

Project Overview

The Youth Endowment Fund (YEF) seeks to collaborate with a software development company to create a digital self-assessment survey tool, the Education Practice Insight Creator (EPIC). This tool aims to support education leaders in reviewing their institution's current practices against evidence-based [guidance](#) to reduce children's involvement in violence.

Purpose and Objectives

1. **Self-Assessment for Education Leaders:** The tool will enable school leaders to complete a 35-question self-assessment survey (see appendix 1), providing them with immediate, actionable insights into their institution's practices aligned with YEF's education practice [recommendations](#). Insights will highlight strengths and opportunities for development based on our evidence of what works.
2. **Data Collection and Analysis:** The tool will enhance YEF's understanding of current practices across various contexts by collecting anonymised data from the schools, colleges and alternative provision settings who use the tool. This data will inform our ongoing work with the sector and will help us to understand what types of resources might be most valuable in supporting implementation of evidence-informed practice.
3. **Periodic review:** The tool will support periodic assessments (we'd recommend annually), allowing education institutions to track their progress over time and adapt practices as needed. It will also help YEF monitor trends and changes in practice.

Key Features of the Tool

User-Friendly Self-Assessment Survey:

- A simple, intuitive, and easy to navigate tool
- With minimal friction and barriers to access and complete the survey (to minimise drop out)
- Optimised for completion via mobile devices

Insight Generation:

- Automated insights generated based on responses, such as a responses dashboard linked to the 5 recommendations, the identification of strengths and opportunities for improvement and signposting to guidance and resources to support.
- Visualisation of results, a dashboard to help users easily see how their current practice maps across our 5 recommendations for example including graphs and charts of their responses.
- Insights provided in the context of the growing database of completed responses. E.g. 'your practice across recommendation 1 is in the top 10% compared to other respondents' or '80% of respondents completing this survey provided the same answer here'. The ability to apply filters to the dataset so leaders can compare their responses with settings who have similar characteristics. E.g. phase, region, % of pupils eligible for Free School Meals (FSM), etc.

Data Collection, Storage and Analysis:

- Collect data about schools' characteristics. E.g. size, phase, location, FSM %, to enable analysis.
- Secure storage of data, ensuring compliance with data protection regulations.
- Backend analytics to track trends, generate reports, and gather insights.

Periodic Use and Comparison:

- Functionality for institutions to revisit the tool at set intervals (e.g., annually) and be able to track changes and improvements.

Enabling Collaboration Mechanism:

- Option for users to get in touch and provide feedback on the tool
- Whilst ensuring anonymity of responses, the tool shows which institutions have completed the survey and enables YEF to follow up regarding:
 1. Support resources
 2. Funding opportunities
 3. Wider collaboration opportunities
 4. Their experience of using the tool and its impact

Maximising completion rates:

- Gather data on how many people begin the survey and how many complete
- Provide email nudges to users who have begun and not completed

Further details

Timeline

- Full-scale digital rollout is targeted for Early 2025, making the tool accessible to education leaders across England and Wales.

Budget and Cost Estimates

- **Initial Development and Setup:** £15,000 - £20,000
- **Annual Running Costs:** (Based on 5 years) £2,000 - £6,000 p.a. (including server hosting, maintenance, and tech support)

Technical Requirements

- **Platform Compatibility:** This web-based tool will need to integrate with the YEF website and be accessible and navigable via desktop, tablet, and mobile devices.
- **Data Security:** Compliance with GDPR, ensuring secure handling of user data.
- **Capacity:** Predicting 1000 users, anticipated maximum capacity c.6000 users.

Support and Maintenance

- Ongoing technical support for troubleshooting, updates, and user assistance.
- Support with periodic updates to adapt to user feedback and enable changes in emerging evidence to be reflected.

Brief for development of the YEF Education Practice Insight Creator (EPIC)



How to apply

Please respond via email with a written proposal by 5pm on Friday 31st October 2024.

This proposal should as a minimum, include:

1. How you will meet the objectives and key features above
2. Your development and implementation approach
3. Proposed timeline
4. Cost and how this is estimated

Proposals should not exceed 1000 words.

Please submit proposals to:

Change@youthendowmentfund.org.uk

Contact Information

Please submit any questions relating to this opportunity to:

Dennis Simms

Head of Change for Education

Youth Endowment Fund

dennis.simms@youthendowmentfund.org.uk

Appendix 1 – Education Practice Insight Creator

This self-assessment resource has been designed to support school, college and Alternative Provision (AP) leaders to review current practice and consider next steps in implementing evidence-informed guidance for reducing children’s involvement in violence.

We anticipate that your current practice will already align with our guidance in several ways and that in many cases efforts to do more to support children you serve are impacted by the limited available resources.

There are 35 questions, please respond with your best-fit answer based on your knowledge and understanding of current practice.

Recommendation 1: Keep children in education						
Evidence-informed attendance improvement strategies						
1. Do you follow consistent procedures for informing parents and carers about low attendance? E.g. via telephone, in writing, in person at key thresholds.	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
2. Do you meet with absent children and their parents/carers to address attendance issues?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
3. Do you provide free or discounted breakfast clubs?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
Universal and targeted behaviour support						
4. Is your behaviour policy consistently applied by staff?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
5. Are effective classroom management strategies applied?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
6. Do you effectively identify and provide targeted behaviour support to children who need it?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
7. Do you use daily report cards (or similar) to set and monitor children’s behaviour targets?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
8. Do children with identified SEND receive the support they require?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
9. Are timely referrals made for early help/multi-agency assessments when required?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
Support for suspended and permanently excluded children						
10. Are parents and carers promptly and effectively informed when suspensions and exclusions occur?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
11. Is appropriate work set or alternative provision arranged for suspended children?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
12. Do you monitor the number of days pupils lose through suspension?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>

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13. Do you plan appropriate interventions for pupils who have been suspended or are at risk of exclusion?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
14. Do children returning following suspension receive one-to-one mentoring?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
Recommendation 2: Provide children with trusted adults						
15. Is mentoring provided to vulnerable children?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
16. Is mentoring provided to vulnerable children for at least one hour per week over a minimum of two full terms?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
17. Do mentors receive appropriate training prior to commencing mentoring?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
18. Do mentors receive regular supervision?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
19. Is the impact of any missed learning due to mentoring minimised and mitigated?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
20. Are weekly coach-led sports sessions or outdoor activities attended by vulnerable children?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
Recommendation 3: Develop children's social and emotional skills						
21. Is targeted social and emotional learning and support provided to children who need it?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
22. Are pupil facing staff trained and able to model and encourage social and emotional skills?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
23. Do you engage parents and carers with how to develop children's five key social and emotional skills at home?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
24. Do trained staff provide relationship violence reduction sessions to secondary-age children? (Skip, if primary or post-16)	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
25. Do you consult children on levels of bullying and how safe they feel?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
26. Do you train staff on how to identify and respond to bullying?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
27. Do you make referrals to CAMHS /CYPMHS or other mental health support when required for children with serious and complex emotional needs or behavioural difficulties?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
Recommendation 4: Target efforts at the places and times where violence occurs						
28. Do you consult with children in your context to understand which times, locations and aspects to focus on?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
29. Do you consult with staff to determine where to focus your efforts?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
30. Do you work with local agencies and partners to understand your local context and create a coordinated safeguarding response?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>

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	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	Unsure <input type="checkbox"/>
31. Are your approaches and interventions informed by feedback and insight from stakeholders?						
Recommendation 5: Cautiously consider unproven strategies and avoid harmful approaches						
32. Do you run a prison awareness programme?	Yes <input type="checkbox"/>			No <input type="checkbox"/>		Unsure <input type="checkbox"/>
33. Do you run knife education programmes?	Yes <input type="checkbox"/>			No <input type="checkbox"/>		Unsure <input type="checkbox"/>
34. Do you deliver trauma-informed practice training for teachers?	Yes <input type="checkbox"/>			No <input type="checkbox"/>		Unsure <input type="checkbox"/>
35. Do you have a 'police in corridors' or 'police in classrooms' programme?	Yes <input type="checkbox"/>			No <input type="checkbox"/>		Unsure <input type="checkbox"/>

Thank you for completing this self-assessment.