and practices positively contribute to people's wellbeing.

The WWCW closed on 30th April 2024, following the end of multi-year grants from The National Lottery Community Fund. Between 2014 and 2024 the WWCW made a significant contribution to government, including work on methods, and specifically the Green Book guidance on wellbeing.

About the Youth Endowment Fund

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

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

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

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

About the Wellbeing Top-Up Fund

The WWCW Wellbeing Top Up Fund will explore the impact that policy interventions can have on people's wellbeing across a range of policy areas by funding additional wellbeing data collection on 10 existing studies. This approach will begin to develop a step change in our understanding of the wellbeing impacts of various policy interventions through a low-cost programme that can 'piggyback' on trials that are already in the field.

Background

The Children and Young People's Secure Estate (CYPSE) consists of three accommodation types, Young Offender Institutions (YOI), Secure Training Centres (STC) and Secure Children's Homes (SCH). A new type of accommodation is being introduced and will open in 2024 called a Secure School and this will be categorised as a SCH. All types of secure accommodation can accommodate those young people who are serving custodial sentences. Those aged 15 to 18 tend to be accommodated in YOIs, which are the largest setting type.

As of January 2024, there were about 520 young people aged 15–18-year-olds currently in custody in England and Wales (HM Prison and Probation Service [HMPPS] & Youth Custody Service [YCS], 2024). There is a disproportionate number of young people from racially

marginalised backgrounds within the CYPSE with 55% of those surveyed identifying as such (HM Inspectorate of Prisons [HMIP], 2023). The population of young people in YOIs and STCs has been declining (HMIP, 2023), but despite this decline, the proportion of those from racially marginalised backgrounds and those with multiple and complex needs is increasing (Case & Browning, 2021). The proportion of young people with needs and vulnerabilities within the CYPSE is also overrepresented when compared to the general population, e.g., 80% of young people within the youth justice system have a Special Educational Needs & Disability (SEND) (Department for Education [DfE] & Ministry of Justice [MoJ], 2022); 37-50% of young people in custody have been in contact with social care services at some point in their lives (Day, 2021); and 66%-90% of young people have below average language skills and 46-67% falling into the poor and very poor group (Bryan et al., 2010). Young people from racially marginalised backgrounds in the community also experience higher rates of school exclusion (Timpson, 2019) and are more likely to have moderate learning difficulties (Strand & Lindorff, 2018).

Within the CYPSEs, there have been rising levels of violence and behavioural difficulties. From 2021 to 2022, the rate of incidents for assault in custody per 100 children has increased by 25%, with the rate of Restrictive Physical Interventions growing by 17% (YJB, 2023). Alongside the prevalence of violent incidents inside custody, the rate of young people in custody due to committing a violent offence has almost doubled in recent years from 33% in 2015-16 to 65% in 2022-2023 (Youth Custody Report, 2023). These statistics reflect a trend of increasing violence and complexity in young people, highlighting an urgent need for effective interventions to target these issues, especially considering the overrepresentation of behavioural disorders for children in custody (Teplin et al., 2023). While externalising behavioural factors are of key importance for the CYPSE, there is evidence to suggest that internalising behaviour is also important. These behaviours can cause harm, often co-exist with externalising behaviours and are linked to educational performance (Liu et al., 2011). In addition, there is evidence that the detection of internalising behaviour difficulties is under detected within the CYPSE (Mitchell & Shaw, 2011).

When young people enter custody, they often have had a disrupted educational background. Around 13% will have received a permanent school exclusion and almost three-quarters (72.2%) having at least one fixed exclusion (MoJ & DfE, 2016). Whilst in custody, young people are entitled to receive education. Currently, the CYPSE aims to provide 30 hours of education a week (YJB, 2016), however lower levels of educational attainment have been found in those who have received a custodial sentence (MoJ & DfE, 2016). Only 1% of young people sentenced to less than 12 months in custody achieved 5 or more GCSEs (or equivalents) graded A* to C (MoJ & DfE, 2016). Literacy levels of those sentenced were particularly low with 56% of young people achieving the expected level in reading and only 28% in writing at Key Stage 2, compared with 87% and 68% of total pupils in the cohort respectively (MoJ & DfE, 2016). Additionally, education quality is poor and reported to be declining. Inspections

of prisons judged that only 27% had educational programmes that were “good” or “outstanding” (Ofsted, 2023b). Specifically, Ofsted and HMIP (2022) deemed reading in prisons to be extremely poor, stating that reading ability was improving too slowly and interventions were needed to improve reading ability (Ofsted, 2023a).

Creativity has been associated with numerous positive outcomes. A meta-analysis of creativity and well-being analysed 26 quantitative studies, finding evidence of a significantly positive, modest relationship between creativity and well-being (Acar et al., 2020). Involving concrete steps towards goals and having an audience witness the outcome of the creative activity strengthened creativity’s effect on well-being. Creativity has also been associated with positive outcomes in an adult prison setting. A qualitative study into artist-led prison interventions found that participating in a creativity-based intervention led to feelings of increased self-confidence, increased trust in the outside world and decreased aversion to vulnerability (Diamond & Lanskey, 2023). Studies have also found evidence that creativity promotes positive change in prisoners and serves as a stepping stone towards further education for adult prisoners by breaking the mould of traditional education (Anderson et al., 2011; Caulfield et al., 2016; Halperin et al., 2012).

There is currently limited evidence for the use of art-based interventions with young people at risk of, or already involved in, violence and/or crime. Studies reviewed from a recent mixed methods systematic review suggested that art-based interventions may lead to positive emotions, development of the sense of self, successful engagement in creative processes and practices, and the development of positive personal relationships (Mansfield et al., 2024). However, the review found insufficient evidence from quantitative studies to support the effectiveness of art-based interventions on behavioural, psychosocial, cognitive, and offending outcomes. There is a clear need to develop the evidence base with a dearth of robust evaluations examining the ability of arts-based interventions to impact on violence-related child outcomes. Additionally, there is sparse evidence from robust impact evaluations of creative writing programmes, with none to date focusing on young people in custody.

New Chapters is a creative writing programme delivered to people in both YOIs and adult prisons. The programme began in 2018 and as of 2022 was delivering sessions in nine YOIs/prisons across England. The programme aims to enable individuals to express themselves through their own forms of creative writing; building self-esteem and supporting them to build a more positive, prosocial identity. Preliminary evidence presented in the 2022 New Chapters impact report suggests the intervention has a positive effect. The report found that 85% of the sample of 178 young people engaging with the project reported that the sessions made them ‘feel better in general’. Also, 82% said that the sessions ‘inspired them to think about their futures more’. In terms of literacy outcomes, 80% of the sample said the sessions encouraged them to write more, followed by 71% who felt more encouraged to read. Additionally, almost three-quarters (73%) of the sample felt the sessions made them enjoy

writing more and 82% felt more confident expressing themselves in writing. The quality of the intervention was also rated highly, with 93% rating the sessions as ‘excellent’ or ‘good’. Furthermore, the report highlighted qualitative support for the positive impact of New Chapters, identifying three key impacts of the intervention: improving confidence with, and enjoyment of, writing; improving well-being and raising aspirations; and encouraging participants to tell their stories and feel their voice is being heard (National Literacy Trust, 2022).

However, there is a lack of robust experimental evidence for arts-based interventions for young people in contact with the criminal justice system. As highlighted above, a review of arts interventions found that there was not enough quantitative data to make any conclusions and for the qualitative data, there were found to be many methodological flaws, with much focusing on the experiences of the young people, but lacking focus on intervention design/implementation and limited analysis of demographics. This also sits within the context of few robust experimental studies of any type of intervention within the CYPSE (Chitsabesan et al., 2022; Lennox et al., 2020; Mitchell et al., 2011).

In the proposed research, we will conduct a randomised controlled trial (RCT) with process evaluation and internal pilot (to assess trial feasibility) where young people in prison will be randomly allocated to receive New Chapters plus Business as Usual (BAU) or BAU alone to evaluate reduction in behavioural difficulties.

About the Intervention

New Chapters is a 12-session manualised creative writing intervention, delivered face-to-face, once a week, in a group of no more than six. Each session will last for up to 90 minutes. It aims to enable individuals to express themselves through their own forms of creative writing; building self-esteem and supporting them to build a more positive, prosocial identity, which in turn will reduce behavioural difficulties. Each session is delivered by a National Literacy Trust (NLT) Project Manager (PM) who will develop a series of sessions that are structured, yet innovative, flexible, and creative. Each young person has a clear, tailored goal to work towards and they have a clear purpose for writing. Professional authors will deliver two sessions. The authors have the status as “professional authors” and have inspiring stories of overcoming adversity, one of the sessions will also include an author with lived experience of the criminal justice system. At the end of each 12 sessions it will culminate in a celebration event, with an audience, via The National Prison Radio.

Trial Design

Project title	Using a creative writing programme (New Chapters) to improve behavioural difficulties for young people in prison: A randomised controlled trial.
Developer (Institution)	National Literacy Trust (NLT)
Evaluator (Institution)	The University of Manchester (UoM)
Principal Investigator(s)	Dr Charlotte Lennox
Protocol author(s)	Dr Lesley-Anne Carter; Dr Jo Deakin; Dr Claire Fox; Dr Kim Turner; Professor Prathiba Chitsabesan
Trial design	Two arm, individually randomised (1:1), superiority randomised controlled trial (RCT) of New Chapters, in addition to Business as Usual (BAU)
Trial type	Efficacy with internal pilot.
Evaluation settings	Prison (3 x Young Offender Institutions & 1 x Secure School)
Target group	Boys aged 15-18 serving a custodial sentence
Number of participants	375
Primary outcome and data source	Self-reported behaviour difficulties via Strengths and Difficulties Questionnaire (SDQ)
Secondary outcome and data source	<ul style="list-style-type: none"> • Self-reported empathy via Basic Empathy Scale (BES) • Self-reported pro-social identity via Pro-Social IDentity Scale (PIDS) • Self-reported self-esteem via Self-Esteem Measure for Prisoners (SEM-P) • Self-reported mental wellbeing via Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS)

	<ul style="list-style-type: none"> • Self-reported creativity via Creative Self-Efficacy Scale for Children and Adolescents (CASES) • Behaviour incidents via prison records.
Inclusion Criteria	<ul style="list-style-type: none"> • Boys aged 15-18 years old • Serving a custodial sentence • Having at least 3 months remaining on sentence
Exclusion Criteria	<ul style="list-style-type: none"> • On remand • Having less than 3 months left on sentence • Not able to provide informed consent • Parental consent not provided for those under 16 • Requires an interpreter • Those presenting a risk to the research or intervention team and/or where they are unable to mix with others in a group setting
Intervention Duration	12 weeks
Follow-up Duration	Between 91 and 152 days post randomisation
Planned Trial Period	30 months

Wellbeing Measurement

Short Warwick-Edinburgh Mental Wellbeing Scale [SWEMWBS]; Vaingankar et al., 2017).

SWEMWBS is a seven-item scale about thoughts and feelings, which relate more to functioning than feelings and so offer a slightly different perspective on mental wellbeing. The seven statements are positively worded with five response categories from 'none of the time' to 'all of the time'. The statements are: I've been feeling optimistic about the future; I've been feeling relaxed; I've been dealing with problems well; I've been thinking clearly; I've been feeling close to other people; and I've been able to make up my own mind about things. This has been validated in clinical samples and with young people (Vaingankar, et al., 2017; Hauch et al., 2023)

Analytical Approach

Analysis of primary and secondary outcomes will follow intention-to-treat principals – participants will be analysed in the groups to which they were randomised. We will follow the

CONSORT extension for nonpharmacological interventions. Estimates of intervention effects will be presented alongside 95% confidence intervals. Statistical significance will be set at 5%.

The primary analysis of the SDQ will use a linear mixed model, given the partially nested structure of the data where there is clustering in the intervention arm only. This will model the clustering in the intervention arm and treat individuals as cluster size 1 in the BAU arm. The random effects specification will explicitly model the between-treatment heteroskedasticity, as advised by Roberts and Roberts, 2005.

Secondary outcomes will be analysed similarly. All inferential analyses will adjust for stratification factors used in randomisation. Additionally, baseline outcome and prognostic variables will be adjusted for to improve power. Where outcome variables are skewed, bootstrapped confidence intervals will be presented.

There are no interim analyses planned.

A statistical analysis plan will be developed detailing all analyses planned which will be reviewed by the TSC before final approval from the funder prior to the database lock and release of allocation codes.

References

- Acar, S., Tadik, H., Myers, D., Sman, C., & Uysal, R. (2020). Creativity and Well-being: A Meta-analysis. *The Journal of Creative Behavior*, 55(3), 738–751. <https://doi.org/10.1002/jocb.485>
- Aizer, A., & Doyle, J. (2013). Juvenile incarceration, human capital and future crime: Evidence from randomly-assigned judges. National Bureau of Economic Research. DOI 10.3386/w19102
- Anderson, K., Colvin, S., McNell, F., Nellis, M., Overy, K., Sparks, R., & Tett, L. (2011). Inspiring Change: Final Project Report of the Evaluation Team. Inspiring Change Project Team. <https://doi.org/10.13140/RG.2.1.2649.0646>
- Anderson, K. & Overy, K. (2010). Engaging Scottish Young Offenders in Education through Music and Art. *International Journal of Community Music* 3(1), 47–64. Doi: 10.1386/ijcm.3.1.47/1
- Arcai, E. (2006). Achievement and Enrolment Status of Suspended Students: Outcomes in a Large, Multicultural School District. *Education and Urban Society*, 38, 359–369. DOI: 10.1177/0013124506286947

- Arnez, J. & Condry, R. (2021). Criminological Perspectives on School Exclusion and Youth Offending. *Emotional and Behavioural Difficulties*, 26(1), 87-100. DOI: 10.1080/13632752.2021.1905233
- Assink, M., van der Put, C., Hoeve, M., de Vries, S., Stams, G., & Oort, F. (2015). Risk factors for persistent delinquent behaviour among juveniles: A meta-analytic review. *Clinical Psychology Review*, 42, 47–61. DOI: 10.1016/j.cpr.2015.08.002
- Baker, S., and Homan, S. (2007). Rap, Recidivism and the Creative Self: A Popular Music Programme for Young Offenders in Detention. *Journal of Youth Studies*, 10(4), 459–476. DOI: 10.1080/13676260701262566
- Baldwin S. A., Murray, D. M., Shadish, W. R., Pals, S. L., Holland, J. M., Abramowitz, J. S., et al., (2011). Intraclass correlation associated with therapists: estimates and applications in planning psychotherapy research. *Cognitive Behavioural Therapy*. 40(1):15-33. doi: 10.1080/16506073.2010.
- Baumgartner, E. C. G. (2014). Boys will be boys, or will they? Study of youth offending team practitioners' constructions of masculinity of the young men with whom they work. Doctoral thesis. Durham University.
- Beard, A. (2022). Youth Custody. House of Commons Briefing <https://researchbriefings.files.parliament.uk/documents/CBP-8557/CBP-8557.pdf>
- Blagden, N., & Perrin, C. (2018). The impact of a brief structured intervention on young offenders masculine identity: A mixed methods study. *Journal of Criminal Psychology*, 8(3), 173-186.
- Blomberg, T., Bales, W. and Piquero, A. (2012). Is Educational Achievement a Turning Point for Incarcerated Delinquents Across Race and Sex? *Journal of Youth and Adolescence*, 41, 202–216. DOI: 10.1007/s10964-011-9680-4
- Boduszek D, Hyland P, Dhingra K, & Mallett J. (2013). “The factor structure and composite reliability of the Rosenberg Self-Esteem Scale among exprisoners.” *Personality and Individual Differences* 55: 877-881
- Boduszek, D., Shevlin, M., Mallett, J., Hyland, P., & O’Kane, D. (2012). Dimensionality and construct validity of the Rosenberg self-esteem scale within a sample of recidivistic prisoners. *Journal of Criminal Psychology*, 2(1), 19–25. <https://doi.org/10.1108/20093821211210468>
- Bolton, P. & Lewis, J. (2024). Equality of Access and Outcomes in Higher Education in England. House of Commons Library Research Briefing: Number 9195.

- Bowey, L., & Alex, M. G. (2006). The Youth Crime Reduction Video Project: An Evaluation of a Pilot Intervention Targeting Young People at Risk of Crime and School Exclusion. *Howard Journal of Criminal Justice*, 45(3), 268–283. DOI: 10.1111/j.1468-2311.2006.00421.x
- Bryan, K., Freer, J., & Furlong, C. (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language & Communication Disorders*, 42(5), 505-520.
- Butler, T., Schofield, P. W., Knight, L., et al. (2021) Sertraline hydrochloride for reducing impulsive behaviour in male, repeat-violent offenders (ReINVEST): protocol for a phase IV, double-blind, placebo-controlled, randomised clinical trial. *BMJ Open*;11(9):e044656.
- Byng, R., Kirkpatrick, T., Lennox C., et al. (2023) Evaluation of a complex intervention for prisoners with common mental health problems, near to and after release: the Engager randomised controlled trial. *The British Journal of Psychiatry*. 222(1):18-26. doi:10.1192/bjp.2022.93
- Carrington, B. & Skelton, C. (2003). Rethinking ‘Role Models’: Equal opportunities in teacher recruitment in England and Wales. *Journal of Education Policy*, 18, 1-13. DOI: 10.1080/02680930305573
- Case, S., & Browning, A. (2021). Child first justice: the research evidence-base [full report]. https://repository.lboro.ac.uk/articles/report/Child_First_Justice_the_research_evidence-base_Full_report_/14152040
- Caulfield, L. S., Wilkinson, D. J., & Wilson, D. (2016). Exploring alternative terrain in the rehabilitation and treatment of offenders: Findings from a prison-based music project. *Journal of Offender Rehabilitation*, 55(6), 396–418. <https://doi.org/10.1080/10509674.2016.1194943>
- Caulfield, L., Wilson, D. and Wilkinson, D. (2010). *Continuing Positive Change in Prison and the Community: An Analysis of the Long-term and Wider Impact of the Good Vibrations Project*. Birmingham: Centre for Applied Criminology, Birmingham City University.
- Cavendish, W. (2014). Academic Attainment During Commitment and Post-release Education-Related Outcomes of Juvenile Justice-Involved Youth with and Without Disabilities. *Journal of Emotional and Behavioral Disorders*, 22, 41–52. DOI: 10.1177/1063426612470516
- Centre for Social Justice. (2013). *Fractured Families: Why Stability Matters*. London.

- Cesar, G. and Decker, S. (2020). 'CPS sucks, but... I think I'm better off in the system': Family, Social Support, and Arts-based Mentorship in Child Protective Services. *Child and Youth Services Review*, 118, 1–13. DOI: 10.1016/j.childyouth.2020.105388
- Child Trends (2019) A guide to incorporating a racial and ethnic equity perspective throughout the research process - Child Trends <https://childtrends.org/publications/a-guide-to-incorporating-a-racial-and-ethnic-equity-perspective-throughout-the-research-process>
- Children's Commissioner for England. (2018). Finding out more about children in England detained in the secure estate. [online] Available at: <https://www.childrenscommissioner.gov.uk/blog/finding-out-more-about-children-in-england-detained-in-the-secure-estate/>.
- Chitsabesan, P., Hall, C. L., Carter, L., Reeves, M. M., Vaseem, M., Beresford, B., et al., (2022). Using an objective computer task (QbTest) to aid the identification of attention deficit hyperactivity disorder (ADHD) in the Children and Young People Secure Estate (CYPSE): a feasibility randomised controlled trial. *BMJ Open*, 12(12), e064951–e064951. <https://doi.org/10.1136/bmjopen-2022-064951>
- Clegg, J. (2004). Language and behaviour: an exploratory study of pupils in an exclusion unit. British Psychological Society Conference, University of Leeds, UK, September 2004
- Clennon, O. (2013). How Effective Are Music Interventions in the Criminal Youth Justice Sector? Community Music Making and Its Potential for Community and Social Transformation: A Pilot Study. *Journal of Music, Technology and Education* 6(1). 103–130. https://doi.org/10.1386/jmte.6.1.103_1
- Cristofani, C., Sesso, G., Cristofani, P., Fantozzi, P., Inguaggiato, E., Muratori, P., ... & Milone, A. (2020). The role of executive functions in the development of empathy and its association with externalizing behaviors in children with neurodevelopmental disorders and other psychiatric comorbidities. *Brain Sciences*, 10(8), 489.
- Damschroder, L.J., Reardon, C.M., Widerquist, M.A.O. et al. (2022) The updated Consolidated Framework for Implementation Research based on user feedback. *Implementation Science* 17, 75. <https://doi.org/10.1186/s13012-022-01245-0>
- Day, A. M. (2021). Experiences and pathways of children in care in the youth justice system. <https://www.justiceinspectors.gov.uk/hmiprobation/wp-content/uploads/sites/5/2021/09/LL-Academic-Insights-v1.0-Day.pdf>
- Debowska, A., Boduszek, D., & Sherretts, N. (2017). Self-esteem in adult prison population: The development and validation of the self-esteem measure for prisoners (SEM-P). *Deviant Behavior*, 38(11), 1240-1251.

- Diamond, S., & Lanskey, C. (2023). An opportunity to find oneself at the end of a paintbrush: Exploration of an artist-led prison intervention model bringing people from prison and local community together. *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000589>
- Downey, D. B., & Vogt Yuan, A. S. (2005). Sex differences in school performance during high school: Puzzling patterns and possible explanations. *The Sociological Quarterly*, 46, 299–321. DOI: 10.1111/j.1533-8525.2005.00014.x
- Emerson, E. (2010). Deprivation, ethnicity and the prevalence of intellectual and developmental disabilities. *Journal of Epidemiology and Community Health*, 66(3), pp.218–224. doi:<https://doi.org/10.1136/jech.2010.111773>.
- Euler, F., Steinlin, C., & Stadler, C. (2017). Distinct profiles of reactive and proactive aggression in adolescents: associations with cognitive and affective empathy. *Child and Adolescent Psychiatry and Mental Health*, 11(1). <https://doi.org/10.1186/s13034-016-0141-4>
- Francis, B., Skelton, C., Carrington, B., Hutchings, M., Read, B., & Hall, I. (2008). A perfect match? Pupils' and teachers' views of the impact of matching educators and learners by gender. *Research Papers in Education*, 23, 21-36. DOI: 10.1080/02671520701692510
- Gambin, M., & Sharp, C. (2016). The Differential Relations Between Empathy and Internalizing and Externalizing Symptoms in Inpatient Adolescents. *Child Psychiatry & Human Development*, 47(6), 966–974. <https://doi.org/10.1007/s10578-016-0625-8>
- Gambin, M., & Sharp, C. (2018). Relations between empathy and anxiety dimensions in inpatient adolescents. *Anxiety, Stress, & Coping*, 31(4), 447–458. <https://doi.org/10.1080/10615806.2018.1475868>
- Golson, M.E., Haverkamp, C.R., McClain, M.B., Schwartz, S.E., Ha, J., Harris, B. & Benallie, K.J. (2021). Influences of student race/ethnicity and gender on autism special education classification considerations. *Autism*, 26(6), p.136236132110504. doi:<https://doi.org/10.1177/13623613211050440>.
- Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A Research Note. *Journal of Child Psychology and Psychiatry*, 38(5), 581–586. <https://doi.org/10.1111/j.1469-7610.1997.tb01545.x>
- Halperin, R., Kessler, S., & Braunschweiger, D. (2012). Rehabilitation Through the Arts: Impact on Participants' Engagement in Educational Programs. *Journal of Correctional Education*, 63(1), 6–23. <http://www.istor.org/stable/26507619>

- Hartley, B. L., & Sutton, R. M. (2013). A stereotype threat account of boys' academic underachievement. *Child Development*, 84, 1716–1733. DOI: 10.1111/cdev.12079
- Hauch, D., Fjorback, L. O., & Juul, L. (2023). Psychometric properties of the Short Warwick-Edinburgh mental well-being scale in a sample of Danish schoolchildren. *Scandinavian Journal of Public Health*, 51(8), 1214-1221.
- Hirschfield, P. & Gasper, J. (2011). The Relationship Between School Engagement and Delinquency in Late Childhood and Early Adolescence. *Journal of Youth and Adolescence*, 40, 3–22. DOI: 10.1007/s10964-010-9579-5
- Henry, K., Knight, K. & Thornberry, T. (2012). School Disparticipation as a Predictor of Dropout, Delinquency, and Problem Substance Use During Adolescence and Early Adulthood. *Journal of Youth and Adolescence*, 41, 156-166. doi:10.1007/s10964-011- 9665-3
- HM Inspectorate of Prisons (2023). An analysis of 12–18-year-olds' perceptions of their experiences in secure training centres and young offender institutions. [https://assets.publishing.service.gov.uk/media/65b391a60c75e30012d800fa/Youth Justice Statistics 2022-23.pdf](https://assets.publishing.service.gov.uk/media/65b391a60c75e30012d800fa/Youth_Justice_Statistics_2022-23.pdf)
- HM Prison and Probation Service, & Youth Custody Service. (2024). Youth custody data December 2023. GOV.UK. <https://www.gov.uk/government/publications/youth-custody-data>
- Hoffmann T C, Glasziou P P, Boutron I, Milne R, Perera R, Moher D et al. (2014) Better reporting of interventions: template for intervention description and replication (TIDieR) checklist and guide *BMJ*; 348: g1687 doi:10.1136/bmj.g1687
- Hutchinson, J., Reader, M. & Akhal, A. (2020). Education in England: Annual Report 2020. Education Policy Institute. <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>
- James, C., Stams, G., Asscher, J., De Roo, A. and Van Der Laan, P. (2013). Aftercare Programs for Reducing Recidivism Among Juvenile and Young Adult Offenders: A Meta-analytic Review. *Clinical Psychology Review*, 33, 263–27. DOI: 10.1016/j.cpr.2012.10.013
- Jamison, R. S., Wilson, T., & Ryan, A. (2015). Too cool for school? The relationship between coolness and academic reputation in early adolescence. *Social Development*, 24, 384–403. DOI: 10.1111/sode.12097
- Kirk, D. and Sampson, R. (2013). Juvenile Arrest and Collateral Educational Damage in the Transition to Adulthood. *Sociology of Education*, 86, 36–62. DOI: 10.1177/0038040712448862

- Kitson, A. L., & Harvey, G. (2016). Methods to succeed in effective knowledge translation in clinical practice. *Journal of nursing scholarship*, 48(3), 294-302.
- Kraanen FL, Scholing A, Emmelkamp P. M. G., et al. (2013) The comparative effectiveness of Integrated treatment for Substance abuse and Partner violence (I-StoP) and substance abuse treatment alone: a randomized controlled trial. *BMC Psychiatry*. 13(1):189.
- Lambie, I. & Randell, I. (2013). The Impact of Incarceration on Juvenile Offenders. *Clinical Psychology Review*, 33, 448–459. DOI: 10.1016/j.cpr.2013.01.007
- Lea, C., Malorni, A., & Jones, T. (2019). “Everybody is an Artist”: Arts- based Education and Formerly Incarcerated Young Black Men's Academic and Social–emotional Development in an Alternative School. *American Journal of Community Psychology*, 64(3–4), 333–347. DOI: 10.1002/ajcp.12378
- Lennox, C., Hall, C. L., Carter, L.-A., Beresford, B., Young, S., Kraam, A., Brown, N., Wilkinson-Cunningham, L., Reeves, M., & Chitsabesan, P. (2020). FACT: a randomised controlled trial to assess the feasibility of QbTest in the assessment process of attention deficit hyperactivity disorder (ADHD) for young people in prison—a feasibility trial protocol. *BMJ Open*, 10(1), e035519. <https://doi.org/10.1136/bmjopen-2019-035519>
- Little, R. (2015). Putting Education at the Heart of Custody? The Views of Children on Education in a Young Offender Institution. *British Journal of Community Justice*, 13(2), 27.
- Liu J, Chen X, Lewis G. (2011) Childhood internalizing behaviour: analysis and implications. *Journal of Psychiatric Mental Health Nursing*. 18(10):884-94. doi: 10.1111/j.1365-2850.2011.01743.x
- Maguire, D. (2021). *Male, failed, jailed: Masculinities and “revolving-door” imprisonment in the UK*. London: Palgrave.
- Masso-Guijarro, B., & Montes-Rodríguez, R. (2020). Educational and Social Uses of Music and Video Creation for a Group of Young Offenders. *International Journal of Interdisciplinary Cultural Studies*, 16(1), 1–14. DOI: 10.18848/2327-008X/CGP/V16I01/1-14
- Maynard, B., Salas-Wright, C. & Vaughn, M. (2015). High School Dropouts in Emerging Adulthood: Substance Use, Mental Health Problems, and Crime. *Community Mental Health Journal*, 51, 289-299. DOI: 10.1007/s10597-014-9760-5
- McAra, S., & L. McVie. (2010). Youth Crime and Justice: Key Messages from the Edinburgh Study of Youth Transitions and Crime. *Criminology and Criminal Justice* 10(2), 179–209. DOI: 10.1177/1748895809360971

- Mansfield, L., Daykin, N., O'Connell, N. E., Bailey, D., Forde, L., Smith, R., Gifford, J., & Garcia Ashdown-Franks. (2024). A mixed methods systematic review on the effects of arts interventions for children and young people at-risk of offending, or who have offended on behavioural, psychosocial, cognitive and offending outcomes: A systematic review. *Campbell Systematic Reviews*, 20(1). <https://doi.org/10.1002/cl2.1377>
- McLaren, V., Vanwoerden, S., & Sharp, C. (2019). The Basic Empathy Scale: Factor structure and validity in a sample of inpatient adolescents. *Psychological Assessment*, 31(10), 1208–1219. <https://doi.org/10.1037/pas0000741>
- McNeill, F., Anderson, K., Colvin, S., Overy, K., Sparks, R. and Tett, L. (2011). Inspiring Desistance? Arts Projects and 'What Works?' *Justitie Verkenningen* 37 (5), 80–101.
- Ministry of Justice & Department for Education. (2016). Understanding the educational background of young offenders: full report. GOV.UK. <https://www.gov.uk/government/statistics/understanding-the-educational-background-of-young-offenders-full-report>
- Mitchell, P., & Shaw, J. (2011). Factors affecting the recognition of mental health problems among adolescent offenders in custody. *The Journal of Forensic Psychiatry & Psychology*, 22(3), 381–394. <https://doi.org/10.1080/14789949.2011.564644>
- Mitchell P, Smedley K, Kenning C, McKee A, Woods D, Rennie CE, Bell RV, Aryamanesh M, Dolan M. (2011) Cognitive behaviour therapy for adolescent offenders with mental health problems in custody. *Journal of Adolescence*. 34(3):433-43. doi: 10.1016/j.adolescence.2010.06.009
- Moffitt, T., Caspi, A., Rutter, M. and Silva, P. (2001). *Sex Differences in Antisocial Behaviour*. Cambridge: Cambridge University Press.
- Moody, M. (2016). From Under-Diagnosis to Over-Representation: Black Children, ADHD and the School-to-Prison Pipeline. *Journal of African America Studies*, 20(2), 152-163. DOI: 10.1007/s12111-016-9325-5
- Moreau, M. (2014). *Inequalities in the teaching profession: A global perspective*. London: Palgrave MacMillan.
- Moreau, M. and Brownhill, S. (2017). Teachers and educational policies: negotiating discourse of male role modelling. *Teaching and Teacher Education*, 67, 370-377. DOI: 10.1016/j.tate.2017.07.001
- Morris, E. W. (2012). *Learning the hard way: Masculinity, place, and the gender gap in education*. New Brunswick, NJ: Rutgers University Press.

- Nasen. (2022). Exclusions for pupils with SEND four time higher show new government figures. [online] Available at: <https://nasen.org.uk/news/exclusions-pupils-send-four-time-higher-show-new-government-figures>.
- National Literacy Trust. (2022). New Chapters: Impact Report 2022. https://nlt.cdn.ngo/media/documents/New_Chapters_2022_Impact_Report.pdf
- Nunes, C., Ayala-Nunes, L., Pechorro, P., & La Greca, A. M. (2018). Short Form of the Social Anxiety Scale for Adolescents among community and institutionalized Portuguese youths. *International Journal of Clinical and Health Psychology*, 18(3), 273-282.
- Ofsted & HM Inspectorate of Prisons (2022). Prison education: a review of reading education in prisons. <https://www.gov.uk/government/publications/prison-education-a-review-of-reading-education-in-prisons>
- Ofsted (2023a). The quality of reading education in prisons: one year on. <https://www.gov.uk/government/publications/the-quality-of-reading-education-in-prisons-one-year-on/the-quality-of-reading-education-in-prisons-one-year-on#context>
- Ofsted (2023b). The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2022/23. <https://www.gov.uk/government/publications/ofsted-annual-report-202223-education-childrens-services-and-skills>
- Owens, J. (2016). Early Childhood Behaviour Problems and the Gender Gap in Educational Attainment in the United States. *Sociology of Education*, 89(3), 236-258. DOI: 10.1177/0038040716650926
- Pechorro, P., Kahn, R. E., Abrunhosa Gonçalves, R., & Ray, J. V. (2017). Psychometric properties of Basic Empathy Scale among female juvenile delinquents and school youths. *International Journal of Law and Psychiatry*, 55, 29–36. <https://doi.org/10.1016/j.ijlp.2017.10.008>
- Pickering, J. (1997). *Raising boys' achievement*. London: A&C Black.
- Roberts, C. and S. A. Roberts (2005). "Design and analysis of clinical trials with clustering effects due to treatment." *Clinical Trials* 2(2): 152-162.
- Ruggiero, D., de Hurtado, B.& Watso, W. (2013). Juvenile Offenders: Developing Motivation, Engagement, and Meaning- making Through Video Game Creation. *International Journal of Game-Based Learning*, 3(2), 112–129. DOI: 10.4018/ijgbl.2013040107

- Sampson, R. and Laub, J. (2005). A life-course View of the Development of Crime. *The Annals of the American Academy of Political and Social Science*, 602, 12–45. DOI: 10.1177/0002716205280075
- Sánchez-Pérez, N., Fuentes, L. J., Jolliffe, D., & González-Salinas, C. (2014). Assessing children's empathy through a Spanish adaptation of the Basic Empathy Scale: parent's and child's report forms. *Frontiers in psychology*, 5, 118090.
- School Workforce Census. (2024). School work force in England. Department for Education. Available from <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>
- Schmaus, M. (2021). Disproportionate identification of special needs for ethnic and language minority students in England—patterns and explanations. *British Journal of Sociology of Education*, 43(1), pp.40–62. doi:<https://doi.org/10.1080/01425692.2021.2002682>.
- Scott, T., & Brown, S. (2018). Risks, strengths, gender and recidivism among justice involved youth: A meta-analysis. *Journal of Consulting and Clinical Psychology*, 86 (11), 931-945. DOI: 10.1037/ccp000343
- Shepherd, S. and Purcell, R. (2015). What are the Factors Associated with Criminal Behaviour for Young People with Mental Health Problems? *Psychiatry, Psychology and Law*, 22(6), 869–879. DOI: 10.1080/13218719.2015.1015399
- Skiba, R. J., Michael, R. S., Nardo, A. C., and Peterson, R. L. (2002). The colour of discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34, 317–342. DOI: 10.1023/A:1021320817372
- Smeijsters, H., Kil, J., Kurstjen, H., Welten, J. and Willemars, G. (2011). Art Therapies for Young Offenders in Secure Care: A Practice Based Research. *The Arts in Psychotherapy*, 38, 41-51. DOI: 10.1016/j.aip.2010.10.005
- Smith, D. and McAra, L. (2004). *Gender and Youth Offending. (Edinburgh Study of Youth Transitions and Crime, no. 2)*. Centre for Law and Society, University of Edinburgh.
- Tett, L., Anderson, K. McNeill, F., Overy, K. and Sparks, R. (2012). Learning, Rehabilitation and the Arts in Prisons: A Scottish Case Study. *Studies in the Education of Adults* 44 (2): 171–185. DOI: 10.1080/02660830.2012.11661631
- Thompson, B. (2022). Beyond the Corner: Introducing a String Music Program to Youth in Detention. *String Research Journal*, 12(1), 61–83. DOI: 10.1177/19484992221094818
- Timpson, E. (2019). *Timpson review of school exclusion*. Dandy Booksellers Limited.

- Todis, B., Bullis, M., Waintrup, M., Schultz, R. and D'Ambrosio, R. (2001). Overcoming the Odds: Qualitative Examination of Resilience Among Formerly Incarcerated Adolescents. *Exceptional Children*, 68, 119–139. DOI: 10.1177/001440290106800107
- Tonkin-Crine, S., Anthierens, S., Hood, K., Yardley, L., Cals, J. W., Francis, N. A., ... & GRACE INTRO/CHAMP consortium. (2015). Discrepancies between qualitative and quantitative evaluation of randomised controlled trial results: achieving clarity through mixed methods triangulation. *Implementation Science*, 11, 1-8.
- Vaingankar, JA., Abdin, E., Chong, SA., Sambasivam, R., Seow, E., Jeyagurunathan, A., Picco, L., Stewart-Brown, S., & Subramaniam, M. (2017). Psychometric properties of the short Warwick Edinburgh mental well-being scale (SWEMWBS) in service users with schizophrenia, depression and anxiety spectrum disorders. *Health and Quality of Life Outcomes*, 15: 153.
- Hauch D, Fjorback LO, Juul L. (2023) Psychometric properties of the Short Warwick-Edinburgh Mental Well-Being Scale in a sample of Danish schoolchildren. *Scandinavian Journal of Public Health*. 51(8):1214-1221. doi: 10.1177/14034948221110002
- Valqueresma, A., Coimbra, J. L., & Costa, P. (2022). Creative Self-Efficacy Scale for Children and Adolescents (CASES): A Development and Validation Study. *International Journal of Psychological Research*, 15(1), 55–69. <https://doi.org/10.21500/20112084.5410>
- Wells, J. (2016). Primary school boys, academic achievement in literacy and hegemonic identities: a qualitative study. Doctoral thesis. University of Keele.
- Whitehead, A. (2005). Man to man violence: How masculinity may work as a dynamic risk factor. *The Howard Journal of Criminal Justice*, 44(4), 411-22.
- Youth Justice Board (2016) Protected Education – 60/40 Split: Definition and Guidance. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/465531/Protected_Education_60-40_split_definition_and_guidance.PDF.
- Youth Justice Board. (2023). Youth Justice Statistics: 2021 to 2022 (accessible version). GOV.UK. <https://www.gov.uk/government/statistics/youth-justice-statistics-2021-to-2022/youth-justice-statistics-2021-to-2022-accessible-version#children-in-youth-custody>
- Youth Justice Board. (2024). Youth Justice Statistics: 2022 to 2023 (accessible version). GOV.UK. https://assets.publishing.service.gov.uk/media/65b391a60c75e30012d800fa/Youth_Justice_Statistics_2022-23.pdf



youthendowmentfund.org.uk



hello@youthendowmentfund.org.uk



[@YouthEndowFund](https://twitter.com/YouthEndowFund)

The Youth Endowment Fund Charitable Trust

Registered Charity Number: 1185413
