EVALUATION REPORT

SW!TCH Lives

Feasibility study

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YOUTH ENDOWMENT FUND

NatCen Social Research

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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.

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About the Evaluator

NatCen Social Research is Britain's leading independent, non-profit research organisation with a mission to produce great research with a social purpose. As Britain's leading centre for independent social research, NatCen have over 50 years' experience of listening to the public and making sure their voice is heard. The organisation's research helps government and charities make the right decisions about the big issues, and they are passionate about ensuring its widest possible impact on the world around us.

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Executive Summary

The project

SW!TCH Lives aims to support pupils aged between 11 and 14 to improve resilience to adversity, increase self-esteem, remain in school and develop positive aspirations. Delivered by LifeLine, the project provides consistent, positive role models. Specifically, up to three universal workshops are delivered to groups of 10–15 pupils, followed by targeted one-to-one mentoring. The workshops are delivered in schools by two Youth Development Workers (YDWs) and aim to raise awareness and understanding about serious youth violence. The workshops include presentations and discussions on knife crime, gun crime, exploitation, grooming, gang culture, 'joint enterprise', and stop and search. From each round of workshops, up to 10 young people are selected for one-to-one mentoring based on their risk of becoming involved in serious violence. Assessments of risk are made by the YDWs and the SW!TCH lead in each school. Mentoring sessions are approximately 30 minutes long and occur weekly for between six and 12 months. In this project, SW!TCH Lives was delivered in 12 schools. Participation was voluntary – a total of 1,724 pupils attended a workshop, and 358 pupils received mentoring.

The evaluation of the SW!TCH project was a feasibility study that aimed to assess early implementation and delivery of SW!TCH Lives from the perspectives of LifeLine senior stakeholders, YDWs, teachers and pupils. The study also aimed to identify any refinements required to improve the intervention and inform the research design for a potential, larger pilot evaluation. To achieve this, the study used in-depth interviews with two senior stakeholders and two YDWs at LifeLine and conducted case studies of two of the 12 schools involved. The case studies involved interviews and focus groups. Overall, nine pupils that had received mentoring took part in interviews. A total of 18 pupils that attended a workshop took part in one of four focus groups. One interview was conducted with a teacher. This study was conducted between August 2021 and August 2022.

Key conclusions
The aims of SW!TCH Lives were broadly understood by LifeLine staff, teachers and young people. However, some young people were not clear about the specific goals of the mentoring programme, and some were not sure whether participation was voluntary.
LifeLine staff shared positive views about their training and experience of SW!TCH Lives. Feedback from LifeLine staff, YDWs and young people suggested that the workshops were interactive and engaging and increased participants' knowledge about serious youth violence. Young people described the mentoring sessions as valuable and highly individualised, with some noting improvements in confidence, aspirations, emotional well-being and relationships.
Delivery of SW!TCH lacked consistency and deviated from the intended model. Deviations included some schools delivering workshops to whole year groups (as part of Personal, Social, Health and Economic education [PSHE]) rather than to smaller groups of 15. In addition, some pupils who were receiving mentoring did not recall attending a workshop, while some pupils attended more than one workshop. The length of mentoring sessions was also not always consistent.
Improved consistency of implementation is required. This includes selection of schools, delivery of workshops, selection of young people to receive mentoring, the core activities involved in mentoring sessions and assessments of progress. Clearer information could be provided about the workshops, goals of mentoring and voluntary participation.
To progress to a pilot evaluation, a larger sample of school delivery sites will be required, observations of training sessions and workshops could sit alongside other qualitative data collection, and pre- and post-intervention data should be collected to measure progress towards intended outcomes for young people.

Interpretation

The aims of SW!TCH Lives were broadly understood by LifeLine staff, teachers and young people. However, there was some confusion about the specific details of the programme. Some young people were unclear about the purpose of the mentoring programme and viewed it as providing general support to young people rather than addressing their risk of becoming involved in violence.

Overall, LifeLine staff and service users felt the selection process for mentoring worked well and ensured that young people with the greatest needs were selected. However, LifeLine staff identified that, due to their good behaviour, some young people at risk of involvement in violence may be missed through this process. Obtaining parental consent was challenging, where selection for mentoring was viewed as negatively labelling the young person. There were also a small number of cases of disagreement between school staff and LifeLine about the suitability of young people for mentoring. For example, young people with traumatic experiences or close to youth violence were not identified by the school as at risk of involvement in serious youth violence, whereas LifeLine staff felt this met the criteria for risk.

LifeLine staff shared positive views about their training and experience of delivering SW!TCH Lives but also reflected that minimal training was provided to deliver the workshops. In addition, some aspects of the delivery of SW!TCH Lives deviated from the intended model. Workshops were designed to be delivered universally and to include up to 15 young people. In some schools, they were delivered as part of existing PSHE provision involving up to 60 young people. In other schools, workshops were delivered to targeted groups of young people at risk of involvement in violence. Some young people also attended more than one workshop. Deviations from the model were also observed in mentoring. The SW!TCH programme provides flexibility in the design of mentoring sessions to allow adaptability to the young person's needs. However, the intended model stated that action planning should be undertaken in the second mentoring session to provide a focus on goals. Some young people had not completed any action planning, and others could not remember if they had. In addition, it was anticipated that sessions would last approximately 30–45 minutes, but in practice they ranged from five to 50 minutes. In part, this was due to practical challenges related to timing sessions around lessons and walking time across school premises to use private spaces.

Well-being measures, such as the Warwick-Edinburgh Mental Well-being Scale, and the Student Resilience Survey were used to monitor progress. This included measures such as self-esteem, confidence, pupils' ability to process information and whether pupils get angry quickly. Progress assessments were not undertaken consistently; for some young people, they took place every six weeks; for others, they were every 12 weeks. In terms of their reflections in interviews and focus groups, young people felt that the interactive elements of the workshops encouraged their participation in group discussions and that the workshops increased their knowledge about violence, risky spaces and where to go for help and support. Young people also described the mentoring sessions as valuable for improving their decision making, confidence, emotional intelligence, aspirations, emotional well-being and relationships with adults.

To progress to a pilot evaluation, the inconsistencies in the delivery model need to be addressed. Observations of training sessions and workshops would facilitate capture of consistency of delivery. Pre- and post-intervention data should be collected to measure progress towards intended outcomes for young people. A pilot evaluation may also need to address concerns raised by some schools about the perceived reputational damage that may result from the school being associated with a programme addressing serious youth violence. SW!TCH Lives was well received by the schools, and the young people involved gave positive feedback about the YDWs, the participative nature of the workshops and helpful mentoring sessions. However, due to the inconsistencies in the delivery of the programme, the YEF has no plans at this stage to fund a further evaluation of SW!TCH.

1. Introduction

LifeLine is an organisation with a mission to create 'agents of change' in the communities it serves through supporting families and young people on the edge of exclusion, isolation, mental health issues, violence and criminality.[1] To do this, LifeLine has developed a suit of programmes for young people. This report presents the findings of a feasibility study of one of these programmes: SW!TCH Lives.

Background

In 2019, LifeLine were awarded a Youth Endowment Fund (YEF) grant to deliver the SW!TCH Lives programme, a secondary school intervention for pupils aged between 11 and 14, delivered across Thurrock, Havering, Redbridge, and Barking and Dagenham. The programme aims to be delivered to young people at risk of being drawn into crime and violence (based on Home Office indicators for serious youth violence).[2]

What are the overarching aims of the programme?

The aim of the SW!TCH Lives programme is to reduce young people's risk of involvement in crime and youth violence. To achieve this, SW!TCH Lives provides at-risk young people with consistent, positive role models (via Youth Development Workers [YDWs]) and access to supportive peer networks via community activities. The intention is that engagement with SW!TCH Lives will lead to improved resilience to adversity, which will reduce young people's risk of involvement in crime and youth violence. As part of this, the programme aims to encourage young people to remain in education and be active members of their community. SW!TCH also works to support young people to improve their self-esteem and confidence, address any behaviours that may put them at risk of becoming involved in serious youth violence and develop positive aspirations for the future.[3]

[1] See further: https://www.lifelineprojects.co.uk/

[2] See: An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk)

[3] See further: https://www.lifelineprojects.co.uk/switch/

Development of the programme

When designing the programme, SW!TCH Lives developers drew on their own experiences of working with young people and the literature on attachment, motivation and peer influences to inform the format and content of the intervention. A consultation with 200 young people, which included focus groups, surveys and individual feedback, also informed the early development of SW!TCH Lives.

What is the format of the programme?

The programme adopts a tiered approach comprised of a universal element (workshops) and a targeted element (one-to-one mentoring and positive activities). SW!TCH Lives also includes 'leadership programming' (the ambassador programme). The universal workshops and targeted mentoring sessions are intended to be delivered by YDWs in school locations/environments and are the focus of this report.

The SW!TCH Lives programme is delivered primarily by YDWs who are intended to be a trusted, consistent source of guidance and a positive role model for young people.

Intervention/programme

Within this section, we provide an overview of each component of the SW!TCH Lives programme.

The 'Let's Talk about It' workshops: universal component

The workshops are the universal component of the SW!TCH Lives programme, delivered primarily by YDWs to groups of 10–15 young people.[4] Each school is responsible for nominating students for the workshops based on verbal guidance provided by LifeLine and school staff knowledge of each pupil's needs and background.

At each round of delivery, YDWs will deliver up to three workshops per school. Each workshop is delivered by two YDWs, which allows one YDW to focus on observing pupils' behaviour while the other delivers the workshop.

Workshops are intended to last around one and a half hours but are delivered flexibly to work within each school's timetable and focus on raising awareness and understanding of serious youth violence. As part of this, YDWs deliver a presentation on a number of topics, including knife crime, gun crime, exploitation and grooming, and gang culture. Pupils are also provided with information on 'joint enterprise', stop and search, and what to do if someone is stabbed. In addition to listening to the presentation, young people are invited to take part in

[4] Workshops may also be delivered by local musicians/artists.

discussions and activities. The aim is to create an environment that facilitates honest discussion and helps young people to reflect and share feelings, concerns and experiences of youth violence.

VIP mentoring: the targeted element

From each round of SW!TCH workshops delivered in a school, up to 10 young people considered most at risk of becoming involved in serious youth violence are selected for one-to-one mentoring. Young people are selected based on YDWs' observations of their behaviour during workshops, for example, watching for pupils who know 'too much' about the workshop content or who speak a lot or not at all. Selection is also based on input from the SW!TCH school lead and information on the Home Office risk factors for serious youth violence (such as family socioeconomic status and school exclusions). Eligibility for mentoring is assessed through a referral form, which is completed by school staff. The form gathers data on pupils' attendance figures; number of detentions and days spent in an inclusion unit or fixed-term exclusion; not in education, employment or training (NEET) indicators; and youth violence risk factors. The form was developed by LifeLine and incorporates some of the Home Office indicators.

The mentoring is delivered by SW!TCH YDWs and guided by the vision, identity and purpose (VIP) framework developed by LifeLine. The VIP framework is described as a solutions-focused approach to improving self-esteem and identifying and addressing risky behaviours while raising aspirations of young people.

The YDWs have access to a 'toolkit' containing worksheets organised around the principles of VIP that can be used in mentoring sessions as part of a bespoke programme for each young person. However, LifeLine projects and programmes are 'young-people powered' – that is, young people choose activities, discussion topics and goals. As such, the mentoring sessions are responsive to the needs of the young person and do not follow a set format or programme manual.

Mentoring sessions are approximately 30 minutes long and occur weekly for between six and twelve months, depending on the need of the pupil.

Additional components of SW!TCH Lives

Positive activities

Young people who attend mentoring sessions are also invited to participate in positive activities, such as sports or creative activities.[5] Other activities may be available or developed

[5] LifeLine open the opportunity to take part in positive activities to all young people within the community.

in response to the interests of the young people. The aim of the activities is to encourage young people to meet and socialise with peers outside of their usual social groups and develop healthy relationships within their community.

Positive activities take place after school and during school holidays and are delivered by LifeLine staff or external partners.

Ambassadors

The intention of the Ambassadors Programme is that young people who show leadership potential will be invited to become Ambassadors. Ambassadors are recruited across LifeLine's young people's programmes, including pupils' taking part in SW!TCH Lives mentoring. Ambassadors lead activities, start their own community projects and train to become peer mentors. As a result, Ambassadors gain teamwork and communication skills.

LifeLine has a designated YDW to coordinate and manage Ambassadors. The Ambassadors Programme is a longer-term outcome of the programme and is, therefore, not a feature relevant to the pupils who took part in the current study.

Summary of YEF funded SW!TCH Lives delivery (workshops and mentoring)

The YEF funded SW!TCH Lives programme was delivered in 12 schools. A total of 1,724 pupils attended a SW!TCH Lives workshop.

Each school was allocated 10 mentoring places for pupils. Over the course of delivery, 358 pupils received an element of VIP mentoring. Of the total number of pupils, 162 attended mentoring sessions for the full period, and 196 received mentoring for only part of the delivery period

Research questions

The YEF commissioned NatCen to conduct a feasibility study of SW!TCH Lives during the academic year 2021/22. The study aimed to assess early implementation of the programme to support decisions about programme refinement and a suitable research design for a larger-scale pilot evaluation.

Table 1 provides an overview of key research aims and accompanying research questions. The aims were specified before commencing the feasibility study; however, the research questions, which directly correspond to the aims, were defined retrospectively during reporting.

Table 1. Research aims and questions

Research aims and questions	
Aim	**Question**
Assess early implementation and delivery of SW!TCH Lives from the perspectives of LifeLine staff (senior stakeholders and YDWs) and service users (teachers and pupils)	• How is the programme perceived and understood by LifeLine staff and service users? • How do LifeLine staff find the experience of delivering SW!TCH Lives? • How do service users find the experience of receiving/participating in the SW!TCH Lives programme? • Is the training and ongoing support for YDWs sufficient? • What are the perceived outcomes of SW!TCH Lives?
Assess the feasibility of SW!TCH Lives to be delivered as intended	To what extent do LifeLine staff adhere to the intended delivery model?
Support decisions about intervention refinement	What changes, if any, are needed to the intervention?
Inform a suitable research design for a larger-scale pilot evaluation	What research design is suitable for a larger-scale pilot evaluation?

Success criteria and/or targets

To transition from feasibility stage to pilot stage, the SW!TCH Lives programme needed to be:

- Implemented consistently across schools and pupils
- Broadly delivered as originally intended by the programme developers
- Broadly perceived as positive by those delivering and receiving the programme

Ethical review

Ethical approval was obtained from the NatCen Research Ethics Committee ahead of recruitment and data collection. Before taking part in data collection activities (an interview or focus group), participants were provided with information on what participation in the research would involve, including information on the topics that would be discussed and how data would be used. This information was provided in writing via an information sheet and verbally before the start of each research encounter (see Chapter 2 for more details). At the beginning of each interview and focus group, it was made clear to participants that taking part was voluntary, and NatCen would take steps to maintain the anonymity of participants. However, caveats around the small sample size were also explained. The NatCen disclosure policy was explained, including the circumstances in which confidentiality may be breached (i.e. a disclosure that the participant or someone they identify is at serious risk of harm). Verbal consent was obtained prior to each interview or focus group. Following completion of

pupil interviews and focus groups, pupils were provided with an additional information sheet outlining details of a range of support services (see Appendix A).

Data protection

NatCen stored and handled all data securely and confidentially in line with the EU General Data Protection Regulation (GDPR). Only the research team and approved third parties listed in the privacy statement (e.g. transcription agency) had access to the data collected as part of the feasibility study. Participant data were transferred via a secure File Transfer Protocol (FTP).

NatCen were the data controller and processor. This means that NatCen were responsible for deciding the purpose and legal basis for managing the data. The legal basis was legitimate interest, meaning that NatCen believed there was good reason to collect and manage the data and that the data were needed to evaluate and learn about the SW!TCH Lives programme. Using the data did not interfere with individuals' interests, rights or freedoms.

NatCen issued information sheets to all relevant parties. This also included a link to the privacy notice, which was also published on the study website (see Chapter 2).

Project team/stakeholders

Table 2. Delivery team[6]

Delivery team	
Title and institution	Role
Senior stakeholders	Design of SW!TCH; oversight of delivery
Youth Development Workers	Delivery of SW!TCH workshops and one-to-one mentoring. Support delivery of the Ambassador Programme and positive activities.

Table 3. Evaluation team

Evaluation team		
Name	Title and institution	Role
Caroline Turley	Director of Crime & Justice, NatCen (until July 2021)	Quality assurance
Dr Tina Haux	Director of the Centre for Children & Families; interim Director of Crime & Justice, NatCen	Quality assurance
Ellie Roberts	Research Director, NatCen (until Dec 2021)	Principal investigator. Overall study lead. Senior oversight
Dr Jennifer Barton-Crosby	Research Director, NatCen	Project manager and reporting. Took over as overall lead from Jan 2022.
Emily Kohli	Senior Researcher, NatCen	Data collection, analysis and reporting
Felicity Kersting	Researcher, NatCen	Data collection, analysis and reporting
Tiarnán McDonough	Research Assistant, NatCen	Data collection, analysis and reporting

[6] To maintain anonymity, we have not included the names of the delivery team.

2. Methods

Participant selection

LifeLine staff

Interviews were carried out with LifeLine YDWs who deliver SW!TCH Lives and senior LifeLine stakeholders. A member of the NatCen research team briefed the SW!TCH project manager on the approach to recruitment; they were then provided with an information sheet to circulate to all YDWs delivering SW!TCH Lives (see Technical Appendix B for the information sheet provided to YDWs) and senior LifeLine stakeholders (see Technical Appendix C for the information sheet provided to senior stakeholders). Interested LifeLine staff members were invited to get in touch with NatCen directly using the study email address or phone number. Alternatively, they could register their interest with the SW!TCH project manager, who would then, with their permission, securely share contact details with the NatCen research team. A telephone or online interview (via Microsoft Teams) with a NatCen researcher was then arranged for a time and date convenient for the LifeLine staff member.

Two YDWs and two senior stakeholders took part in an interview.

School case studies

A case study approach was taken whereby data collection with teachers and pupils was undertaken in two schools.

Selecting schools

NatCen worked with LifeLine to select two schools from the 12 schools that were receiving SW!TCH Lives to participate in the study. The selection process involved LifeLine identifying a small group of schools that had expressed an initial interest in participating in the evaluation as part of LifeLine's regular communication with schools. NatCen then provided LifeLine with a general information sheet for schools (see Technical Appendix D) and asked LifeLine to distribute the information sheet to the SW!TCH Lives school lead (typically the Designated Safeguarding Lead) at each of the selected schools. The general information sheet provided an overview of the evaluation, what participation in the evaluation would involve for the school, the research activities that would be carried out and contact information for the NatCen research team should the teacher require further information. If, after reading the information sheet, a school was willing to take part in the evaluation, they were asked to contact the SW!TCH Lives project manager, who then (with permission) securely transferred details of the school and the SW!TCH Lives school lead to NatCen. A NatCen researcher then contacted the school lead via email with further details about the research (for further details, see sections on selecting pupils and selecting teachers).

From this process, two schools contacted NatCen to indicate interest in taking part in the evaluation; however, one of these schools did not respond to further communication from NatCen. A third school that had expressed interest via LifeLine was subsequently contacted by NatCen and agreed to take part. As such, of the three schools that showed some initial interest in participation, two were retained as the case study sites.

Selecting pupils

NatCen worked closely with the SW!TCH Lives lead in each school to support recruitment of pupils. Once schools agreed to participate in the evaluation, the NatCen research team sent school leads an introductory email, which restated what participation in the research would involve and provided information sheets tailored for parents/carers and pupils.[7]

The school lead arranged for parents/carers of pupils in the school who had taken part in the SW!TCH Lives programme to receive the relevant information sheet. This information sheet contained an 'opt out' form for parents/carers to complete and return to the SW!TCH school lead if they did not want their child to take part in the evaluation (see Technical Appendix E for the information sheet and opt-out form provided to parents/carers).

Following the opt-out period, school leads selected pupils to take part in a focus group (for pupils who had taken part in the universal element only) or an interview (for pupils who were receiving VIP mentoring; see the section on data collection for further details).[8] Selected pupils were provided with the relevant information sheet (see Technical Appendix F for the focus group information sheet and Technical Appendix G for the interview information sheet). If pupils did not want to take part in the research, they were asked to let their parents/carers or teacher know. Researchers reminded pupils of the voluntary nature of the interview/focus group at the start of each research encounter, giving a further opportunity to opt out of the research.

The final stage involved the school lead working with the NatCen research team to arrange dates for researchers to visit the school to carry out the research activities.

Overall, nine pupils took part in individual interviews and a total of 18 pupils took part in a focus group (four focus groups with between four and six pupils per focus group) across the

[7] At the beginning of the process, school leads were offered a telephone call with a NatCen researcher, during which they could ask questions about any element of the pupil recruitment and data collection processes.

[8] It is important to note that this approach may have resulted in a selection bias. For example, teachers may have selected pupils who they thought would be more willing to speak to researchers, pupils they believed had enjoyed the programme or pupils who had shown the most progress since participating in the programme.

two case study sites. School staff were asked to group pupils based on age so that each school had one focus group with younger pupils and one with older pupils.

The sample of pupils was from a range of year groups. Of the total pupil sample, 15% (n = 4) were in Years 7 and 8, 37% (n = 10) in Year 9, and 48% (n = 13) in Years 10 and 11.

Selecting teachers

As part of the introductory email sent to interested schools, NatCen invited the SW!TCH Lives school lead to take part in an interview. School leads were provided with a tailored information sheet (see Technical Appendix H); if they were interested in participating, a telephone or online interview (via Microsoft Teams) with a NatCen researcher was then arranged for a time and date convenient for them.

Although two teachers agreed to take part, only one interview could be completed.

Summary of sample

Thirty-two individuals took part in the feasibility study. Table 4 provides an overview of the intended and achieved sample broken down by each participant group.

Table 4. Achieved sample

Intended vs achieved sample		
Participant group	**Intended sample**	**Achieved sample**
LifeLine staff (YDWs)	4	2
LifeLine staff (senior stakeholders)	2	2
Teachers	2	1
Pupils	34	27
Total	**42**	**32**

The achieved sample was lower than the intended sample across all participant groups apart from LifeLine senior stakeholders. The reasons for this were as follows:

- **YDWs:** staffing difficulties around the time of recruitment and data collection, which reduced the number of YDWs available to participate in an interview.
- **Teachers:** although teachers indicated willingness to participate, due to busy schedules and the timeline of the study, it was not possible to achieve the intended number of interviews.

- **Pupils:** the intended sample was based on 10 completed interviews and four focus groups (each comprised of six pupils). The slightly lower achieved sample is the result of one interview not taking place (the pupil did not attend) and some focus groups being comprised of fewer than six pupils (some selected pupils did not attend on the day).

Caveats relating to the size of the sample

This is a small sample, and therefore the findings and conclusions should be considered in this context. Moreover, due to the small sample size and relatively large number of participant groups, where it would help to preserve participants' anonymity, we attribute views and experiences to the following aggregated participant groups:

- 'Service users' for school staff and pupils
- 'LifeLine staff' for stakeholders and YDWs

Logic model development

A half-day logic model workshop was held remotely via Microsoft Teams in August 2021. The workshop was facilitated by NatCen and attended by two representatives from LifeLine.

Prior to the workshop, NatCen carried out a quick review of relevant background documents that had been provided by LifeLine. This included a document containing a theory of change diagram (see Technical Appendix I) and a diagram setting out the key elements of the programme and the intended outcomes (see Technical Appendix J). These documents were used as a foundation upon which to develop the logic model during the workshop

The focus of the workshop was to develop an outcomes-focused logic model that sets out the outcome pathways for the young people who take part in SW!TCH Lives and for the programme itself.

When facilitating the logic model workshop, NatCen researchers drew on the logic model guidance set out by the Kellogg Foundation (Kellogg Foundation, 2004). A backwards mapping approach was applied, whereby the first step was to map the intended long-term impacts of SW!TCH Lives (i.e. the ultimate benefit to the community or society that SW!TCH Lives aims to achieve). From there, the NatCen researchers worked with LifeLine staff to work backwards to map the medium-term outcomes (changes in behaviour) that are needed to achieve the long-term impact/s and the short-term outcomes (changes in knowledge and skills) that need to occur before the medium-term outcomes can be realised. This process was guided by the question: 'If that's the change you want to see, what needs to happen first?'

Following the workshop, NatCen drafted the logic model and shared the first iteration with LifeLine. There was one round of feedback before the logic model was finalised in September 2021. It has not been updated since.

The logic model is described in detail in Chapter 6.

Data collection

Qualitative research methods were used to explore how participants viewed and experienced the SW!TCH Lives programme. Relevant insights from the qualitative data were also used to evaluate perceptions of the impact/outcomes of the programme.

All data collection was carried out during March and April 2022 (please see Table 5 for more detail on the research timeline).

LifeLine staff

Individual in-depth interviews were carried out with LifeLine staff. Interviews were conducted by a NatCen researcher over the telephone or online via Microsoft Teams and lasted approximately 60 minutes. Topic guides were developed to ensure consistent topic coverage across participants; however, separate guides were developed for YDWs (see Technical Appendix K) and senior stakeholders (see Technical Appendix L) to reflect the slightly different focus of their roles in relation to the SW!TCH Lives programme.

For senior stakeholders, the interviews explored:

- Views on why SW!TCH Lives is needed/the aims of the programme
- Views and experiences relating to the design, implementation and governance of SW!TCH Lives
- Communication with schools and the level of training and support provided to YDWs in preparation delivery of SW!TCH Lives
- How SW!TCH is delivered
- Facilitators, barriers and perceived impacts
- Recommendations and key learning

For YDWs, the interviews explored:

- Views on why SW!TCH Lives is needed/the aims of the programme
- Communication with schools
- How SW!TCH Lives has been delivered so far
- Training and support provided for the individuals who deliver the SW!TCH Lives programme, including any strengths and areas for improvement

- Any benefits or challenges identified for the young people taking part, as well as and perceived impacts

Service users

In each school, up to five in-depth interviews were conducted with pupils who had received, or were currently receiving, one-to-one VIP mentoring. Interviews lasted approximately 45 minutes. In addition, two focus groups with pupils who had attended a SW!TCH Lives workshop but had not gone on to receive mentoring were carried out in each school. Each focus group was comprised of three to six pupils and lasted approximately 60 minutes. All research encounters took place in schools and were conducted by NatCen researchers; focus groups were facilitated by two researchers.

Both the interviews and focus groups were intended to explore pupils' views and experiences of:

- The purpose of SW!TCH Lives
- The content and delivery of the programme
- The impact the programme may have had on awareness and attitudes to youth crime and violence
- Any recommendations or improvements for the programme

A single topic guide was developed for the interviews and focus groups with pupils (see Technical Appendix M); however, it was designed to be used flexibly, depending on whether the researcher was conducting an interview or facilitating a focus group.

For teachers, an in-depth interview was conducted with a NatCen researcher over the phone and lasted approximately 60 minutes. A topic guide (see Technical Appendix N) was used to facilitate discussion around the following:

- Understanding of the aims of the programme
- Communication and partnership working with the programme provider, including information and support provided
- How SW!TCH Lives has been delivered so far
- Any benefits or challenges identified for the young people taking part and perceived impacts

Analysis

With participants' permission, interviews and focus groups were audio recorded and transcribed verbatim for analysis. One interview participant declined to be recorded, and

handwritten notes were taken. Interview and focus group data were managed and analysed using Framework, a case and theme-based approach to qualitative data analysis developed by NatCen (Ritchie et al., 2014). Key topics emerging from the data were identified through familiarisation with the transcripts. An analytical framework was developed, and matrices relating to the different thematic issues were produced. The columns in each matrix represented sub-themes or topics, while rows represented each research encounter (interview or focus group). Data were summarised in the appropriate cell and ordered systematically. The final analytical stage involved working through the summarised data, drawing out the range of experiences and views, and identifying similarities and differences.

Where applicable, verbatim interview quotations are provided in this report to highlight key findings in participants' own words. The value of qualitative research is in revealing the breadth and nature of the phenomena under study (Ritchie et al., 2014). Therefore, we do not quantify participants' views and experiences.

Timeline

The feasibility study was originally due to commence in early 2020, which coincided with the beginning of the COVID-19 pandemic. Between March and July 2020, schools remained largely closed for most pupils in England (schools remained open for some children, such as the children of key workers). During this time, schools transitioned to remote and online learning. As a result, the feasibility study was paused. Some stakeholder fieldwork was attempted in the summer of 2020; however, due to disruption to delivery of SW!TCH and the return of restrictions in late 2020, the study was paused again. The continuing disruption to delivery of SW!TCH, social distancing and other measures to curb the spread of the virus, as well as the challenges that schools were facing with regard to teaching during a pandemic, meant that the feasibility study remained paused. In late 2021, delivery of SW!TCH Lives was able to return to largely pre-pandemic standards, and the YEF, NatCen and LifeLine made the joint decision to carry out data collection in early 2022, with some preliminary activities taking place in late 2021. Please see Table 5 for the timeline.

Table 5. Timeline

Date	Activity
August–September 2021	Logic model workshop carried out; logic model written up; and LifeLine comments addressed and integrated into the final model.
September–October 2021	Refinement of recruitment and fieldwork materials
October–November 2021	Preliminary work to identify schools for evaluation activities
December 2021–March 2022	Recruitment of case study schools (pupils and teachers) and LifeLine staff
March–April 2022	Fieldwork
March–April 2022	Data management
April–May 2022	Analysis and reporting
June–August 2022	Review

3. Feasibility Findings: Programme Context

This chapter provides an overview of the context of the SW!TCH Lives programme. The first section presents views of the aims for the programme reported by LifeLine staff and service users. The second section outlines LifeLine staff's accounts of training and support for YDWs and how the programme is governed. The chapter concludes with an overview of SW!TCH's involvement with local networks and partnerships.

Understanding of the aims of the SW!TCH Lives programme

Understanding of LifeLine staff

When discussing the rationale and aims of SW!TCH Lives, LifeLine staff referred to short-term aims and longer-term, overarching objectives .

Overarching objectives

LifeLine staff described a key aim of the programme to be a reduction in serious youth crime and violence. SW!TCH Lives aims to achieve this by providing the opportunity for young people vulnerable to involvement in criminal activity, violence and gang affiliation or at risk of exploitation or grooming to engage with positive role models and take part in activities. In turn, it is hoped that young people are exposed to safe, positive social and peer networks rather than situations and environments that carry a risk of exposure to crime.

> '[T]hey can turn to us to be positive role models and give them the opportunities to progress their career, home in on their skills, be distracted and have something fun to do through our positive activities rather than being bored and going out on the streets if they don't like it at home.' **LifeLine staff interview**

Building on this, LifeLine staff explained that a further aim of SW!TCH Lives is to support young people to become future community leaders. It was suggested that a route towards this is the SW!TCH Ambassadors Programme, which can provide young people with the experience of delivering aspects of LifeLine services, including assisting with the recruitment of LifeLine staff and running events such as positive activities. LifeLine staff reported that service users who had taken part in the Ambassador Programme had helped with recruiting staff and running events and, in some cases, had joined the LifeLine staff as junior outreach development workers.

> '[T]his isn't just a youth programme; what we're seeking to do here is create a youth movement. We want to see young people that are targeted young people end up being not just beneficiaries but agents of change in their communities.' **LifeLine staff interview**

Short-term aims

In addition to these broad aims, LifeLine staff noted more immediate, short-term outcomes that the programme aims to achieve with pupils – particularly as part of the one-to-one mentoring element. Examples of these aims include YDWs supporting young people to build better relationships with parents and encouraging them to do better academically in school. LifeLine staff reported tailoring support to pupils' needs by addressing issues flagged by schools as part of the initial referral process, such as poor behaviour at school, lateness, poor communication with teachers, being verbally abusive and concerns about gang involvement.

> '[A] lot of them, it is literally just keeping them in school. If it wasn't for me being in the school, they wouldn't even come into school sometimes.' **LifeLine staff interview**

Understanding of service users (pupils and teachers)

Pupils understood that discouraging young people from getting involved in gangs and knife crime was a main goal of the SW!TCH Lives programme. Service users offered the view that workshops provided young people with insights into the impacts of 'risky behaviours', with pupils suggesting that this could help prevent young people from endangering themselves in the future. As well as having a deterrent element, pupils also suggested that SW!TCH Lives provides support to those already involved in gangs but would like to break away.

Pupils and teachers perceived the aim of the mentoring element of the programme to be to provide individual support to young people. However, pupils did not offer concrete examples, suggesting that the programme aims to help pupils through personal challenges. Teachers offered the view that mentoring was an outlet for young people who had difficult relationships with family or school staff. However, some pupils who had taken part in the mentoring reported that they were unsure of the purpose of the programme.

Views on the need for, and benefit of, the programme

LifeLine staff noted that information from local authorities (LAs) was triangulated to identify schools with the highest incidence of serious youth violence to target schools most in need of support.[9] While some schools were keen to be involved, not all schools that were approached by LifeLine acknowledged that there was an issue with serious youth violence in their setting (see Chapter 4).

[9] LifeLine gathered information from community safety teams and education teams to cross-reference young people referred to Ending Gang Violence panels with the schools they attended. Additional information was gathered from young people about known gang activity within different schools in their area.

Service users reported a clear need for the programme in their school and wished that the programme could reach more pupils in their setting, such as more cohorts in the workshops and more pupils accessing mentoring. Service users noted challenges for pupils in their schools, such as putting themselves in 'risky situations', safeguarding concerns and personal challenges in school and at home. Service users further reported that schools did not always have the necessary expertise, accurate information or knowledge of current legislation to support pupils with serious youth violence.

Pupils expressed conflicting views on the need for, and benefit of, the SW!TCH Lives programme in their school: While some thought that there is a need for a programme like SW!TCH Lives, others thought that the programme is not relevant.

While some pupils considered their local area to be 'safe and calm', others discussed issues in their local areas that suggested a need for the programme, such as knife crime and drug dealing. As such, pupils discussed the need to prevent young people from becoming involved in knife crime and considered the content delivered during SW!TCH Lives workshops to be one way of addressing this need.

> '[T]here's a lot of youth crime now, mostly like knives and stabbings, […] so I think why they did it here is to prevent people… trying to stop them from getting into the situation in the first place.' **Pupil focus group**

Some pupils reported that peer pressure is an issue at their school. Within this context, service users highlighted the offer of individual support (i.e. mentoring) for pupils as a key benefit of the programme. In particular, it was suggested that mentoring could help to counteract the influence of peer pressure or be a general source of support and guidance for vulnerable young people.

In contrast, some expressed scepticism about the relevance and need of the workshops or uncertainty about the goals of mentoring. One view was that pupils already know about the kinds of things covered in workshops, which had been covered elsewhere, such as in personal, social, health and economic education (PSHE) lessons or school assemblies.

> 'I can't lie; it's not even needed because like for me, yes, I already have people telling me in school.' **Pupil focus group**

Staff training, guidance and governance

This section presents LifeLine staff's accounts of the internal and external training received by the YDWs who deliver SW!TCH Lives. This includes the processes and tools for developing staff competence and ongoing support, supervision and governance for YDWs.

Internal training for delivering SW!TCH Lives

Induction to the organisation

LifeLine staff reported that staff inductions are intended to familiarise YDWs with internal staff processes and expectations of conduct when they first join the organisation.

Mentoring

Discussions around training for LifeLine staff to prepare them to deliver SW!TCH Lives centred on the mentoring element of the programme. LifeLine staff described training of YDWs in the VIP model of mentoring, which is delivered by senior LifeLine stakeholders as an interactive group session. LifeLine staff explained that the VIP model places more emphasis than other forms of mentoring on active input from YDWs, who offer guidance and direction to young people in addition to simply listening to them (see also Chapters 2 and 4).

> '[W]e want them to leave our mentoring sessions with a "vision" for their future, an "identity" of who they are and morals and what's right and wrong for them and a "purpose" in life to build their confidence and self-esteem.' **LifeLine staff interview**

Staff did not elaborate on how the training they had received covered the principals of the VIP model described above. However, some practical aspects of the VIP model covered in training that staff mentioned included setting initial targets with young people and strategies for supporting young people with behaviour. LifeLine staff also reported that training involved YDWs familiarising themselves with the systems that LifeLine use to monitor pupils' progress.

Additionally, staff reported that refresher courses are provided, but YDWs indicated that the most recent one took place prior to COVID-19.

Overall, staff views on mentoring training were positive, and the interactive approach to training was highlighted as being particularly beneficial. LifeLine staff found the training delivered by senior stakeholders to be helpful as it clarified expectations from senior members of staff. However, one view was that the generic step-by-step model described in training was not always possible to deliver in schools and that YDWs sometimes had to 'break the mould' and 'do things a little bit differently'. To improve the training offer, LifeLine staff recommended that training could be delivered more frequently, for example every six months.

LifeLine staff also described guidance for delivering mentoring sessions in the form of a manual or 'toolkit' (see Chapter 4). LifeLine staff viewed the manual as a helpful resource for planning mentoring sessions and containing all the necessary guidance on planning a strategy to support each pupil (however, see also Chapter 4 regarding a lack of structure).

> ‘Let's put it this way, if someone is coming in from an outside organisation, we could do that training with them and just give them the booklet. You could actually sit down and do a session with a young person and follow from the booklet.’ **LifeLine staff interview**

Workshops

LifeLine staff explained that workshops can be led by YDWs who feel comfortable doing so or can be led by external partners.

LifeLine staff reported that no specific training was provided to YDWs prior to them delivering workshops.

External training

In addition to core internal training, LifeLine staff explained that YDWs are also required to attend other non-SW!TCH specific training – typically delivered by external providers. This includes certified safeguarding training, first aid training and a four-day course in Cognitive Behavioural Therapy (CBT) level one. LifeLine staff reported that YDWs are also offered the opportunity to complete the CBT level two training online, which has a high level of take-up. Finally, additional training needs are also identified through individual appraisals. Examples include training in lone-working and dealing with challenging behaviours.

Ongoing support for SW!TCH Lives YDWs

LifeLine staff reported that YDWs receive ongoing support, which includes opportunities in weekly team meetings to discuss safeguarding issues, share best practice and seek advice from colleagues about dealing with challenging cases.

> ‘I like the fact that we're given that space to offload and to get support from our colleagues. What we will do, for example, if you find yourself with a challenging case and you need some advice on how to work on it, we share it and then people will give their views.’ **LifeLine staff**

YDWs also receive support through frequent contact with managers, including monthly individual supervision sessions. It was also noted that colleagues provide each other with informal peer-to-peer support, such as phone calls.[10]

[10] LifeLine also aims to support mentors through appraisals and observations.

SW!TCH Lives governance

LifeLine staff described how managers oversee YDWs' activities through a combination of remote communication and in-office contact days. It was reported that weekly in-office days enable regular team meetings, group supervision sessions, and one-to-one supervisions and appraisals with managers. Managers were described as being involved and 'hands on'. For example, managers keep in touch with YDWs and offer support via phone and text on days YDWs are delivering SW!TCH workshops or mentoring sessions in schools. One view was that management at LifeLine are more involved and supportive than in other organisations. No suggestions were offered by YDWs for improvement.

Involvement with local networks and partnerships

LifeLine staff described relevant involvement with local networks and partnership that feed into programme delivery, including LAs, police and other voluntary sector organisations.

Local authorities

LifeLine staff reported that they aimed to offer strategic support to LAs due to cuts to funding for youth services. Through this approach, LifeLine staff reported that the organisation had developed good connections with local community safety partnerships (CSPs). LifeLine staff described their relationship with CSPs as based on sharing intelligence – a key example includes where CSPs have used their risk matrix for gang involvement to help LifeLine identify appropriate schools in which to deliver SW!TCH. However, LifeLine staff noted that LAs and CSPs do not always have strong connections with schools and therefore do not always have information on which schools would have higher gang activity.

Police

LifeLine staff also described having a good relationship with the local police. LifeLine staff reported drawing on their good relationship with the police to organise half-term football tournaments with the police cadets. Police have also been involved in the delivery of SW!TCH Lives; pupils reported that the police had delivered presentations on knife crime as part of workshops.

Voluntary sector organisations

LifeLine staff explained how the organisation sought connections with local community organisations that can provide positive activities for pupils to attend. SW!TCH Lives YDWs had drawn on these connections to support young people to get involved in local groups, for example a local Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) community hub, football tournaments with police cadets and drama classes.

4. Findings: Experiences of Delivering SW!TCH Lives

This chapter outlines the views and experiences of LifeLine staff and service users regarding the delivery of the SW!TCH Lives programme. It first discusses how schools were recruited for the programme and how pupils were referred to the workshops and one-to-one mentoring. It then explores LifeLine staff's experience of delivering workshops and mentoring, including the use of action plans, key facilitators and barriers of delivery, and how progress is monitored. Participants' views on communication between schools and LifeLine are also discussed. Finally, the chapter considers the impact of COVID-19 on the programme.

School selection and recruitment

LifeLine staff reported speaking to LAs and young people on other LifeLine programmes, such as SW!TCH Minds and SW!TCH Futures, to identify suitable schools in which to deliver SW!TCH Lives. They explained that when SW!TCH Lives was being set up, LAs were asked to indicate which schools were experiencing issues related to gangs and serious youth violence; however, not all LAs had this information available. Therefore, LifeLine staff also reported asking young people already involved with LifeLine as part of other programmes for their views on which schools were 'hotspots' for gang-related issues. Additionally, it was explained that some schools contacted LifeLine directly to explore participation in SW!TCH Lives, e.g. where staff had heard about the programme through another school's staff.

Once suitable schools are identified, a recruitment process that involves LifeLine staff providing schools with detailed information on SW!TCH Lives is undertaken. It was reported that, initially, relevant school staff meet with a LifeLine worker to discuss the features of the SW!TCH Lives programme and what delivery in schools looks like. School staff involved in this process includes the school contact, who is generally the Designated Safeguarding Lead due to SW!TCH Lives' focus on vulnerable children, the deputy head or a head of year, as well as senior management staff. Information packs with further details about LifeLine and the SW!TCH Lives programme, including the intended outcomes of the programme for pupils and information for parents, are also provided. Once schools join the programme, or if the school's YDW changes, a senior LifeLine staff member visits the school with the YDW to introduce them; schools generally provide a tour and a detailed introduction to the school.

Facilitators and barriers to school selection and recruitment

The provision of funding and LifeLine's pre-existing relationships with schools were identified as factors that facilitate school selection and recruitment, while concerns around public image and reputation and not recognising that the school has a problem with serious youth violence were noted as barriers.

Funding: LifeLine staff explained that the YEF providing funding for the delivery of SW!TCH Lives is a crucial facilitator of schools' participation in the programme. They stated that while

some schools pay LifeLine directly for the programme, the programme would be inaccessible to other schools without YEF funding.

Pre-existing relationships with schools, e.g. through other LifeLine programmes or schools having heard of LifeLine, were reported as being helpful for recruitment as there is already trust between the school and LifeLine.

Concerns around public image and reputation: LifeLine staff reported that some suitable schools had been reluctant to participate in SW!TCH Lives due to concerns around public image and reputation. In one case, a school was unable to participate, despite wanting to, due to concerns around public image as they had previously been linked to a case of youth violence in the media. In other cases, schools had concerns about the impact participating in SW!TCH Lives could have on their reputation due to the programme's focus on serious youth violence.

Not recognising the need for SW!TCH: LifeLine staff provided examples of schools that had been identified as having a high level of serious youth violence but did not recognise that they had a need for a programme like SW!TCH Lives:

> 'The community safety partnership would look at their risk matrix for gangs and say, "This school is the school that's coming up most"; we would then go to that school, and that school would say, "No, we've got no problem." With a couple of the highest-need schools, that was the case, and local authorities seemed to be unable to do anything about it.' **(LifeLine staff interview)**

However, it was noted that further conversations between LifeLine staff and schools had facilitated recruitment in some suitable schools that initially refused due to a perceived lack of need.

Referrals to workshops

When SW!TCH Lives is first implemented in a new school, a series of workshops are delivered. LifeLine staff reported that three workshops are delivered initially, with 15 pupils selected by the school typically attending each workshop (although participation of up to 20 pupils can be accommodated). LifeLine staff explained that small groups of between 10 and 15 pupils help encourage pupils to interact and feel comfortable talking throughout the workshop sessions. Workshops are delivered every two terms as the first step in recruiting pupils for mentoring. Additional workshops are also carried out if requested by the school.

To support schools in selecting pupils for workshops, LifeLine staff provide an overview of the workshop content to schools so that they are able to select the pupils who would benefit most from participating in the SW!TCH lives programme. LifeLine staff explained that pupils referred to the workshops generally include those who display challenging behaviour, those 'on the cusp' of becoming involved in criminal activity – for example, those who are gang-

affiliated in some way – or those who have been excluded from school. LifeLine staff also noted that they encourage schools to select some pupils outside of this group to ensure that those who are vulnerable to involvement in youth violence do not feel singled out.

Service users accounts differed slightly to those of LifeLine staff and indicate deviation from the intended model of delivery. They described how some schools use SW!TCH workshops as part of their PSHE curriculum, meaning that all pupils in the year must have the same experience. As a result of this, services users explained that LifeLine staff had previously run multiple sessions, each with up to 60 pupils, to ensure the whole year group was covered.[11]

Referrals to mentoring

In each school, 10 pupils receive mentoring at any one time. LifeLine staff explained that SW!TCH Lives has eligibility criteria for selecting pupils for mentoring to ensure that this element of the programme engages the most suitable pupils and generates the biggest impact. LifeLine staff reported that the criteria includes factors such as previous arrests, being known to carry or have carried knives, substance misuse, aggression and physical altercations; they explained that mentoring was not for those who had only low-level behaviour incidents in school. However, LifeLine staff noted that some schools put forward pupils who had other challenges, such as mental health needs, that did not meet the SW!TCH Lives eligibility criteria. In these instances, YDW signposted alternative LifeLine programmes.

> '[R]eally, we do want to work with students that are at risk of serious youth violence and are carrying knives and doing criminal activities. So, we do have to be careful that we get the right students to have the maximum amount of impact, but that is supported by us doing the workshops, I would say, as opposed to just the teachers identifying.' **LifeLine staff interview**

LifeLine staff described that their process for identifying pupils suitable for mentoring in workshops involves one YDW watching for any pupils who show signs of possibly being involved in something illegal or needing extra support (for more detail of what this includes, see the description of how pupils are selected for mentoring in the Introduction).

LifeLine staff also reported that pupils sometimes request to receive mentoring after participation in a workshop.[12] Those identified through this process are then suggested to the school for mentoring.

[11] During the review process, LifeLine reported that they were not aware that SW!TCH workshops had been delivered as part of the PHSE curriculum in schools.

[12] For example, a pupil may directly approach the YDW who is delivering SW!TCH Lives mentoring in their school.

Service users described a slightly different process for the identification of pupils most suitable for mentoring. They reported that information such as attendance, aggression, gang membership, psychotic features and disruptive family life is collected from teachers, heads of year, the safeguarding team and the pastoral team. This information is then used to assess which pupils are most in need of SW!TCH Lives mentoring. If there are more than 10 suitable children, schools select pupils for mentoring based on who is not already receiving other support, such as life coaching, or who would benefit most from a positive role model.

Schools and LifeLine staff work collaboratively to select pupils for mentoring based on eligibility criteria and observations from the workshops. This was viewed as an effective process as it reduces the risk of bias in the selection of pupils. Once pupils have been selected, service users reported that the school sets up the referral, which is sent to Lifeline. Consent for pupils to take part in mentoring is then obtained from parents; however, accounts from LifeLine staff differed with regard to who has responsibility for this. One view was that the school oversees the consent process, while another view was that LifeLine staff obtain parental consent. Once consent is obtained, YDWs conduct individual assessments with each pupil using a referral eligibility form to check they are suitable before commencing mentoring sessions (see Chapter 1).

> 'I think it's really good that we work in partnership with the school and we ourselves identify students that would need targeted help and liaise with the school to see if they agree, as opposed to the school just telling us, because that could be room for bias.' **LifeLine staff interview**

What worked well and less well when making referrals for mentoring?

LifeLine staff and service users reported that the mentoring referral process works well as it ensures the pupils who will benefit most are selected. The limited number of spaces available for mentoring was seen to facilitate this as it means selection must be purposeful. Having a waiting list was also viewed as beneficial as it ensures that if a pupil no longer needs the support, is excluded or moves schools, another pupil can take their place:

> '[I]t's really helpful if there are more to have a waiting list because if children do move, do unfortunately get kicked out of school […], we've got someone to go quick back in and replace to save time and as opposed to having to recruit again.' **LifeLine staff interview**

Despite the positive view of the referral process overall, four challenges were identified:

1. Some pupils at risk of youth violence may be missed through the referral process. LifeLine staff explained that pupils higher up in gang hierarchies generally behave well at school to avoid being noticed, so schools may not be aware that they need

support. LifeLine staff reported that they work to identify pupils in this group through workshop observations.

2. Obtaining parental consent is sometimes challenging. LifeLine staff explained that this can stem from parents' concerns around who the YDW is and why their child needs mentoring. For example, some parents had expressed concern that mentoring meant their child was 'bad'. While schools generally manage communication with parents, there have been instances where YDWs have been asked to explain the programme to a parent and provide reassurance that their child just needed some extra support through school rather than the mentoring indicating their child was 'bad'.

3. LifeLine staff reported that schools sometimes make unsuitable referrals. They explained that this is generally where pupils are facing challenges, such as exclusion, problems at home or fights due to mental health problems, but are not at risk of youth violence. LifeLine staff reported that where this had happened, they had tried to move pupils off the programme and redirect them to an alternative LifeLine programme, such as SW!TCH Minds.[13]

4. It was noted that school staff and LifeLine staff sometimes disagree about who is most suitable for mentoring. This can be the case for children who have had traumatic experiences or were previously close to youth violence. In some cases, the school does not view these pupils as at risk of youth violence and does not refer them for mentoring, whereas LifeLine staff feel they should be. Participants reported that resolving this depends on the YDW's relationship with the school and how long the YDW had been working there, as schools that have been working with them for a longer period are more receptive to input from LifeLine staff.

'[W]hat has to happen is we have to build trust with the school, and once the trust is built, then they'll listen to us, but at first, when we're new to them, why would they? They know these kids every day. We've known them for half an hour or an hour and a half.' **LifeLine staff interview**

[13] SW!TCH Minds is another programme run by LifeLine. It works to support young people struggling with their mental health using a trauma-informed approach. Further information is available at: https://www.lifelineprojects.co.uk/switch/

Workshop delivery

Who delivers the workshops?

LifeLine staff explained that workshops are delivered by YDWs or external staff depending on whether YDWs feel comfortable delivering workshops.[14] However, views diverged regarding the proportion of workshops delivered by YDWs compared to external staff, with some LifeLine staff believing YDWs delivered all the workshops while others thought external staff delivered most of them.

Delivering the workshops

Service users explained that prior to workshops, schools inform YDWs about any pupils who may struggle in, or be upset by, the workshops due to special educational needs, disabilities or mental health concerns. This includes where these pupils are seated and what topics YDWs should be particularly mindful of discussing.

LifeLine staff reported that the content of workshops depends on the age of pupils and the school. Workshops generally focus on serious youth violence; however, LifeLine staff explained that they respond to school needs, so they have previously run workshops on topics such as online safety, consent in intimate relationships, criminal exploitation and county lines (also see Chapter 5).[15] LifeLine staff explained that there is a template available for workshops on serious youth violence but that YDWs can adapt this and put together their own content depending on what they feel comfortable delivering and what pupils would benefit most from. LifeLine staff reported that workshops last between one-and-a-half and two hours; it is felt that pupils would not remain engaged if the workshops were longer.

Workshops were viewed by LifeLine staff as working well, as pupils appear to remain engaged throughout, which they attributed to the interactive nature of the workshop format. This was seen as particularly useful as it ensures that pupils who attend the workshop but do not then receive mentoring still gain knowledge from the workshop. Having small groups of pupils in the sessions was also reported to be helpful as it was perceived by LifeLine staff as more enjoyable and less daunting for pupils. Additionally, they noted that the presence of two YDWs in each workshop is important to allow the YDW who is observing pupils to identify those most suitable for mentoring to be able to fully focus on behaviour.

[14] NatCen were informed that while a part of the role of SW!TCH YDWs is to deliver workshops, this is not their main role; rather, the key focus of SW!TCH YDWs is to provide one-to-one mentoring. For workshops that are delivered by external staff, a YDW still attends to observe.

[15] Additional workshops fall outside of the scope of this study.

Challenges to workshop delivery

Two main challenges for workshop delivery were identified. According to service users, finding a space to hold the workshop is sometimes challenging for schools due to a lack of available rooms. Second, LifeLine staff expressed the view that the presence of teachers in workshops prevents pupils from opening up. This was perceived to be due to the expectations of behaviour set by schools and teachers; in contrast, pupils may view YDWs as more relaxed and relatable.

> 'The kids don't want to open up as much when there's a teacher in the room. [...] I do find that that does hinder the content of the workshop because they don't express as much.' **Lifeline staff interview**

Additional benefits of the workshops

For pupils who go on to participate in mentoring, the workshops were viewed by LifeLine staff as a useful introduction to the LifeLine organisation and SW!TCH programme. Furthermore, staff considered workshops to be an opportunity to get to know the pupils and 'fast forward' the mentoring relationship. LifeLine staff also noted that observing pupils interacting with their peers and seeing what they speak about during the workshop was helpful beyond identifying who was suitable for mentoring. Staff explained that pupils can 'paint a picture' during mentoring sessions of who they want to be, which they cannot do when interacting with peers in the workshop. Additionally, the content of the pupil's contribution to the discussions during the workshop can help direct the content of the initial mentoring sessions.

Mentoring delivery

Overview

LifeLine staff reported that YDWs each deliver one-to-one mentoring to around 40 pupils from four schools at any one time. Mentoring was described as occurring weekly and lasting for at least two terms for each pupil, at which point an assessment of whether the pupil still needs support takes place.

The approach applied to SW!TCH mentoring was described by LifeLine staff as the VIP model, which focuses on the pupil's vision, identity and purpose (see Chapters 1 and 3). They explained that rather than just listening to pupils, this model aims to provide guidance and direction to young people:

> '[W]e want [pupils] to leave our mentoring sessions with a vision for their future, an identity of who they are and morals and what's right and wrong for them and a purpose in life to build their confidence and self-esteem.' **LifeLine staff interview**

LifeLine staff reported that when they first meet a pupil prior to mentoring sessions starting, a teacher also attends to ensure the pupil feels comfortable. They explained that early mentoring sessions generally focus on building rapport between the pupil and YDW, e.g. through playing games where whoever loses has to answer a question honestly. LifeLine staff expressed the view that this is an effective tool for helping the YDW better understand the pupil.

LifeLine staff also recognised that sometimes a relationship between a mentor and pupil does not work. For example, there have been instances where the YDW was unable to build trust or rapport with the pupil. In these cases, if schools had multiple YDWs visiting, Lifeline staff valued being able to change the mentor–mentee pairing to ensure mentoring was as effective as possible.

Communication about mentoring (between the school and LifeLine)

LifeLine staff reported that YDWs and schools have a weekly handover on the day YDWs visit the school, ranging from 10 minutes to an hour in length. Handovers provide YDWs with information about any problems that their mentees have encountered in the last week, anything the school would like to be discussed in mentoring and safeguarding concerns that the YDW should be aware of.

If pupils have reached out to their mentor outside school time or raise a concern during a mentoring session, the YDW may share this with the school.[16] LifeLine staff reported that this allowed the school to get ahead of potential issues. They explained that any safeguarding concerns mentors have are communicated immediately to the school's Designated Safeguarding Lead, to LifeLine senior staff and to the police if necessary.

Content of mentoring sessions

Mentoring sessions were described by LifeLine staff as being tailored to the individual pupil's needs, with pupils leading the session and YDWs providing guidance. While YDWs do not have a specific plan for a session, areas of focus are guided by initial assessments to provide structure to mentoring as a whole:

> 'I don't do a structured session, so it's not like we have to talk about this, then we have to talk about that, then – do you know what I'm saying? I just let the young people lead and let it flow and whatever they want to talk about, and then I try

[16] During the review process, LifeLine reported that safeguarding and confidentiality protocols are explained to all pupils.

and then incorporate my ideas and my views and try and help guide them in certain ways.' **LifeLine staff interview**

LifeLine staff described that a typical mentoring session begins with asking about the pupil's previous week, how school and their personal lives have been and whether there is anything it would be helpful to address, for example school detentions or family difficulties. For mentoring sessions, LifeLine staff reported that there is a SW!TCH 'toolkit' containing 100 worksheets that YDWs can use with pupils during sessions or set as homework. Additionally, they noted that homework is sometimes an activity, such as having a meal with family.

Action plans

Action plans are used during mentoring to provide structure to the overall mentoring process. LifeLine staff reported that plans are developed collaboratively with pupils and include goals, challenges to these goals and time frames. They noted that plans are developed in the second mentoring session and progress is monitored in future sessions. LifeLine staff diverged regarding how often they reported action plans are reviewed, with time frames varying from weekly to each term.

Support outside sessions

Outside of sessions, LifeLine staff explained that pupils can contact YDWs through their work phones or on social media, such as the official LifeLine Facebook or Instagram page or YDWs' professional social media accounts. However, LifeLine staff noted that YDWs do not have to be available all the time outside working hours and so are able to pick up these messages when they are next available, and that staff signpost pupils to external support if needed. It was reported that sometimes disclosures, for example pupils wanting to self-harm, happen over evenings or weekends through these avenues (see the 'Communication about mentoring' section regarding safeguarding policy).

Monitoring progress

LifeLine staff reported that as a result of mentoring, they hope to see an improvement in pupils' emotional well-being, as an assumption underlying SW!TCH is that improvements in well-being will reduce the likelihood of young people getting into dangerous situations and improve their attendance and behaviour at school. They explained that all pupils complete an assessment chart at the beginning of mentoring to give YDWs an idea of what their needs are. Well-being measures, such as the Warwick-Edinburgh Mental Well-being Scale[17] and the

[17] The Warwick-Edinburgh Mental Well-being Scale is a 14-item scale with five response categories. It covers how respondents are both feeling and acting in their day-to-day life and is widely used to monitor the impact of

student resilience survey,[18] are used to monitor progress. This includes factors such as self-esteem, confidence, pupils' ability to process information and whether pupils get angry quickly. LifeLine staff differed in how regularly they reported progress assessments taking place; some suggested assessments occur every six weeks, while others said every 12 weeks. At the end of term, LifeLine staff ask for feedback and attendance data from the school. This is used for an end-of-term report for the school, which includes an overview of what has been discussed and changes in attendance, behaviour and well-being.

Facilitators of mentoring delivery

Within LifeLine staff members' accounts of the facilitators of mentoring delivery, discussions centred on a number of factors related to building a positive relationship between pupils and mentors.

Characteristics of LifeLine YDWs help build a positive relationship. Specific attributes include caring about the pupils they work with, having lived experience, being relatable and authentic and being respected by young people. Additionally, YDWs being open and honest was viewed positively as LifeLine staff felt this allows them to provide a perspective that teachers cannot.

Providing a space where pupils are listened to. This was viewed as essential for building the mentor–mentee/pupil relationship. Participants felt that pupils value mentoring as it is a time an adult listens to them without distractions.

> '[I]t's very easy [for teachers in class] not to give that person the attention, whereas [in] a one-on-one session, they are sat and listened to that whole half an hour one-on-one. So, whether they want to say something or not, I think even that 30 minutes helps them to feel valued and listened to.' **LifeLine staff interview**

YDWs 'matching the level of the pupils' so that pupils can relate to them. This includes YDWs dressing similarly to students, for example wearing jogging bottoms. LifeLine staff noted that it is important to build trust and become close with pupils while maintaining professionalism, and being relatable through dressing and speaking similarly to pupils was key to this. Finally, participants reported that having a general presence in the school, including being available during lunch breaks, further develops mentoring relationships.

programmes on mental well-being. Further information is available at: https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/

[18] The Student Resilience Survey is a 47-item survey for use with children aged seven and over. It measures students' perceptions of their characteristics and environmental protective factors. Further information is available at: https://www.corc.uk.net/outcome-experience-measures/student-resilience-survey-srs/

> ‘I let all of them know, “If you need to come, just come.” … every school I'm in, my lunch is sitting and eating and talking with five or six students who come in. My room is not my room anymore – it is for them. Sometimes, some of them just want someone to talk to. Sometimes, they just want to come in and hang out … that's when you learn more about them and stuff and what's happening in their area.’ **LifeLine staff interview**

In addition to factors that help foster a positive mentor–mentee relationship, LifeLine staff identified some further facilitators of mentoring delivery.

Time in school: LifeLine staff reported that SW!TCH Lives is delivered in schools for longer than a year. This was seen has helpful as it means pupils who have previously received mentoring can return if they are faced with a predicament.

Communication between schools and YDWs: LifeLine staff noted that in some schools, teachers are able to directly contact YDWs throughout the week if they have concerns about pupils. LifeLine staff reported that it is useful to receive school staff’s views on pupils as they sometimes differ from pupils’ views, allowing YDWs to build a more holistic picture. For example, LifeLine staff noted that previously, a school had told them a pupil had been excluded for a week, which the pupil had not mentioned to the YDW in their session.

Challenges to mentoring delivery

Six challenges were identified by LifeLine staff regarding mentoring delivery:

1. **Rapport building:** The early stages of mentoring when getting to know the pupil prior to establishing rapport are sometimes challenging. YDWs described using a range of tactics to mitigate this, including being open and humorous and using games if needed to help pupils relax and feel comfortable opening up to the YDW.

2. **Poor attendance at school**: If pupils do not attend school on the day of their mentoring, mentoring is unable to go ahead.[19]

3. **Planning session times**: LifeLine staff explained that planning mentoring session times can be difficult as teachers do not want pupils to miss the same lesson each week. In one school, LifeLine staff reported that this issue was solved by a teacher creating a six-week timetable with mentoring times rotating. In other schools, the YDW is able to collect pupils at any time for mentoring sessions.

[19] Following the COVID-19 pandemic, LifeLine now offers additional remote mentoring (e.g. by text, phone call, video call or a doorstop visit) if a mentee is not able to attend school.

4. **Disruptions to sessions**: LifeLine staff noted that issues may arise that disrupt scheduled mentoring sessions. For example, if there is a safeguarding issue in one session, YDWs have to report it right away. This takes up time that would usually be used for mentoring other pupils, resulting in some pupils not being seen. LifeLine staff reported that having a general presence in the school and offering activities outside of the mentoring session works to reduce the impact of this.

5. **Collecting pupils**: In some schools, YDWs collect pupils from their class. If the classroom is on the other side of the school to the room where mentoring is taking place, this can be time-consuming.

6. **Balancing professionalism and rapport-building:** LifeLine staff reported that YDWs build trust with pupils through open communication and being relatable. This includes being contactable on their official LifeLine social media accounts or work phone numbers outside of scheduled mentoring sessions when needed. This focus on being relatable and building rapport was sometimes in tension with being professional.

> '[T]here's a line that you cannot cross with them, but at the same time, if you could use your imagination, you have to go as close to that line as possible in order to build that trust for what it is, which allows them to be open with you. You know when you get there because that's when they tell you everything, and to be honest, when you get to that level with the young person or with the students, that's when your work begins because that's when they're able to open up, and that's when you can actually start the healing process or the support process.' **LifeLine staff interview**

Communication between LifeLine and schools

LifeLine staff emphasised the importance of their partnership with schools to the success of the SW!TCH Lives programme. LifeLine and school staff reported that a senior LifeLine staff member contacts schools regularly via phone, online or in person to ensure there are no problems with the programme.

> 'I think [regular check-ins are] a big part of the working relationship. They know they can come to me if there are any concerns or any issues, and it can be nipped in the bud straight away, as opposed to a complaint and it escalates.' **LifeLine staff interview**

Services users reported that schools provide feedback to YDWs about workshops to improve how future workshops can meet individual school needs, with YDWs implementing this feedback immediately where possible.[20]

Facilitators to communication

Overall, LifeLine staff and service users reported that communication generally works well, with schools and LifeLine building strong and supportive relationships, allowing for open communication. Key factors seen to contribute to this include school staff being positive about the programme from the beginning; regular contact between schools and LifeLine staff over a long period of time; honesty in communication (e.g. around problems and safeguarding); and ensuring LifeLine staff are available and approachable. For example, LifeLine staff reported that in some schools, all the teachers know the YDWs.

Communication challenges

Despite the generally positive reports of communication between schools and LifeLine, three challenges around communication were identified:

1. LifeLine staff and service users recognised that school staff are very busy, making it difficult for teachers to fit meetings with LifeLine staff into their schedule and collect data for assessing the impact of SW!TCH Lives.

2. Challenges around communication can occur where LifeLine staff are not able to respond to urgent matters quickly or where they respond during school holidays.

3. Having a single main school lead was reported as a challenge in some schools. School leads sometimes do not have regular contact with pupils receiving mentoring. YDWs having a relationship with more school staff was seen as desirable as teachers can update YDWs directly about pupils' progress. One suggestion from service users was that pupils' teachers should be provided with the YDW's email address.

Impact of COVID-19

LifeLine staff reported that COVID-19 had impacted the delivery of mentoring, with attendance dropping from 80–90% to 40–60% during the pandemic due to school bubbles, staff and pupil illness, external visitors to schools not being allowed and it being easier for

[20] Schools and LifeLine also communicate for training and service improvement purposes. LifeLine staff reported that SW!TCH Lives had delivered training about serious youth violence to some teachers at their request. Schools and LifeLine share information to help educate all staff.

pupils not to attend school without schools noticing. Additionally, there was a perception that COVID-19 had resulted in teachers being busier, making it more difficult to schedule meetings.

COVID-19 also caused difficulties in arranging positive activities for pupils as LifeLine were not able to secure venues:

> 'I think [positive activities] had the most disruption with COVID. So, moving forward, that's our current area of focus… to increase the amount of young people that are engaged and how those young people engage, moving from being participants to deliverers of those activities.' **LifeLine staff**

Setting up SW!TCH Lives

LifeLine staff reported difficulties in setting up the programme in some schools where LifeLine was not already established. Some schools would not provide LifeLine with pupil data[21] to enable them to begin mentoring while schooling was remote due to concerns around data privacy. LifeLine worked with LAs to encourage schools to provide such data, although this was not successful in all cases.

Changes to mentoring delivery

To respond to COVID-19, LifeLine staff reported a number of measures. When schooling was fully remote, mentoring was delivered online or via phone where possible. However, LifeLine staff noted that remote meetings were only effective for already-established mentoring relationships and were not used for rapport-building sessions early in mentoring. In addition, some mentoring meetings were also held outside, for example socially distanced activities such as 'walk and talks'.

As LifeLine staff did not have some young people's contact details due to data protection regulations, they opened community referrals for mentoring. This allowed SW!TCH YDWs to see young people referred through methods outside the school referral process. LifeLine staff reported that while this was more time-intensive than the usual process, as YDWs were not going into schools, the resources were available to facilitate this. LifeLine staff felt this had worked well as, when returning to schools, the schools referred the same pupils that LifeLine had been working with through community referrals. As such, it was confirmed that LifeLine had been providing mentoring to the correct pupils.

[21] Pupil data included number of detentions, attendance figures and other eligibility criteria as specified on the LifeLine referral form.

Communication/change in function of SW!TCH

During the COVID-19 pandemic, the role of SW!TCH YDWs altered significantly, moving away from the delivery of SW!TCH towards a more pastoral support role for young people and their parents.

LifeLine staff reported that COVID-19 had resulted in YDWs communicating more with parents. This was due to the fact that schools could not verify what pupils were saying during mentoring sessions as they were not in school. Additionally, LifeLine staff reported that parents relied on YDWs during lockdowns as many were struggling with schooling young people at home. LifeLine staff explained that this has continued since COVID-19 restrictions eased as it was helpful, e.g. YDWs providing their work phone number to parents.

> '[W]e switched to working with parents. That was really useful, really important for us, and we've continued that link with parents. It was also a lifesaver for many parents because trying to educate your kids, it does your head in. I can speak from first-hand experience. Parents were struggling, so a number of parents drew very heavily on our youth workers, and we became not just youth workers but parents' workers.' **LifeLine staff interview**

Recommendations

LifeLine staff had five main recommendations to improve the delivery or increase the impact of the SW!TCH Lives programme:

1. Mentoring sessions should be longer as half an hour each week was viewed as too little time. It was suggested that weekly sessions could be longer or that half hour sessions could occur more frequently, for example once a day or twice weekly.

2. Visiting schools for one day each week was seen by some LifeLine staff as not enough. They suggested that YDWs could work with 20 pupils in two schools (rather than 10 pupils in four schools) and so would visit each school for two days each week. LifeLine staff felt that this would improve the impact of SW!TCH Lives on the school as YDWs would be more present, and it would raise the profile of the programme.

3. LifeLine staff felt it would be beneficial for all YDWs to introduce themselves to the parents of their mentees and provide LifeLine's social media handles so that parents could learn more about the programme.

4. Furthering the reach of the programme through increasing the number of schools SW!TCH Lives is run in was seen as important by LifeLine staff. This included being able to run the programme in Pupil Referral Units. For schools that believe they do not need SW!TCH Lives, it was suggested that schools currently running

SW!TCH Lives could discuss the programme with these schools and explain that there is a need.

5. LifeLine staff suggested that further development of positive activities within SW!TCH Lives would be helpful, especially as these were most disrupted by COVID-19. They noted that this is a focus for the programme in the future, with the aim to increase the number of young people who are engaged with SW!TCH Lives and encourage young people to become deliverers of activities rather than just participants.

5. Findings: Experiences of Receiving SW!TCH Lives

This chapter sets out pupils' views and experiences of receiving the SW!TCH Lives programme. It first outlines pupils' experiences of attending the SW!TCH Lives workshops, including how it was delivered and views on the format, content and delivery. It then presents pupils' experiences of receiving SW!TCH Lives mentoring, including the selection process, how it was delivered and views on the format, content and delivery. The chapter additionally outlines differentiation from pupils' usual in-school learning and support provisions, as well as pupils' suggestions for improving the SW!TCH Lives programme.

Experiences of SW!TCH Lives workshops (universal element)

Communication about workshops

Pupils gave differing accounts of the amount of information they were given prior to attending the workshops. In some cases, no prior information was given about the workshop; consequently, some pupils reported being quite surprised by the content of the session. The lack of prior communication about the workshops also meant that some pupils assumed they were being taken out of class for disciplinary reasons. Where pupils had been provided information about the workshops, they were told that YDWs would talk about violence and knife crime or that workshops aimed to help young people stay out of trouble.

Several pupils reported that they knew about the programme from peers who had previously attended a workshop and recalled that they had given positive feedback about their experience.

Workshop format

Pupils reported that each workshop lasted between one and two hours but regularity varied. Some pupils described attending more than one workshop, which appears to differ from the intended delivery model.[22] For example, in one school, pupils attended workshops once a week over a two-week period.

Regarding the length of the workshops, some pupils felt that their teacher rushed the speaker towards the end of the session, which meant that group discussions were cut short. Other pupils reported that the workshop was too long and caused fatigue.

[22] As part of the review process, LifeLine suggested that pupils may not have been able to distinguish between the SW!TCH Lives programme and further workshops delivered by LifeLine upon a school's request. This may explain the variation between what has been reported and the intended delivery model.

> '[I]f you're in the sports hall just sitting there for an hour, you're going to feel a bit bored and zone out a bit.' **Pupil focus group**

Some pupils mentioned that there was a break halfway through the workshop, but others implied that they did not have a break.

Workshop attendance differed between schools in terms of group size and composition of pupils. Pupils from one school recalled that workshops were attended by small groups of between three and 10 pupils from different year groups, while pupils from another school noted that workshops were delivered to an entire year group, with multiple classes attending workshops.[23] This differs to the intended workshop composition of between 10 and 15 pupils per session (see Chapters 1 and 4).

Despite this inconsistency, pupils were generally happy with the number of attendees at the workshops. They noted that even with a larger group size, there was ample opportunity to be involved in the discussion. Pupils also felt comfortable contributing during group discussions, which was less intimidating and overwhelming than it would have been in a much larger group.

> '[I]f there was lot of people, many people would get intimated [...], but if it's like a small group, like you have more confidence and you're able to speak. Then, the fact that there was like a smaller group, like the people had a chance to actually talk to them.' **Pupil focus group**

Another pupil in the same focus group expressed a similar view:

> 'I feel like some people would not want to like speak up [in a big group] because they would say – they would like think, "Oh, what if this is like a dumb question? What if this doesn't like sound right or something." If it's a smaller group, then it like helps with that.' **Pupil focus group**

LifeLine staff and service users reflected this sentiment and reported that having small groups of pupils in the workshops is helpful as it is more enjoyable and less daunting for pupils participating.

Workshop delivery

Pupils reported that a number of people were involved in the delivery of workshops, including LifeLine YDWs and external speakers with specialist knowledge of issues related to serious

[23] During the review process, LifeLine suggested that pupils may not have been able to distinguish between the SW!TCH Lives programme and further workshops delivered by LifeLine upon a school's request. This may explain the variation between what has been reported and the intended delivery model.

youth violence.[24] Pupils noted that while one person was presenting, another person was available at the back of the room (see Chapter 4). In some instances, teachers also attended the workshops.

Although some pupils initially found the workshops to be awkward, pupils generally found the YDWs to be friendly and approachable. Pupils reported that they felt comfortable asking questions and speaking openly in discussions without worrying about being labelled negatively. They also found the YDWs to be relatable, noting that they used 'slang' words and were empathetic, which made them feel comfortable:

> 'I feel like because the people [YDWs] that we had, they were quite friendly. I feel like they brought themselves to our level and tried to understand us more, so [...] it wasn't quite intimidating. It didn't feel uncomfortable. It was like a safe place for us to share.' **Pupil focus group**

However, some pupils found the presenters to be unprofessional due to the way they dressed and presented themselves, and at times they found them difficult to hear.[25]

Workshop structure

Pupils described the workshops as having two elements. The workshops began with a verbal presentation of slides, which displayed pictures, videos and statistics relating to knife crime. The second half of the workshop was interactive and involved group discussions, activities and roleplay (such as acting out different scenarios). School staff receive the workshop slides in advance of the session, which is appreciated as it allows them to quality assure and check suitability of the content.

Pupils liked the interactive elements of the workshop, which they found engaging. This was preferred over a simple presentation in which the presenter just talks through slides. Pupils reported that presenters encouraged their participation in the workshops through asking questions and involving them in discussions. Pupils appreciated that they did not need to participate in the discussion if they did not want to. For example, pupils were asked to put up their hands if they wanted to answer a question rather than being picked on. However, other pupils were suspicious of the questions and felt they needed to be guarded in their responses.

[24] During the review process, LifeLine suggested that some of the external speakers referenced by pupils may not have been involved in SW!TCH Lives. It is possible that pupils may be referring to additional LifeLine workshops that are not in scope of this evaluation.

[25] LifeLine have noted that YDWs are provided with a uniform.

> ‘I'm not telling these women nothing, like I'm not saying nothing to them, because I actually remember they started asking me weird stuff, so I didn't say anything.’ **Pupil focus group**

Pupils highlighted that YDWs’ in-school visibility after the workshop was also important. They liked that YDWs were available in school if they needed to speak to someone but did not feel comfortable doing so in the workshop format:

> ‘[T]he fact that they're still in school. Like they didn't just leave [...]. They're still like walking around the school. They're still in like offices. They're like always here for people that need to actually go talk. Like you have someone to go talk to.’ **Pupil focus group**

Another member of the focus group agreed:

> ‘[S]ay, it did affect someone – yes, say, they wouldn't feel comfortable […] saying […] just like in front of everybody else that, “I don't like… I'm not too sure about this. Like I don't feel great about it”. However, as they [YDWs] were like still walking around the school and stuff, you could still speak to them. I feel like that let you speak to them openly with nobody else like judging you or anything.’ **Pupil focus group**

Workshop content

LifeLine staff noted that content of workshops was adapted depending on the school’s needs (see Chapter 4). However, pupils reported that workshop topics centred on knife crime and gang violence. This included impacts of violence and crime on families and consequences of joining a gang or committing a crime (including carrying a knife), such as prison sentences and limited career prospects.

> ‘[T]hey said you can get seven years minimum for holding a gun and four years minimum for holding a knife or having [a weapon] on you, not necessarily holding it.’ **Pupil interview**

As well as knife crime and gang violence, pupils noted a number of additional topics that were covered in the workshops, including the grooming of young children to commit crimes, joint enterprise, drill music and consent.

As part of the workshop content, pupils described being shown graphic videos of altercations involving a knife. Pupils were provided with statistics about the prevalence of knife crime in London and across the United Kingdom. Pupils found the statistics interesting and stated that crime rates were higher than they previously thought. They were particularly surprised by the high proportion of people who are stabbed by their own knife.

> ‘They were saying a bunch of people get stabbed with their own knife. I was thinking, “What kind of idiot is getting done like that?” But obviously, you wouldn't really know.’ **Pupil interview**

Pupils found the personal experiences and stories of gang violence shared by speakers to be especially engaging. These included a talk from someone who had been involved in gang violence. Pupils reflected on how these stories were impactful and served as a deterrent for engaging in knife crime.

> ‘It was all about knife crime, so everyone had their own stories of knife crime. I was like, yes, that’s something I want to stay away from.’ **Pupil interview**

Pupils reported that some of the content was shocking, particularly the graphic videos and personal stories. However, others did not find the content shocking as they considered it normal or were used to hearing stories about knife crime.

> ‘It's the UK, what do you expect? You wake up, you hear it on the news, and you hear it in school, so it's not surprising.’ **Pupil focus group**

This sentiment was also expressed by another participant:

> ‘I wouldn't be really shocked about it because I'm used to it. I've never seen it before, but I'm just used to hearing it, so it doesn't really shock me.’ **Pupil interview**

The workshops also cover practical information, such as dealing with gang-related peer pressure and guidance on what to do if someone is stabbed. Pupils reported that following the workshop, they had a better understanding of who they could speak to for support and how they could help others in a difficult situation. They were most interested by the guidance on what to do if someone was stabbed, which they thought was useful knowledge.

> ‘I feel like the what to do if someone's stabbed was really interesting. Obviously, if that happens as well, I want to try and maybe act if I remember it.’ **Pupil interview**

Some content was new to pupils; for example, some had not previously considered the impact of crime on families. However, some pupils explained that they were already familiar with the content and did not gain much new information. Other participants did not find the content to be relevant to their personal circumstances:

> ‘Most things I already knew already. Some aspects, they were new to me, but it doesn't really affect me [...] because I'm not really a part of that life.’ **Pupil focus group**

Overall, pupils found the workshop content engaging and thought that, despite the seriousness of the topic, the workshop was made fun and accessible. However, some pupils found the workshop content to be repetitive or thought that the personal stories were fabricated.

After the workshop, pupils reported that they frequently discussed the content with their peers and school staff to gather their views. Those who were selected for the targeted element of the programme went on to speak about the content with their mentors.

Suggestions for improvement

Pupils made a number of suggestions and recommendations for improving the SW!TCH Lives workshops. These fell into the following categories:

- **Additional topics**: Pupils would have liked sessions to cover a wider range of topics, including stop and search rights, substance misuse, impacts of criminal records, dealing with harassment and abuse, and risk factors and warning signs of youth violence.
- **Format/regularity of workshops**: Sessions could take place more frequently, such as every two weeks or a whole day with different topics for each lesson period. Pupils also thought that they would have benefited from a break during the workshop as they found it difficult to focus for the whole session.[26]
- **Additional features:** Pupils suggested that there could have been more roleplay and group discussion and more real-life examples instead of hypothetical scenarios. They also suggested that there should be an opportunity to contribute to discussions anonymously.

Differentiation

Pupils reflected on the differences between the SW!TCH Lives workshop and the usual learning offer and provisions in school. Where pupils had previously learnt about serious youth violence and knife crime in school, this was usually in PSHE lessons. Pupils noted that the content of the SW!TCH workshops was similar to their previous learning in PSHE lessons, although they noted some key differences, which are outlined below.

[26] As part of the review process, LifeLine have clarified that schools set the breaks according to the school timetable.

Engaging format: Pupils found the workshops to be more engaging than PSHE lessons. This was because PSHE lessons usually involve writing, whereas there is a greater focus on sharing stories and group discussions in the workshops.

Knowledge and experience: Pupils also found that SW!TCH Lives speakers gave a better explanation about gang violence compared to teachers, who they thought were less knowledgeable on the topic or did not share the same experiences:

> 'What's important is being able to talk to someone who's actually experienced it and actually knows what to do and how to handle the situation. It's way better to talk to that person than your teachers.' **Pupil focus group**

Delivery of content: Where there are group discussions about gang violence and knife crime in PSHE lessons, these are usually short, and teachers move on quickly without offering their input on the topic.

Safe spaces: Pupils thought that those delivering the SW!TCH Lives workshops were more open to hearing young people's views than their teachers and created a safe space for holding discussions. In contrast, pupils expressed particular concern about asking questions or sharing views about gang violence with their teachers due to the school safeguarding policy.

> '[I]f you want to say something, you don't really feel safe [talking to a teacher] because they will just literally immediately go straight to your head of year, and then it causes many things, many problems.' **Pupil focus group**

Additionally, pupils noted that the ongoing support that the SW!TCH Lives programme offered was preferred to the support available in schools. This was because pupils had low levels of trust in school staff:

> 'This is really why the SW!TCH workshop was actually really beneficial to us because if a lot of us don't trust our safeguarding team, then at least we know that there's someone walking around school that we can actually trust.' **Pupil focus group**

However, as part of this conversation, another pupil provided an alternative view:

> 'I wouldn't exactly say that's all teachers, though. Some teachers are fine with it because I've told some teachers about my problems. No, but it's just some, I would say.' **Pupil focus group**

Experiences of SW!TCH Lives mentoring (targeted element)

Experience of being selected

Information and communication about mentoring

The experience of being made aware of, and receiving information about, SW!TCH Lives mentoring was inconsistent. Pupils were usually told about SW!TCH Lives mentoring by school staff, who suggested they should meet with a mentor. Others were made aware of the opportunity during a school assembly, where they were told that mentoring was for anyone who needed support and could express their interest. This approach differs to the selection process outlined by LifeLine staff, who described making referrals based on eligibility criteria (see Chapter 4).

As set out in Chapters 1 and 4, the workshops form part of the selection process for the targeted element (one-to-one mentoring) of the SW!TCH Lives programme. However, several pupils who had been receiving the targeted element of the programme could not recall attending a SW!TCH Lives workshop.

Service users and pupils reported that parents/carers were given letters to obtain parental consent in order for pupils to take part in mentoring. Service users also explained that LifeLine provided them with the materials to distribute to parents/carers. In some instances, parental consent was acquired before discussing the opportunity with the pupil.[27] In other cases, parental consent was sought after the pupil was approached about the opportunity.

While some pupils reported that they initially understood the purpose of the targeted element as providing individual support to pupils and that they had been told that the content of mentoring sessions would be different for each student, others reported that they received little or no information about the mentoring programme. Some pupils explained that, at first, they did not understand what the mentoring would involve or why they had been selected.

Overall, pupils thought that the information provided to them and their parents/carers about the mentoring was vague or limited.

Most pupils believed they were given a choice about whether or not they took part in mentoring. However, this was not the case for all pupils, with some reporting that they had

[27] LifeLine clarified during the review process that this variation was as a result of individual school policies.

been unsure about what would have happened if they had declined the offer of mentoring, while others described feeling as though they had no choice:[28]

> 'No, it wasn't my choice [...]. I was about to get permanently excluded and after, they let me off after.' **Pupil interview**

Views on being selected

In line with uncertainty around choice to participate in mentoring, some pupils expressed initial reluctance to engage with this element of the programme. Pupils stated several reasons for this:

- Some did not think they needed mentoring, or the way it was pitched to them made it seem as though it was not suited to them.
- There were concerns that participating in mentoring sessions would result in them being treated differently from other pupils. Several pupils believed that they had been selected as a result of poor school behaviour or as a disciplinary measure. Pupils thought they were being singled out.
- Pupils were concerned about mentee–mentor confidentiality. Pupils were particularly worried that mentors may feed the content of mentoring sessions back to a teacher.
- Pupils recalled previous experiences with mentoring/counselling they had not enjoyed.

> 'I had two counsellors before [...]. I just didn't like talking to them much. I was a bit sceptical because I was thinking, "Is he going to be the same? Am I just wasting my time here?".' **Pupil interview**

Despite some initial reluctance and uncertainty, pupils were generally positive about taking part in the mentoring. They described being keen to see what it would involve and thought that it might help them with specific challenges; other pupils thought the sessions would offer a break from usual lessons. Some pupils had also heard from LifeLine staff about opportunities to go on trips as part of engagement with the mentoring sessions, which piqued their interest.

[28] During the review process, LifeLine noted that mentoring is optional and decisions around involvement should be made freely by the student.

Mentoring format

Across pupil accounts, mentoring sessions were described as typically being a one-to-one format, occurring weekly and lasting around 30–45 minutes, which is in line with the description reported by LifeLine staff (see Chapter 4). However, the length of mentoring sessions was not always consistent, as pupils reported that sessions could last anywhere from five minutes up to 50 minutes.

There was a common view among pupils that mentoring sessions should be longer, although some acknowledged that if sessions were too long, they would cut into lesson time. Even though drop-in sessions are available during break and lunch, pupils thought that scheduled mentoring sessions should be more frequent, specifically twice a week. Pupils explained that additional challenges sometimes arise throughout the week that they want to discuss with their mentor or because one session was not long enough to cover everything.

> 'I feel like twice a week would be better than once a week because I have a lot to talk about in one session, and sometimes you can't fit it all in.' **Pupil interview**

Pupils particularly liked the one-to-one format of the sessions as they found it easy to open up about personal topics. However, some pupils explained that they were allowed to attend sessions with a friend and were given a longer time slot of up to an hour to facilitate this.

Although sessions usually take place in a quiet and private space, pupils reported frequent room changes, sometimes due to rooms being used for exams. Some pupils found room changes to be stressful and relied on their mentor to collect them from lessons so that they did not need to find the new location. Pupils were also frustrated by the constant room changes as they make it difficult to know where to look for their mentor outside of mentoring sessions.

> '[I]f you want to go there between periods, you don't really know where they are, and you have to ask around; and then if there's someone in there, you'll probably be late to your lesson.' **Pupil interview**

Pupils in the sample had been taking part in mentoring for various lengths of time, ranging from one month to a year. Pupils described generally good attendance, although some explained that they had missed a few sessions, either because they forgot to attend or because they were in the school's isolation unit. Pupils noted that if they did not turn up to a session, the mentor would usually collect them from their classroom. If they were not able to attend, participants could reschedule the session with the school lead.

Mentoring session content

Content of discussions

In the first session, some pupils recalled being asked to fill in a questionnaire with approximately 20 questions about their confidence and mental health.[29] While LifeLine staff noted that the purpose of the assessment was to measure well-being improvement over the course of mentoring (see Chapter 4), some pupils found this to be overly personal.

> '[T]he little evaluation they made us do was like, "Oh, it's a bit personal." [...] They're just like, "How far have you improved?" Stuff like that.' **Pupil interview**

Pupil accounts indicate that mentoring sessions are highly individualised, and the topic of conversation, as well as activities, are predominantly pupil-led. Topics typically include mental health, sex education, crime/violence and school behaviour. Pupils also reported that they had discussed personal and home-life issues with their mentors, including things that they found upsetting. Sessions can also involve playing games, watching videos and discussing shared interests.

Pupils thought that mentors provided valuable advice. For example, they reported that mentors gave them strategies for dealing with anxiety, staying out of trouble and keeping focus during lessons. Mentors also helped pupils to make better decisions and consider the consequences of their actions:

> 'I think we've got that bond together […]; whatever you say to him, if you really need his help, he'll know straightaway what to do.' **Pupil interview**

Mentors provided advice on pupils' careers, further education and future ambitions. This helped pupils to gain a clearer idea about their future and how to achieve their aspirations. For example, one mentor gave guidance on how a pupil could become a mentor and helped the pupil to select GCSE options:

> 'I was just telling him how I did actually want to be a mentor, and he was telling me about how I can achieve it and what I need to get a degree and stuff like that.' **Pupil interview**

Pupils also thought that discussing their emotions and well-being with their mentor helped make them feel less angry or upset. Pupils appreciated the 'chill space' and opportunities to

[29] LifeLine utilise the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and Student Resilience Survey (SRS) to assess pupils' well-being. See footnotes 18 and 19.

get things off their mind without feeling 'lectured'. They reported feeling much more relaxed about school as a result.

However, not all pupils thought they had gained something from the mentoring. Pupils discussed leaving sessions early because they felt that they had nothing to improve or work on, others reported forgetting about sessions as soon as they were over and some did not fully understand the purpose of the sessions.

Action planning

Action planning is carried out inconsistently both within and between pupils' mentoring sessions. Some pupils had not completed any action planning, and others could not recall if they had an action plan. This appears to differ from the intended model, as LifeLine staff reported that action planning should be developed in pupils' second mentoring session (see Chapter 4).

Where action plans had been put together, pupils reported that these were developed together with the mentor and written down during the session. The plan would include goals relating to school (such as attendance, grades and behaviour), well-being and their future (e.g. thinking about strengths and ambitions).

Some pupils reported starting an action plan but stopping action planning with their mentor once their goals had been met. For some pupils, action plans were revisited weekly, with new targets set each week. Other pupils reported that they would occasionally revisit plans with their mentor or would be reminded of their targets.

Where action plans had been implemented, pupils found the process of action planning to be particularly helpful because they were able to see improvements and helped to keep their focus on goals. Pupils noted that they felt good when they achieved their goals and received praise from their mentor. However, some found it difficult to come up with targets or found the action plans difficult to stick to; others felt that they were no longer relevant as they had already achieved their targets:

> 'I was obviously in a different kind of situation, so they were really helpful then, but for me now they wouldn't be.' **Pupil interview**

Experiences of working with a mentor

Pupils found their mentors to be approachable and were more comfortable opening up to them compared to teachers or parents. Mentors were able to put pupils at ease and were described as understanding and willing to listen to what pupils had to say. Pupils also noted that if they were uncomfortable, mentors would be reassuring but did not put pressure on them to discuss anything that they did not want to.

Pupils also found their mentors to be 'relatable' (see also the earlier section on workshop delivery). This was because they are young, share the same interests and have experienced similar challenges:

> 'They're just more understanding. They've been through it themselves, so they know what you're going through, so you can talk about it.' **Pupil interview**

Finally, some pupils experienced changes to their mentor, for example due to the YDW leaving LifeLine, which they found challenging. This was because they were not given any warning or they had to repeat everything to their new mentor. However, once settled, pupils were mostly positive about the change.

Suggestions for improvement

Pupils shared minimal suggestions for improvement to the mentoring programme. Where there were suggestions, pupils recommended the following:

- **Paired mentoring:** Pupils would like the option of paired sessions with friends. Participants thought this would make for a more comfortable environment to help and support each other reach goals outside of the session.
- **Positive activities**: Pupils suggested that there should be more opportunities for additional activities, such as sports.[30] Pupils noted that they had not yet been offered this opportunity.

Differentiation

Pupils reported that SW!TCH Lives mentors had provided better support than the support they received from teachers. Due to the nature of their role, teachers are more focused on education, whereas mentors are able to provide advice outside of the education context. Pupils noted that mentors are more honest and open with them than teachers.

> '[T]his is someone that takes you really seriously, and they're always honest with you when you've messed up. They'll be honest with you and tell you you've messed up, and you need to face that.' **Pupil interview**

For some pupils, this was their first mentoring experience. Those who had experience of mentoring found that they were more comfortable speaking with the SW!TCH mentors than mentors they had previously.

[30] As part of the SW!TCH Lives programme, it is intended that 'positive activities', such as after-school and holiday sessions of sports and arts, are delivered.

6. Findings: Logic Model and Perceived Programme Outcomes to Date

As set out in Chapter 2, NatCen worked with LifeLine staff to produce an outcomes-focused logic model for the SW!TCH Lives programme. Within this chapter, the logic model is summarised before perceived outcomes of the programme to date are explored in relation to the intended outcomes set out in the model.

Logic model development

Overview of the outcome pathways

Figure 1 provides an overview of the outcome pathways that are presented in the logic model:

1. **Vulnerable young people (VYP):** This pathway depicts outcomes for VYP (pupils), including changes in understanding and knowledge, developing positive relationships, skills development and behaviour change.

2. **SW!TCH:** This pathway represents the outcomes for the SW!TCH Lives programme, which include the skills and capacity to deliver support as intended with appropriate tailoring and eventual expansion and sustainability of the programme.

Both pathways are intended to contribute to the long-term goal of SW!TCH Lives, which is a reduction in serious youth violence and youth offending.

Explanation of the logic model: defining outcomes and impacts

The **outcomes** and **impacts** of the programme are organised around the type of change that should occur:[31]

- **Short-term outcomes** refer to changes in awareness, knowledge, skills, motivations and/or aspirations.

- **Medium-term outcomes** relate to changes in behaviours, practices, decisions and/or policies.

- **Impacts** are more aspirational and are what you hope to achieve in the longer term (i.e. after five or 10 years). Impacts refer to bigger social and systemic changes that occur as a result of an intervention/programme. Impacts are harder to measure and are more likely to be influenced by external factors.

[31] Outcomes and impacts can also be organised around how long they typically take to occur. As noted in Chapter 2, our approach to developing the logic model is inspired by the Kellogg Foundation.

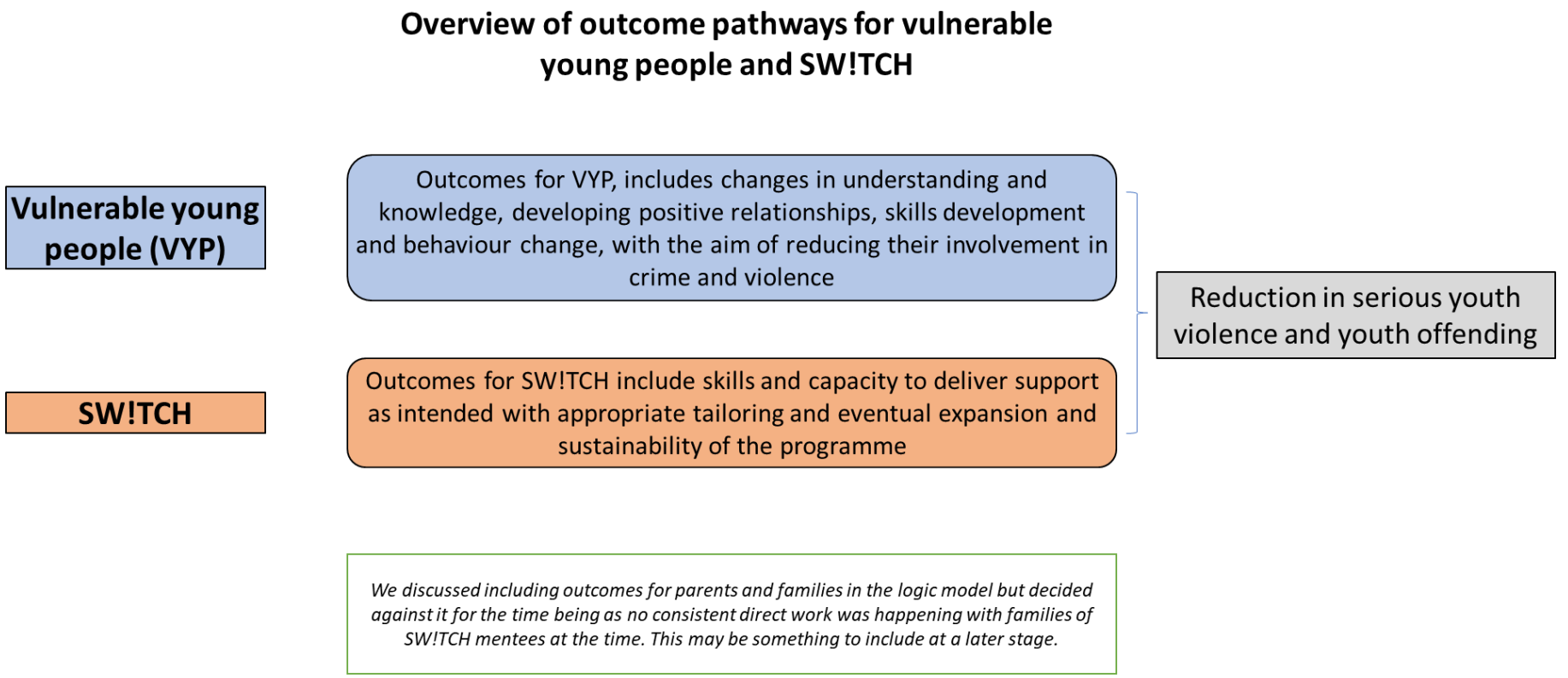


Figure 1. Overview of outcome pathways for vulnerable young people and SW!TCH

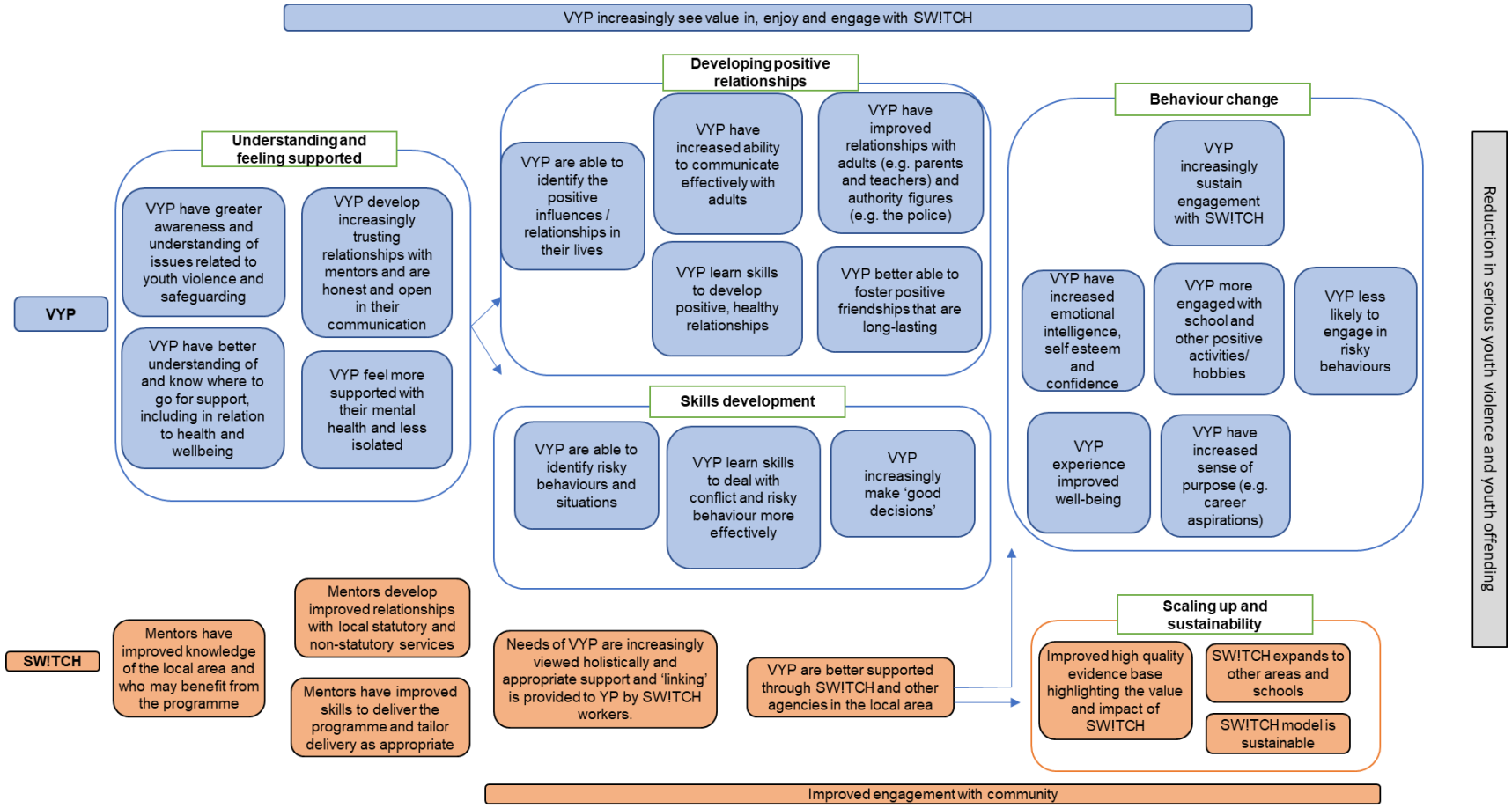


Figure 2. SW!TCH Lives logic model[32]

[32] The logic model is outcomes focused; as such, it only pertains to intended outcomes and impacts rather than the resources, activities and outputs that precede them.

In Figure 2, as you move from left to right across the boxes, you move from shorter- to longer-term outcomes. The elongated grey box at the far right of the model represents the intended impact.

Description of the logic model

Pathway 1: VYP

The outcomes pathway for the VYP represents the combined programme and sets out the common outcomes for the universal and targeted elements.

- **Understanding and feeling supported:** The first set of intended outcomes for the SW!TCH Lives programme relate to improvements in VYPs' understanding of issues around serious youth violence and feeling supported.
    - In the first instance, participating in the programme should contribute to VYP having a greater awareness and understanding of issues related to youth violence and safeguarding, as well as a better understanding and knowledge of where to go for support. These initial outcomes align most with the universal element of the programme and should be achieved as a result of attending a SW!TCH Lives workshop.
    - The next set of outcomes that fall under the umbrella of 'understanding and feeling supported' align with the targeted element of the programme and represent the intended short-term outcomes of mentoring. Specifically, as a result of mentoring, it is intended that VYP develop increasingly trusting relationships with mentors and are honest and open in their communication and feel more supported with their mental health and less isolated.
- **Developing positive relationships:** Building on the VYPs' increasing trust in and ability to communicate honestly with their mentors, the pathway moves on to outcomes that centre on improvements in VYPs' ability and willingness to develop positive relationships.
    - Facilitated by the work undertaken as part of the VIP mentoring that VYP receive, VYP should become increasingly able to identify the positive influences and relationships in their lives, have an increased ability to communicate effectively with adults and learn skills to develop positive and healthy relationships.
    - Following the development of the skills needed to identify and cultivate more positive relationships, it is hoped that relationships with adults (e.g. teachers) are improved and positive friendships are maintained.

- **Skills development:** Simultaneous to the outcomes related to developing positive relationships are the outcomes categorised as 'skills development'. While attending a SW!TCH Lives workshop may contribute to improvements in skills development, these outcomes are considered to be more medium-term outcomes as a result of the mentoring relationship. That is, facilitated by increasing trust in and ability to communicate honestly with their mentor, VYP become more engaged and open to working on outcomes related to skills development.
    - Outcomes around skills development centre on VYP developing the skills to be able to identify risky behaviours and situations and, in turn, deal with conflict and risky behaviour more effectively. Improvements in these areas are hoped to result in VYP increasingly making 'good decisions'.
- **Behaviour change (and well-being):** As a result of having more positive relationships and improved judgement and decision-making skills in relation to conflict and risky behaviour, engagement in mentoring should facilitate improvements in well-being, which will contribute to changes in behaviour.
    - Specifically, it is intended that VYP have increased emotional intelligence, self-esteem and confidence and an overall improvement in their well-being. In turn, VYP are more engaged with school and other positive activities/hobbies and develop an increased sense of purpose (e.g. career aspirations). As a result of these positive behaviour changes, VYP are less likely to engage in risky behaviours. As part of these behaviour changes, VYPs sustain their engagement with SW!TCH.

Pathway 2: SW!TCH

The outcomes pathway for SW!TCH runs parallel to the pathway for VYP and captures how the programme is intended to mature over time to support VYP and work towards a community-level reduction in serious youth violence and crime.

- In the short-term, as mentors work within schools and with VYP, they develop improved knowledge of the local area and who may benefit from the programme.
- Building on this knowledge and experience, mentors are able to improve their skills as a mentor and deliver SW!TCH Lives more effectively. Likewise, mentors are better equipped to develop relationships between LifeLine and local statutory and non-statutory services.
- In turn, the needs of VYP are increasingly viewed holistically, and appropriate support and 'linking' is provided to VYP by SW!TCH workers. As a result, VYP are better supported through SW!TCH and other agencies in the local area, which contributes to improved outcomes for VYP.

- The SW!TCH outcomes pathway concludes with three outcomes under the umbrella of **'scaling up and sustainability'**. Following from SW!TCH Lives successfully supporting VYP, it is hoped that the efficacy, value and sustainability of SW!TCH Lives will be evidenced, which will support the roll out of SW!TCH to other areas and schools.

In the long term, the two pathways of the logic model come together to deliver the ultimate goal of SW!TCH Lives: a reduction in serious youth violence and offending.

Perceived outcomes of SW!TCH Lives to date

Across the research encounters, we were able to explore **perceptions** of the outcomes of the SW!TCH Lives model with all participant groups. The predominance of the identified outcomes relate to pupils (i.e. the VYP pathway) rather than outcomes for SW!TCH itself.

Awareness and understanding of issues related to youth violence

LifeLine staff reported being less focused on outcomes related to the workshops than mentoring because a measure of change is not administered to capture the intended outcomes of the workshops (e.g. change in knowledge). In contrast, measures of well-being are used to capture change following participation in mentoring. Nevertheless, LifeLine staff expressed the view that pupils learn a lot from the workshops, particularly around awareness and understanding of the law. This was broadly supported within pupils' accounts: although some pupils stated that they had not learnt anything new from the workshops, pupils generally referred to improved knowledge about issues around knife crime, gang violence and risky situations. For example, pupils discussed having greater knowledge of how to remove themselves from risky situations and/or avoid becoming involved with people that could lead to them becoming involved in a gang or drawn into other criminal activity.

Pupils who have gone on to have mentoring with a YDW also reported that this element of the programme had helped to improve their awareness of issues around youth violence and gangs and risky situations or relationships. For instance, one pupil described how their YDW provides examples from their own life in which they have distanced themselves from friends behaving in a way they did not like.

In addition to improved knowledge, pupils referred to an improved awareness of the consequences of being involved in crime and gang violence. In particular, pupils referred to injury, death, a criminal record and prison (and the implications of this on education and employment prospects), in addition to the impact on communities and the families of those involved:

> '[I]t can only end up one way – dead or in jail. So yes, it's made me change my mindset on gangs.' **Pupil interview**

In particular, the long-term consequences of gang involvement appear be a salient element of the workshops:

> 'Once you get into it, it will never leave you. Like, in the future, like when you're old or something like that, you might see one person, and they'll be like, "Oh, you were in the gang when you were younger, right?" It's still always with you. It's like having that label and trying to peel it off – it's just not going. Once that label's stuck on you, it's stuck on you forever, and it's very hard for you to get out of that cycle, but like teaching kids that there's a way for you to get out of that cycle, it's encouraging them more, and like, yes, I think that's what we should be doing.' **Pupil focus group**

Views and attitudes towards youth violence and crime

As part of a greater awareness of the consequences of youth crime and violence, some pupils reported a change in attitude towards gangs, crime and violence – that is, seeing it less positively. Some pupils reported that they would avoid getting involved in a gang as a result of knowledge gained from the workshop:

> 'It makes you want to like stop yourself from like joining that type of gang or getting into that lifestyle because some people… they were saying about the reasons why people join them for validation and all that, but then you think about it, like, is it worth it? The stuff that they have to do get out of it; the stuff that you can lose and all that. Like you kind of think about it properly.' **Pupil focus group**

Awareness and understanding of available support

Following participation in workshops, some pupils reported a greater awareness of who to go to for help and support when faced with challenging or risky situations. For example, some pupils reported that they know LifeLine is available and that they can talk to teachers and the safeguarding team.

However, some pupils expressed a lack of trust in teachers and the school's safeguarding team because they 'gossip' about pupils and therefore would not seek help from them. Likewise, some pupils indicated that they would not seek help from any adult or authority (e.g. the police). However, some pupils who expressed a lack of trust in teachers indicated that they would seek support from a SW!TCH YDW (see Chapter 5).

In addition to an awareness of support options, some pupils reported that they felt more comfortable seeking help. As part of this point, some pupils indicated that prior to the workshops, they did not feel like people cared about them. The workshops changed this view and made them realise that people care and support is available if they need and want it.

Some pupils who have a mentor as part of the SW!TCH Lives programme also reported feeling supported by their mentor and comfortable seeking help from them:

> 'I feel like they'd be top of my list [to go to for help] because I'm really comfortable talking to them.' **Pupil interview**

More positive relationships with adults

LifeLine staff reported that they had received feedback from parents who had said that their children had shown improvement in their communication with them and were coming home on time, which helped to ease parental stress. Improved relationships with teachers were also reported.

Improved emotional intelligence

Pupils described how mentoring had helped them to understand and manage feelings of anger. This had helped them to avoid anger escalating into conflict or situations in which they act on their feelings of anger with aggression and get into trouble as a result.

In addition to being more aware of their own feelings, one view was that mentoring can also help pupils understand, or be more aware of, other people's feelings. For example, one pupil described being nicer and kinder to others as they had become more considerate of how others feel.

Improved well-being, confidence and outlook

LifeLine staff reported that mentoring students who also took part in the Ambassador Programme demonstrated increased confidence, while measures of well-being administered to pupils indicated that improvements occurred following mentoring (however, an attribution of causality cannot and should not be made here).

Pupils described how mentoring had helped to improve their confidence and cultivate a more positive outlook. One example was of a pupil who reported having made new friends and developed new interests as a result of a more positive outlook.

Engagement in school and ambition for the future

Increased awareness of the consequences of being involved in gangs and youth crime following participation in a workshop appears to have had an impact on some pupils' mindsets around education and future aspirations. For example, one pupil explained that following participation in a workshop, they are now focused on completing GCSEs, whereas before they were not.

Similarly, as a result of mentoring, pupils described having a better understanding of a potential career path and aspire to continue with their education (e.g. go to post-16 college,

get a place on an apprenticeship or go to university). For some, having these aspirations has encouraged them to have more focus at school. Others described wanting to become a mentor as a result of their engagement in the programme.

Behaviour in school

Following mentoring, some pupils described feeling calmer in school and not getting into trouble as much:

> 'I'm just more well behaved. I never get into trouble; I'm not misbehaved; I just make really stupid decisions sometimes. It helped me stop and think about what I'm doing.' **Pupil interview**

Likewise, LifeLine staff noted that they have received reports from schools indicating that pupils who have engaged in mentoring have demonstrated improvements in behaviour and attendance.

How perceived outcomes to date compare to the logic model

The perceived outcomes described by participants broadly align with the outcome pathway for VYP in the logic model. A key intended outcome of the workshops is that VYP have a greater awareness and understanding of the issues related to youth violence and safeguarding. Accounts from service users and LifeLine staff indicate that workshops are having some success against this outcome. However, the focus appears to be on improved knowledge of youth violence and crime, the law, and the consequences of being drawn into this lifestyle rather than safeguarding.

As a result of the knowledge provided, the workshops also appear to contribute to changes in pupils' views and attitudes towards involvement with gangs and criminal activity more generally. This is not currently a specified outcome in the logic model.

By contrast, the outcomes under the umbrella of 'skills development' were not clearly expressed within participant accounts. However, evidence of some of these can be loosely seen within discussion of other outcomes. For example, the skills development outcome of being able to identify risky behaviours and situations comes through via discussions about the workshops and pupils' increased awareness of the issues around youth crime and violence. The outcome related to developing skills to be able to deal with conflict and risky behaviour comes through as part of the discussions around improved emotional intelligence.

Along with greater awareness and understanding of the issues related to youth violence and safeguarding, a principal short-term aim of both workshops and mentoring is that VYP have a better understanding of where to go for help and support. From pupils' accounts, it appears that both the workshops and mentoring are succeeding against this outcome.

Two further outcomes under the umbrella of 'understanding and feeling supported' relate to increasingly trusting relationships between VYP and mentors and VYP feeling supported. Evidence of these outcomes was subsumed within accounts of support more generally. Similarly, data relating to pupils' experiences of receiving SW!TCH Lives indicate that mentors have trusting and supportive relationships with their mentees (see Chapter 5).

The collection of outcomes defined as 'developing positive relationships' were not as clearly identified within the data as other outcomes. Specifically, while there were reports of VYP having improved relationships with adults (e.g. parents and teachers), the earlier outcomes that are thought to lead to these improved relationships were not clear within participants' accounts.

Discussions with participants around outcomes highlighted evidence of some success for a number of the outcomes categorised as behaviour change. That is, mentoring in particular appears to contribute to VYPs' improved confidence, emotional intelligence and overall emotional well-being and an increased sense of purpose and ambition – especially around education and career aspirations.

Although evidence of success against the outcomes on the VYP pathway of the logic model comes from participants' perceptions (and the sample of participants is very small), there is clear evidence of promise. Future evaluation work should look to refine the VYP pathway – for example, consider whether some outcomes need to be removed or new ones added.

When exploring the perceived outcomes of the SW!TCH Lives programmes, evidence for the outcomes under the SW!TCH pathways was not clearly identifiable. Future work should include evaluators and LifeLine stakeholders working together to consider whether changes to this pathway are needed and explore how evidence of the outcomes can be captured.

7. Conclusion

The YEF commissioned NatCen to conduct a feasibility study of SW!TCH Lives during the academic year 2021/22. SW!TCH Lives is a secondary school programme for pupils aged between 11 and 14 that aims to be delivered to young people at risk of being drawn into crime and violence. The programme adopts a tiered approach comprised of a universal element (workshops) and a targeted element (one-to-one mentoring and positive activities). SW!TCH Lives also includes 'leadership programming' (the Ambassador Programme). The universal workshops and targeted mentoring sessions are intended to be delivered by YDWs in schools, and they were the focus of this feasibility study.

The feasibility study aimed to assess early implementation of the programme to support decisions about programme refinement and a suitable research design for a larger-scale pilot evaluation. In order to make an assessment of feasibility, the study sought to answer eight research questions. These research questions and a summary of relevant findings are detailed in Table 6.

The feasibility study used a small sample (a total of 32 participants from four participant groups), and therefore findings must be considered in this context.

Evaluator judgement and interpretation of intervention feasibility

To transition from the feasibility stage to the pilot stage, the SW!TCH Lives programme needed to be:

- Implemented consistently across schools and pupils
- Broadly delivered as originally intended by the programme developers
- Broadly perceived as positive by those delivering and receiving the programme

Although largely perceived as positive, findings from in-depth interviews and focus groups with LifeLine staff and service users indicate that the SW!TCH Lives programme is not implemented consistently; it is similarly unclear whether the programme is consistently delivered as intended. As noted in Table 6, it is recognised that a flexible and responsive approach is a feature of LifeLine programmes in general and the VIP mentoring framework. However, the findings of the feasibility study indicate that this flexibility may translate to a lack of consistency. Without consistent delivery, we cannot be sure that pupils are being exposed to the same key elements of the programme in order to ascertain whether any change in outcomes can be attributed to the programme. As such, it becomes difficult to consider the programme to be suitable for a pilot study without some adjustments being made. If a flexible and responsive approach is desired by LifeLine, it is recommended that they explore how to incorporate a responsive approach within a more structured system of delivery.

In addition to considerations around implementing a more consistent delivery model of SW!TCH Lives, it is recommended that thought is given to how consistency can also be improved in the following areas:

- **The selection of schools:** While there can be challenges with obtaining accurate data to identify suitable schools, more clearly defined and systematically applied school selection criteria is recommended.

- **The selection of pupils:** Steps should be taken to ensure a more consistent approach to selecting pupils for SW!TCH Lives workshops and mentoring and the consent process for participation in the mentoring element of the programme.

Further to an improvement in consistency of implementation and delivery, some issues around communication were identified (see Table 6). Specifically, the communication to pupils around what the programme is about, what involvement in the different elements involves and the choice to participate were areas identified as requiring some improvement.

Finally, the findings of the feasibility study indicate that some pupils may misunderstand the responsibilities of YDWs in relation to safeguarding and disclosure – that is, believing they can be more open with a YDW than a teacher because they do not perceive the YDW to be bound by a safeguarding or disclosure policy. Therefore, pupils must be clearly informed about the limits of confidentiality when participating in all elements of the programme, including the safeguarding and disclosure policy that YDWs must follow.

Table 6. Summary of feasibility study findings

Research question	Findings
How is the intervention perceived and understood by LifeLine staff and service users?	• Across LifeLine staff and service users, it was understood that a key aim of SW!TCH Lives – particularly the workshops – is to reduce serious youth crime and violence by discouraging involvement in gangs and knife crime and illustrating the negative consequences of doing so. • Within the context of mentoring, service users perceived the aim of mentoring to be the provision of individual support to young people. LifeLine staff were more specific and reported that mentoring is for more vulnerable young people and provides them with support in a range of areas, such as better relationships with parents and improved attitudes to school. • A slight difference in understanding of the aims of mentoring was reflected in reports that the mentoring criteria were understood differently by LifeLine staff and service users. This can mean that pupils not suitable for SW!TCH mentoring are referred. • Central to pupils' discussions about SW!TCH Lives was the issue of trust, i.e. that they trust the YDWs more than teachers and are more open with them as a result. Contributing to this trust and openness appears to be a perception that YDWs will not communicate any safeguarding or disclosure issues to schools. However, LifeLine staff said that any safeguarding concerns mentors have are communicated immediately to the school's Designated Safeguarding Lead, to LifeLine senior staff and to the police if necessary.
How do Lifeline staff find the experience of delivering SW!TCH Lives?	• LifeLine staff were positive about their experience of delivering SW!TCH. • The interactive nature of the workshops is considered helpful for pupil engagement in the workshops. However, LifeLine staff expressed the view that the presence of teachers in workshops prevents pupils from opening up. • Where challenges were discussed, they tended to centre on practical issues, such as the need to plan sessions to avoid pupils missing lessons and/or missing the same lesson each week. • While building rapport and being relatable is an important element of the mentoring relationship, the challenge of being relatable while remaining professional was identified. • LifeLine staff would like to have longer and/or more frequent sessions with pupils; as part of this, an overall greater presence in schools was viewed as desirable.
How do service users find the experience of receiving/participating in the SW!TCH Lives programme?	*Workshops* • Overall, service users described positive views and experiences of the SW!TCH Lives programme.

	• Pupils liked the interactive elements of the workshops and described feeling comfortable to participate in the group discussions that are part of the workshop format. However, they also liked that YDWs were available in school if they needed to speak to someone but did not feel comfortable doing so in the workshop format. • Pupils found the YDWs to be relatable, noting that they used 'slang' words and appeared to understand pupils' perspectives. However, some pupils found the presenters of the workshops to be unprofessional due to the way they dressed and presented themselves. • Pupils found the workshop content interesting and engaging. For example, pupils found the statistics on knife crime interesting and surprising and the information on what to do when someone is stabbed helpful. They also found the personal stories impactful. • However, some pupils found the workshop content to be repetitive or thought that the personal stories were fabricated. • Some pupils found the workshops too long and would have liked a break; whether a break occurs seems to vary. • Pupils suggested that more topics could be covered in the workshop format; as part of this, more workshops dedicated to different topics could be implemented. They also suggested that there should be an opportunity to contribute to discussions anonymously. *Mentoring* • The findings indicate a lack of a consistent approach to communicating with pupils and parents about mentoring. Overall, pupils thought that the information provided to them and their parents/carers about the mentoring was vague or limited. Some pupils explained that, at first, they did not understand what the mentoring would involve or why they had been selected. • While most pupils believed they were given a choice about whether or not they took part in mentoring, this was not the case with all pupils. • In line with uncertainty around choice to participate in mentoring, some pupils expressed initial reluctance to engage with this element of the programme. • Some pupils were uncertain about the purpose of the well-being assessments carried out at the beginning of the mentoring process and found them overly personal. • Despite this, pupils were generally positive about taking part in the mentoring and thought that mentors provided valuable advice, e.g. providing strategies for dealing with anxiety, staying out of trouble and keeping focus during lessons. Mentors also helped pupils to make better decisions and consider the consequences of their actions. • Pupil accounts indicated that mentoring sessions are highly individualised, and the topic of conversation, as well as activities, are predominantly pupil-led. • Pupils found their mentors to be approachable and were more comfortable opening up to them compared to teachers or parents. Mentors were able to put pupils at ease and were described as understanding and willing to listen to what pupils had to say. • More frequent and/or longer sessions would be desirable, as would the opportunity for positive activities.

Is the training and ongoing support for YDWs sufficient?	• Training in the delivery of the SW!TCH Lives programme appears to be quite limited – particularly around delivery of workshops. • LifeLine staff reported that no specific training was provided to YDWs prior to them delivering workshops. • Regarding training to deliver the targeted element, LifeLine staff described how YDWs are trained in the VIP model of mentoring, which is delivered by senior LifeLine staff as an interactive group session. • YDWs are also required to attend non-SW!TCH specific training, which is typically delivered by external providers. This includes certified safeguarding training, first aid training and a four-day course in CBT level one. • Overall, LifeLine staff were positive about the training they received, although it was suggested that refresher sessions could occur more frequently.
What are the perceived outcomes of SW!TCH Lives?	• The predominance of the outcomes identified during the research encounters related to pupils (i.e. the VYP pathway) rather than outcomes for SW!TCH itself. • The perceived outcomes described by participants broadly aligned with the outcome pathway for VYP as set out in the logic model. • Outcomes for pupils who had attended a workshop centred on a greater awareness and understanding of the issues related to youth violence and gang involvement; as part of this, pupils have a less positive attitude towards gangs and involvement in crime more generally. • From pupils' accounts, it appears that both the workshops and mentoring are succeeding in relation to VYP having a better understanding of where to go for help and support. • While the outcomes under 'skills development' were not clearly identified in participants' accounts, evidence of some of these could be loosely seen within discussions of other outcomes. • Similarly, while there were reports of VYP having improved relationships with adults (e.g. parents and teachers), the earlier outcomes thought to lead to these improved relationships were not clear within participants' accounts. • Mentoring, in particular, appears to contribute to VYPs' improved confidence, emotional intelligence, overall emotional well-being and sense of purpose and ambition.
To what extent do LifeLine staff adhere to the intended delivery model?	Delivery of SW!TCH appears to lack consistency and to deviate from the intended model, both in relation to the universal workshops and the targeted mentoring. *Workshops* • While in some schools, it appears that small workshops are delivered to groups of around 15 at risk pupils, in other schools, workshops are delivered in large groups to the whole year group as part of PSHE lessons. • Some pupils described attending more than one workshop, which appears to differ from the intended delivery model. For example, in one school, pupils attended workshops once a week over a two-week period. • Pupils reported that workshops typically focus on knife crime and gang violence. Pupils noted a number of additional topics that were covered in the workshops, including the grooming of young children to commit crimes, joint enterprise,

	drill music and consent. This is in line with LifeLine staff's accounts of a responsive approach to the needs to schools. However, it is not clear if this level of flexibility is part of the intended delivery model. *Mentoring* • Although SW!TCH Lives is intended as a tiered programme, i.e. pupils attend a workshop before being selected for mentoring, some pupils who were receiving mentoring did not recall attending a workshop. • Across pupil accounts, mentoring sessions were described as typically being a one-to-one format, occurring weekly and lasting around 30 to 45 minutes, which is in line with the description reported by LifeLine staff. However, the length of mentoring sessions was not always consistent, as pupils reported that sessions could last anywhere from five minutes up to 50 minutes. • In accordance with the VIP mentoring model, the approach taken by LifeLine staff is to be responsive and flexible to the needs to the pupil at each mentoring session. However, it is not clear if VIP mentoring should translate to a lack of structure to mentoring sessions, as described in participant accounts. • Action planning is carried out inconsistently both within and between pupil's mentoring sessions. Some pupils had not completed any action planning, and others could not recall if they had an action plan. This appears to differ from the intended model, as LifeLine staff reported that action planning should be developed in pupils' second mentoring session. • The regularity that progress via the measures of well-being is monitored also seems to vary. *COVID-19:* During the COVID-19 pandemic, the role of SW!TCH YDWs altered significantly, moving away from the delivery of SW!TCH towards a more pastoral support role for young people and their parents.
What changes, if any, are needed to the intervention?	*Consistency* The SW!TCH Lives programme would benefit from a more consistent approach to implementation – from selection of schools and pupils through to delivery of workshops and mentoring sessions. While a flexible and responsive approach is a feature of all LifeLine programmes, a lack of consistency compromises any future evaluation of impact (or even 'distance travelled'). That is, without consistent delivery, we cannot be sure that pupils are being exposed to the same key elements of the programme in order to ascertain whether any change in outcomes can be attributed to the programme. If a flexible and responsive approach is desired by LifeLine, it is recommended that they explore how to incorporate a responsive approach within a more structured system of delivery. To facilitate a more consistent approach to delivery, we recommend returning to the logic model; as part of this, we would suggest revisiting the intended inputs, activities, outputs and outcomes. *Communication* Within participants' accounts, a number of points around communication were highlighted as areas that require improvement: • LifeLine staff and teachers need to make sure that pupils are provided with clear information about the workshops and the mentoring. Included in this is the need to make clear that pupils have a choice about whether or not to take part in any element of the programme without fear of negative consequences.

	• When pupils first start mentoring, LifeLine staff and teachers should ensure that pupils are clearly informed about what is involved in mentoring, including the purpose of different elements, e.g. the purpose of well-being measures. Pupils must be clearly informed about the limits of confidentiality, including the safeguarding and disclosure policy that YDWs must follow.
What research design is suitable for a larger-scale pilot evaluation?	To examine feasibility, evidence of promise and readiness for trial, a pilot evaluation should include a process study across a larger sample of school delivery sites. This would ideally involve conducting interviews and focus groups with YDWs, LifeLine stakeholders, teachers and pupils. Alongside these encounters, we would recommend observations of SW!TCH training sessions for YDWs and workshops delivered in schools. A pre- and post-intervention questionnaire to measure progress towards intended outcomes for pupils would also be administered.

Limitations of the feasibility study

There are some limitations to this study:

- The findings of the feasibility study are based on a small sample. This is both by design and due to some recruitment challenges. First, because of the nature of the study, the sample had always been small by design. However, some recruitment challenges and some participants not attending the scheduled interview or focus group contributed to a sample that was smaller than intended. The findings and conclusions are therefore limited and should be considered in this context.

- Related to the above, the study faced severe delays due to the school closures, lockdowns and social distancing measures implemented to curb the spread of COVID-19 in 2020 and 2021. It followed that by early 2022, no further delays could be accommodated, and all fieldwork had to be completed by the end of April. This meant that NatCen researchers were not able to follow up missed data encounters to the extent that would be possible with a longer or more flexible fieldwork timeline.

- As well as delaying the feasibility study, COVID-19 presented challenges to the delivery of SW!TCH Lives. However, the research encounters that provided the data for the feasibility study took place when restrictions had been lifted and delivery of SW!TCH Lives had returned to pre-pandemic standards (or close to this). This was done purposefully in order to be able to capture the experiences of SW!TCH delivery as it has been intended. However, the impacts of COVID-19 restrictions may have continued to influence certain areas of programme implementation.

Future research and publications

With some adjustments to the implementation of the programme, it may be feasible to transition to a pilot study.

If a pilot evaluation of SW!TCH Lives is commissioned, it will build on the feasibility study findings. It will include a pre- and post-programme questionnaire to measure progress towards intended outcomes for pupils. Pupils in the pilot evaluation schools will be invited to complete a questionnaire containing measures of well-being before and after participation in the SW!TCH Lives programme. This will allow for an assessment of 'distance travelled' over the course of the programme. As part of the pilot evaluation, we would recommend observations of SW!TCH training sessions for YDWs and observations of workshops delivered in schools. These would be carried out alongside qualitative interviews and focus groups with YDWs, LifeLine stakeholders, teachers and pupils.

If commissioned, the pilot evaluation will explore delivery of SW!TCH Lives, taking an implementation and process evaluation (IPE) methods approach. The pilot will assess how the programme is implemented in practice to inform learning for future delivery and future large-scale evaluation of programme effectiveness (e.g. a randomised control trial). The key focus of the pilot will be to explore the following three dimensions:

- **Further evidence of feasibility** of collecting data on the primary outcomes that have been identified for SW!TCH Lives in a future efficacy trial of the programme
- **Evidence of promise** (i.e. pupil pre/post questionnaire data showing mean improvement)
- **Readiness for trial** (e.g. no systematic issues with missing item data, measures are internally valid and data collection can be carried out smoothly)

References

W.K. Kellogg Foundation, 2004. *W.K. Kellogg Foundation Logic Model Development Guide.* Battle Creek, Michigan, USA: WK Kellogg Foundation [online]. Available at: https://www.aacu.org/sites/default/files/ LogicModel.pdf.

Ritchie, J., Lewis, J., McNaughton Nicholls, C. and Ormston, R. (eds.), 2014. *Qualitative Research Practice.* London, England: Sage.

Appendices

Appendix A – Support organisations information sheet

The organisations listed below provide support on a range of issues. If being involved in this research has raised questions or concerns about something for you, or you would like to speak to somebody in confidence, you can use this information to access support. Some people find these details helpful to keep for future reference.

Even if you can't make phone calls, you can still contact some of these services in other ways, like chatting to someone online or emailing them. Please note that **not all of these numbers are freephone ones**, and some may cost more to call on some landlines and mobile phones.

Call 999 if you are in an emergency. For non-urgent calls where you still want to speak to the police, please call 101.

Childline

Free, 24-hour support for children and young people in the UK

Helpline: 0800 1111 (Freephone, 24 hours daily)
Website: www.childline.org.uk
Online chat: www.childline.org.uk/get-support/1-2-1-counsellor-chat

Samaritans

Free, 24/7 confidential support to talk through any concerns, worries and troubles you may have about yourself or somebody else

Helpline: 116 123 (Freephone, 24 hours)
Email: jo@samaritans.org
Website: www.samaritans.org

Talk to Frank

Facts, support and advice on drugs and alcohol, including their effects and the law

Helpline: 0300 1236600
Website: www.talktofrank.com

The Mix

Support for anyone under 25 years old on issues including sex, relationships, drugs, mental health, money and work. Provides a telephone helpline, an online chat function and a text service through which you can confidentially talk to an advisor

Helpline: 0808 808 4994 (Freephone, 4–11pm daily)
Website: www.themix.org.uk

Victim Support

Free and confidential advice to help anyone affected by crime, including those who experience it directly, but also their friends, family and anyone else involved. The organisation provides information and advice as well as emotional and practical help.

Helpline: 0808 1689 111 (Freephone, 24 hours daily)

Website: www.victimsupport.org.uk

Appendix B – Information sheet for youth development workers

About the research

The National Centre for Social Research has been appointed by the Youth Endowment Fund to carry out an independent evaluation of the SW!TCH Lives programme. This research aims to understand how SW!TCH Lives is working so far and will support its future development.

As part of this work, we would like to speak to individuals who deliver the SW!TCH Lives programme, including youth workers.

What does taking part in this research involve for youth workers?

We would like to invite you to take part in an interview via telephone or online software (e.g. Microsoft Teams) between **[date]** 2022. The interview will last up to 60 minutes.

The discussion's purpose is to gather views and experiences of the programme to date, including things that have worked well and less well. The kinds of things we'd like to ask you about are your views on:

- How SW!TCH Lives has been delivered so far.
- Training and support provided for the individuals who deliver the SW!TCH Lives programme, including any strengths and areas for improvement.
- Any benefits or challenges you may have identified for the young people taking part.

Participation in the interview is voluntary and confidential. Whether or not you take part, this will not affect your relationship with the programme provider (Lifeline), the Youth Endowment Fund, or any other organisation. The data we collect will be systematically analysed to feed into a thematic report for the Youth Endowment Fund. Identifiable data about individuals or schools will not be included in this report.

If you change your mind about being involved, you can let the research team know using the contact details below or let us know on the day. You can change your mind about taking part in the research without giving a reason.

You can change your mind about participation at any point. You can withdraw your consent to participate in the research after taking part, and request that your contribution and any data collected be deleted up until the data has been used by NatCen and your contribution is no longer identifiable.

For more information about how we will handle and use the data we collect, please see our privacy notice at http://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-sw!tch-lives/privacy-notice/

What happens next?

If you are happy to be involved, please contact the NatCen research team know by **[date]** by sending an email to [redacted] Please be aware that it may not be possible for us to interview or speak to everybody who is interested in taking part.

Who do I contact if I have questions?

For more information, visit https://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-sw!tch-lives/ or email [redacted]

Appendix C – Information sheet for Lifeline stakeholders

About the research

The National Centre for Social Research (NatCen) has been appointed by the Youth Endowment Fund to carry out an independent evaluation of the SW!TCH Lives programme. This research aims to understand how SW!TCH Lives is working so far and will support its future development.

As part of this work, we would like to speak to individuals involved in the design and implementation of the SW!TCH Lives programme.

What does taking part in this research involve for stakeholders?

We would like to invite you to take part in an interview via telephone or online software (e.g. Microsoft Teams) between **[date]** 2022. The interview will last up to 60 minutes.

The interview's purpose is to gather views and experiences of the programme to date, including things that have worked well and less well. The range of topics that will be covered include:

- Views and experiences relating to the design and implementation of the SW!TCH Lives programme.
- Facilitators, barriers and perceived impacts.
- Thoughts on management and partnership working.
- Recommendations and key learning points you may have identified.

Participation in the interview is voluntary and confidential. Whether or not you take part, this will not affect your relationship with the Youth Endowment Fund, or any other organisation. The data we collect will be systematically analysed to feed into a thematic report for the Youth Endowment Fund. Identifiable data about individuals or schools taking part in the programme will not be included in this report.

If you change your mind about being involved, you can let the research team know using the contact details below or let us know on the day. You can change your mind about taking part in the research without giving a reason.

You can change your mind about participation at any point. You can withdraw your consent to participate in the research after taking part, and request that your contribution and any data collected be deleted up until the data has been used by NatCen and your contribution is no longer identifiable.

For more information about how we will handle and use the data we collect, please see our privacy notice http://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-sw!tch-lives/privacy-notice/

What happens next?

If you are happy to be involved, please contact the NatCen research team know by **[date] 2022** by sending an email to [redacted]

Who do I contact if I have questions?

For more information, visit https://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-sw!tch-lives/ or email [redacted]

Appendix D – Information sheet for schools

About the research

The National Centre for Social Research (NatCen) has been appointed by the Youth Endowment Fund to carry out an independent evaluation of the SW!TCH Lives programme, which is delivered by LifeLine. This research aims to understand how SW!TCH Lives is working so far and will support its future development.

As part of this work, we would like to speak to a range of people at schools where the SW!TCH Lives programme is being delivered, including teachers and pupils. We will also be speaking with LifeLine staff involved in the delivery and management of the SW!TCH Lives programme.

What does taking part in this research involve for your school?

We'd like to invite your school (along with other schools), to take part in this evaluation. The research activities will include:

- One in-depth interview with school lead for SW!TCH Lives.
- Two focus groups with pupils who have attended a SW!TCH workshop. Each focus group would include approximately six pupils.
- Five in-depth interviews with pupils who are receiving the one-to-one SW!TCH mentoring, including those selected to be ambassadors.

As part of your involvement in the research, we would be grateful if the SW!TCH Lives lead at your school would work with the NatCen research team to disseminate information sheets and consent forms to parents/carers and pupils, as well as work with NatCen researchers to organise the interviews and focus groups with pupils.

How will the research be conducted?

- We anticipate that research in schools would take place from **[date]** 2022.
- We would aim to arrange all interviews and focus groups across a couple of days in order to minimise any disruption.
- The interviews and focus groups will be arranged for times and dates that are convenient for your school.
- We are able to carry out interviews and focus groups in person or online using software such as Microsoft Teams, and we would be happy to discuss how best to conduct the research in your school.

Participation in the research is voluntary and confidential. Whether or not you / your school takes part, will not affect your relationship with the programme provider (LifeLine), the Youth Endowment Fund, or any other organisation. The data we collect will be systematically analysed to feed into a thematic report for the Youth Endowment Fund. Identifiable data about individuals or schools will not be included in this report.

For more information about how we will handle and use the data we collect, please see our privacy notice at http://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-sw!tch-lives/privacy-notice/

What happens next?

If you are happy for your school to be involved or would like to find out more about the evaluation, please let the SW!TCH project manager who gave you this information leaflet know (if possible by **[date]**).

Please also provide the name and contact details of a member of staff that has agreed to be contacted by the NatCen research team to discuss the evaluation further.

You can also contact the NatCen research team directly at [redacted]

Please note that it may not be possible to include all schools that express an interest in taking part in the evaluation.

Who do I contact if I have questions?

For more information, visit www.natcen.ac.uk/SW!TCHLives or email [redacted]

Appendix E – Information sheet for parents

Dear Parent/Carer,

The National Centre for Social Research (NatCen) has been appointed by the Youth Endowment Fund to carry out an independent evaluation of the SW!TCH Lives programme. SW!TCH Lives is a programme designed to prevent young people being drawn into crime and violence and is being delivered by LifeLine in your child's school. This research aims to understand how SW!TCH Lives is working so far and will support its future development.

As part of this work, we would like to speak to a range of people at schools where the SW!TCH Lives programme is being delivered, including teachers and pupils. We will also be speaking with LifeLine staff involved in the delivery and management of the SW!TCH Lives programme.

What research will take place at the school?

NatCen researchers will arrange to speak to children about their views and experiences of the programme either in a group or individual setting. Topics of discussion will include:

- Reflections on the content and delivery of the SW!TCH Lives programme.
- The impact that it may have had on their awareness and attitudes towards youth crime and violence.
- Any recommendations or improvements that they might have for the programme.

All our researchers have enhanced DBS clearance.

What will happen to the information collected?

If your child agrees, the interview or group discussion will be audio-recorded so that we have a record of what is said. No identifying information will be shared with anyone outside of the research team. The only exception to this is if we hear about something that makes us think that someone is at risk of harm or if we are told about criminal activities. If this happens, we may need to tell somebody at the school or another organisation in order to keep the child or someone else safe.

At the end of the project, we will use the information to write a report for the Youth Endowment Fund, which may include quotes of what your child has said and may be publicly available. We will not use your child's name, the school's name, or any other details that could identify them.

Does my child have to take part?

No, it's up to you and your child. If you **do not** want your child to take part in this research, please complete the slip attached and give back to the school by **[date].**

What if my child does not want to take part?

All the research activities are voluntary. A teacher will share an information leaflet with all students before the research happens. They will check with all children that they are happy to take part. During the discussion, children do not have to talk about anything that they don't want to. They can decide to stop at any time.

Where to find out more about the project?

For more information, visit www.natcen.ac.uk/SW!TCHLives

Or contact the NatCen research team on [redacted]

Your privacy:

We will treat the information we collect in the strictest confidence under UK General Data Protection Regulation (GDPR). The information will be used for research purposes only. We will not collect any personal data about children for the study before they agree to take part in the research, apart from their names. To find out about how NatCen will use the information and data you can visit www.natcen.ac.uk/SW!TCHLives

Who are NatCen?

NatCen is an independent research organisation working to improve people's lives through research. You can find out more about us by visiting www.natcen.ac.uk

Opting out

If you do not want your child to take part in research activities about the SW!TCH Lives programme, please complete the form on the following page.

Even if you decide that your child can take part, you or your child can change your minds and withdraw consent after taking part in the research. If you do change your mind, you can request that any data collected about your child be deleted up until the point that the data has been used by NatCen and/or the data is no longer identifiable. To request withdrawal from the study, please contact your child's teacher in the first instance.

Opt-out form for parents and carers

The SW!TCH Lives programme evaluation.

I do **not** want my child to take part in research activities about the SW!TCH Lives programme:

Your child's name…….

Your full name……..

Your signature…….

Date……....

Please return this slip to your school by **[date]**.

Appendix F – Information sheet for pupils taking part in a focus group

What is SW!TCH Lives?

SW!TCH Lives is a programme of workshops and on-to-one mentoring delivered in schools, which are designed to help prevent young people from being drawn into youth crime and violence. The programme is run by LifeLine and it is funded by the Youth Endowment Fund.

Who are NatCen?

NatCen is an independent social research charity with 50 years of experience working to improve people's lives through research.

What is the research about?

We (NatCen) are carrying out an independent evaluation of SW!TCH Lives to understand what is successful and less successful about it. We have been asked to carry out the research by the Youth Endowment Fund.

As part of this work, we would like to speak to a range of people at schools where the SW!TCH Lives programme is being delivered, including teachers and pupils. We will also be speaking with LifeLine staff involved in the delivery and management of the SW!TCH Lives programme.

Why are you contacting me?

Your school is running SW!TCH Lives and you have attended a SW!TCH Lives workshop, which is why we are getting in touch with you. We want to hear what you think about the SW!TCH Lives workshops and what worked well and less well.

What will taking part in the research involve?

You will take part in a group discussion with up to 5 other pupils who have also attended the SW!TCH Lives workshops. The discussion will be carried out online or in person and will last for around **60 minutes**.

Everything you say will be confidential and will not be shared with anyone else outside of the research team. We will ask everyone who takes part in the group discussion to keep what is said confidential. The only exception to this is if you tell us something that makes us think that you or someone else is at risk of harm or you tell us about criminal activities. If this happens, we may need to tell somebody at your school or another organisation in order to keep you or someone else safe.

So that we can spend our time talking to you rather than taking notes, we normally record the conversation. We keep the recording safe and only the research team will hear it.

The written version of the group discussion and all other documents, including information that could identify you (such as your name), will be deleted after the research project ends.

What will you ask me about?

The kinds of things we'd like to discuss with you are your views and experiences of:

- The content and delivery of the SW!TCH Lives programme.
- The impact that it may have had on your awareness and attitudes to youth crime and violence.
- Any recommendations or improvements that you might have for the programme.

You can talk as much or as little as you like. There are no right or wrong answers, we just want to hear what you think.

What will happen to the information I provide?

NatCen will gather all the answers and comments from everyone who takes part in the research. We will write a report of what we find out and give it to the Youth Endowment Fund. The report will tell the Youth Endowment Fund how SW!TCH Lives is working. The report may be publicly available. We may also use parts of the written version of what you've said (quotes) but **the report will not use your name or personal details about you.** We will not use the name of your school, teachers, or local area.

Do I have to take part?

No, it's up to you whether you want to take part in the group discussion. It is also up to you what you say and how much you say. You don't have to answer all questions: you can choose not to talk about something, even if we ask about it.

During the discussion, you can take a break at any time or leave the conversation at any point without needing to give an explanation. This won't have any negative impact.

You can also change your mind about taking part in the research even after you have taken part. If you change your mind you can request that your contribution to the group discussion is not included in the report up until it has been used by NatCen. If you change your mind, please speak to your teacher.

Do my parents or carers know?

Yes, we also wrote to your parents/carers. We told them about the evaluation of SW!TCH Lives and that you might be taking part in the research.

What happens next?

If you **do not** want to take part in the research, please let your parents/carers or teacher know.

Who do I contact if I have questions?

You can contact the NatCen research team at [redacted] or speak to your teacher. For more information including about how the data we collect will be used, stored and deleted visit www.natcen.ac.uk/SW!TCHLives

Appendix G – Information sheet for pupils taking part in an interview

What is SW!TCH Lives?

SW!TCH Lives is a programme of workshops and on-to-one mentoring delivered in schools, which are designed to help prevent young people from being drawn into youth crime and violence. The programme is run by LifeLine and it is funded by the Youth Endowment Fund.

Who are NatCen?

NatCen is an independent social research charity with 50 years of experience working to improve people's lives through research.

What is the research about?

We (NatCen) are carrying out an independent evaluation of SW!TCH Lives to understand what is successful and less successful about it. We have been asked to carry out the research by the Youth Endowment Fund.

As part of this work, we would like to speak to a range of people at schools where the SW!TCH Lives programme is being delivered, including teachers and pupils. We will also be speaking with LifeLine staff involved in the delivery and management of the SW!TCH Lives programme.

Why are you contacting me?

Your school is running SW!TCH Lives and you have attended a workshop and/or one-to-one mentoring sessions, which is why we are getting in touch with you. We want to hear what you think about SW!TCH Lives and what worked well and less well.

What will taking part in the research involve?

You will take part in an interview with a member of our research team. The discussion will be carried out in person or over the phone or online and will last for up to **45 minutes**.

Everything you say will be confidential and will not be shared with anyone else outside of the research team. The only exception to this is if you tell us something that makes us think that you or someone else is at risk of harm or you tell us about criminal activities. If this happens, we may need to tell somebody at your school or another organisation in order to keep you or someone else safe.

So that we can spend our time talking to you rather than taking notes, we normally record the conversation. We keep the recording safe and only the research team will hear it.

The written version of your interview and all other documents, including information that could identify you (such as your name), will be deleted after the research project ends.

What will you ask me about?

The kinds of things we would like to discuss with you are your views and experiences of:

- The content and delivery of the SW!TCH Lives programme.
- The impact that it may have had on your awareness and attitudes to youth crime and violence.
- Any recommendations or improvements that you might have for the programme.

You can talk as much or as little as you like. There are no right or wrong answers, we just want to hear what you think.

What will happen to the information I provide?

NatCen will gather all the answers and comments from everyone who takes part in the research. We will write a report of what we find out and give it to the Youth Endowment Fund. The report will tell the Youth Endowment Fund how SW!TCH Lives is working. The report may be publicly available. We may also use parts of the written version of what you've said (quotes) but **the report will not use your name or personal details about you.** We will not use the name of your school, teachers or local area.

Do I have to take part?

No, it's up to you whether you want to take part in an interview. It is also up to you what and how much you say. You don't have to answer all questions: you can choose not to talk about something, even if we ask about it.

During the interview, you can take a break at any time or leave the conversation at any point, without needing to give an explanation. This won't have any negative impact.

You can also change your mind about taking part in the research even after you have been interviewed. If you change your mind you can request that your interview is not included in the report up until it has been used by NatCen. If you change your mind, please speak to your teacher.

Do my parents or carers know?

Yes, we also wrote to your parents/carers. We told them about the evaluation of SW!TCH Lives and that you might be taking part in the research.

What happens next?

If you do not want to take part in the research, please let your parents/carers or teacher know.

Who do I contact if I have questions?

You can contact the NatCen research team at [redacted] or speak to your teacher.

For more information including about how the data we collect will be used, stored and deleted visit www.natcen.ac.uk/SW!TCHLives

Appendix H – Information sheet for the SW!TCH school lead

About the research

The National Centre for Social Research (NatCen) has been appointed by the Youth Endowment Fund to carry out an independent evaluation of the SW!TCH Lives programme delivered by LifeLine. This research aims to understand how SW!TCH Lives is working so far and will support its future development.

As part of this work, we would like to speak to school staff who are involved in organising the implementation of the SW!TCH Lives programme in schools, including Deputy Heads and other senior staff in schools.

What does taking part in this research involve for teachers?

We'd like to invite you to take part in an interview, which will take place via telephone or online between **[date] 2022** and will last approximately 60 minutes. The discussion's purpose is to gather views and experiences of the programme to date, including things that have worked well and less well. The kinds of things we'd like to ask you about are your views on:

How SW!TCH Lives has been delivered so far.

- Training and support provided for school staff, including any strengths and areas for improvement.
- Communication and partnership working with the programme provider (LifeLine).
- Any benefits or challenges you may have identified for the young people taking part.

Participation in the interview is voluntary and confidential. Whether or not you take part, this will not affect your relationship with the programme provider (LifeLine), the Youth Endowment Fund, or any other organisation. The data we collect will be systematically analysed to feed into a thematic report for the Youth Endowment Fund. Identifiable data about individuals or schools will not be included in this report.

If you change your mind about being involved, you can let the research team know using the contact details below or let us know on the day. You can change your mind about taking part in the research without giving a reason.

You can change your mind about participation at any point. You can withdraw your consent to participate in the research after taking part, and request that your contribution and any data collected be deleted up until the data has been used by NatCen and your contribution is no longer identifiable.

For more information about how we will handle and use the data we collect, please see our privacy notice at http://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-sw!tch-lives/privacy-notice/

What happens next?

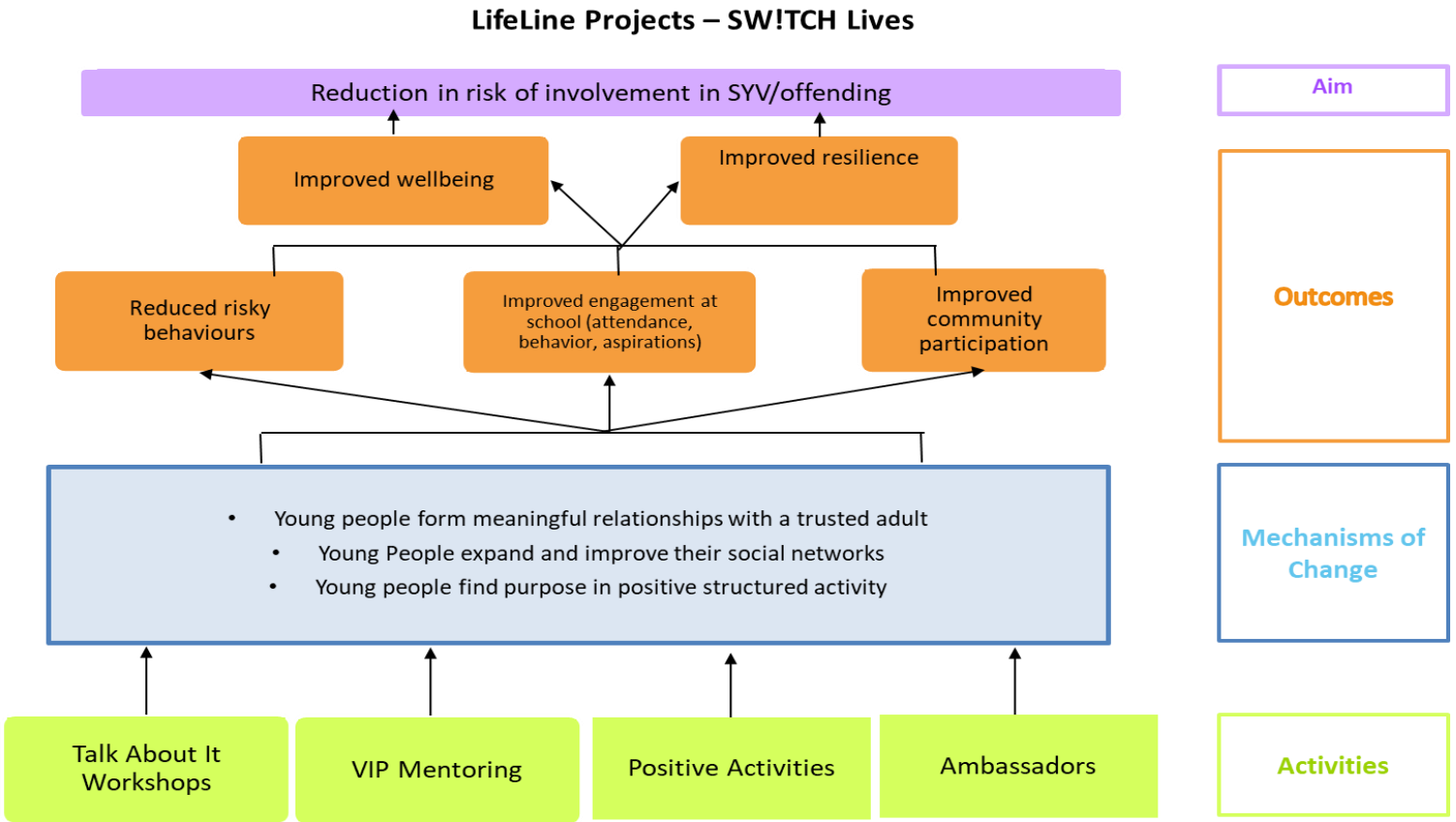
If you are happy to be involved, please contact the NatCen research team at [redacted] by **[date]**.

Please be aware that it may not be possible for us to interview or speak to everybody who is interested in taking part.

Who do I contact if I have questions?

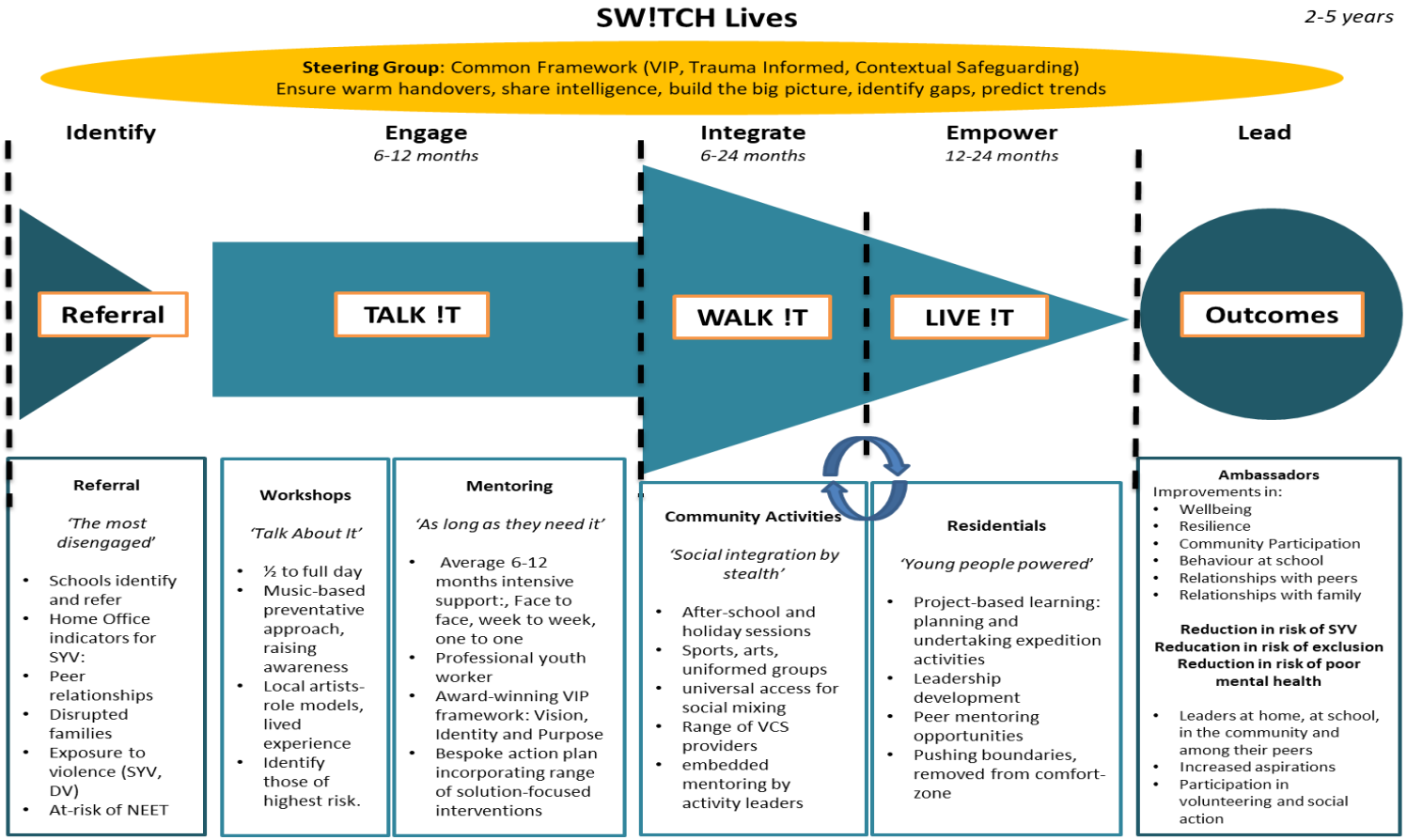
For more information, visit www.natcen.ac.uk/SW!TCHLives or email [redacted]

Appendix I – LifeLine theory of change diagram for SW!TCH[33]



[33] Included with permission from LifeLine

Appendix J – Lifeline outcomes diagram / model for SW!TCH[34]



[34] Included with permission from LifeLine

Appendix K – Topic guide for use with youth development workers[35]

Research objectives

SW!TCH Lives, delivered by LifeLine Community Projects, is designed to prevent young people being drawn into crime and violence. SW!TCH Lives is adopting a tiered approach, combining workshops, positive activities and mentoring delivered to young people aged 11-14. Lifeline deliver the SW!TCH programme.

Recruitment and delivery of the intervention is focused on secondary schools in Barking and Dagenham and surrounding local authorities. The intervention is comprised of the following:

- **Universal element**: Workshops focused on music and youth violence, delivered by youth workers.
- **Targeted element:** Schools and programme leads will invite 10 young people at each school, identified as highest risk, to take part in targeted activities consisting of:
  - 6-month period of school-based mentoring, positive activities, and an ambassador programme.

The aims of the evaluation are as follows:

- To assess the feasibility of delivering the combined intervention as intended in schools.

Topic guide notes

Topic guides help ensure consistency in data collection by setting out the key issues that should be explored with each participant. While the topic guide shapes the content of the interview, it should be used flexibly. This means that the order in which issues are covered and the time spent on different topics will vary from interview to interview. The responsive nature of qualitative research also enables interviewers to explore any unanticipated but relevant themes that arise during the discussion.

We believe topic guides work best when items are worded as short phrases rather than questions. This encourages the interviewer to formulate questions that are responsive to the situation and to use terms that are tailored to the participant. Decisions about what and how to follow up will be made by the researcher based on their knowledge of the research objectives.

1. Introduction

Aim: to remind the participant about the aims of the evaluation, to explain how the interview will be conducted and how the data will be used.

- Introduce self and NatCen (including NatCen's independence)
- Introduce research, aims of study and interview
- Length (about 60 minutes)
- Voluntary participation
- Brief overview of topics to be covered in interview
- Confidentiality, anonymity and potential caveats
- Data use and security (including audio recording and data storage)
- Questions
- Verbal consent

[35] Note that the topic guides included in the technical appendices are slightly abridged versions of the topic guides used in the qualitative research and only sets out the main themes and sub-themes of the interview.

2. Background and context

Aim: to understand the participant's background and involvement.

- How they got involved in being a mentor for SW!TCH Lives
  - When they started working as a mentor for this programme / length of time in post
  - Reasons for involvement
  - Prior experience of working with primary/ secondary school age young people
- Overview of roles and responsibilities as a youth worker for SW!TCH
  - What their 'workload' looks like
  - Number of schools / pupils they work with
  - Overview of schools they work with including specific pupils' needs (probe for an overview of any differences between schools)
- How they would describe the SW!TCH Lives programme as a whole / what are it's aims
  - Aims of universal element vs. targeted element.
  - Views on need/rationale for the programme

3. Lifeline / SW!TCH youth worker training and ongoing support

Aim: to explore views on training and ongoing support that Lifeline staff/volunteers receive in preparation for and during delivery of SW!TCH Lives.

- Overview of guidance and training provided
  - At set-up
  - Nature of the training provided (content and mode, any variation in guidance / training for different staff roles)
  - Who attended
- Ongoing training and support
  - Is ongoing training and support provided
  - Nature of ongoing training and support (content, mode, frequency)
  - How useful (or not) is the ongoing training and support
- Views on the efficacy of guidance / training provision
  - What worked well/ less well
  - Gaps in training / anything they would do differently
  - Any challenges during the programme's delivery that could be addressed by improved training
- Views on management of the programme by the SW!TCH / LifeLine managers/senior staff
  - How SW!TCH Lives is managed internally within LifeLine
  - What works well/ less well

- Views on funding and resources available
  - Any gaps/challenges

4. Communication with schools

Aim: to explore the mentors' role in communicating with the school.

- The mentor's role in information and communication with school staff about SW!TCH Lives (probe who receives information, timing, frequency, mode etc.)
  - What information and communication about the programme is offered
  - How LifeLine / SW!TCH Lives work with schools throughout implementation and delivery
  - What has worked well/is planned; anything they would do differently

5. Delivery of universal programme

Aim: To explore delivery to date, participant's views on delivery and available support.

Note for researcher: may need to remind participants that we'd like to focus on delivery in this academic year. However, how COVID-19 impacted (or continues to impact) on the programme can be discussed.

Remember that pupils in a particular year group only receive one workshop.

- Overview of delivery to date
  - When started delivering workshops this academic year
  - Number of schools delivering in – are any of these schools new to the programme?
  - Number of workshops delivered
  - Facilitators and barriers to delivery
- Scope of delivery
  - Which children are involved
  - Average length of workshop
  - Number of workshops per school
- What is delivered to children (probe any variation between schools/classes)
  - Content, coverage, flexibility
  - What a typical workshop looks like
- Views on content and resources provided by Lifeline/SW!TCH
  - Reflections on resources (for youth workers, for children)
  - Any adaptations made (including rationale)
  - Whether used these resources; how well did youth workers/pupils engage with resources
  - How well pupils engaged with content and workshops
- Barriers and facilitators to delivery of workshops
  - What works well about workshops

- What doesn't work well about workshops

6. Delivery of the targeted programme

Aim: to understand 1:1 mentoring delivered to children, including scope and progress of delivery. Focus on work this academic year but also briefly cover delivery prior to this if relevant / helpful to do so. Probe for any changes in delivery because of COVID 19 if relevant.

- Number of pupils the youth worker is delivering one-to-one mentoring to
- How children are selected for mentoring
  - Who is/is not eligible and why
  - Who is involved in selection; extent of pupil choice; parent/guardian communication and consent
  - What works well and less well about selection process
  - Views on whether the 'right' pupils are selected
  - Differences across schools (if work across multiple schools)
  - Facilitators and barriers
- What a typical mentoring session looks like
  - Whether a plan is followed every session
  - How the content of a session is planned
  - Views on content (e.g. creating PDP, evaluating goals, reviewing challenges)
  - Signposting to external support
  - Is a record of session content kept?
  - Relationship/ rapport building between mentor and mentee
  - How well pupils engaged with content
  - What works well / less well
- Barriers and facilitators to delivery of mentoring
  - Suggestions for improvement for delivery
- Other SW!TCH or Lifeline activities pupils may have engaged in
- Pupil withdrawal / drop out from the programme
  - Frequency
  - Reasons for this
  - Attempts to re-engage
- Communication and feedback
  - How youth workers monitor progress
  - Feedback / working with teachers, schools and other stakeholders – what and to whom
  - What is working well and less well; areas for improvement

7. Outcomes and impacts

Aim: to explore perceived and expected outcomes and opportunities.

- Key outcomes the scheme aims to achieve. What constitutes a successful / unsuccessful outcome for:
  - Young people receiving universal element (probe around increased knowledge of youth crime and violence)
  - Young people receiving targeted element (probe around self-esteem, coping with conflict, interactions with adults, confidence, sense of purpose, school engagement)
  - Teachers and schools (probe relationships with students, discussion of difficult topics, managing behaviour, other)
  - Lifeline
  - Any others stakeholders/wider society
- Perceived impact/s of scheme so far and longer term/ anticipated impacts
  - Young people receiving universal element; receiving targeted element (probe differences between any particular groups)
  - Teachers and schools (probe relationships with students, discussion of difficult topics, managing behaviour, other)
  - Lifeline
  - Any others stakeholders/wider society
- Any unexpected/unintended impact(s)
- Elements of the programme perceived to lead to these impacts / have the most impact (e.g. mentor-mentee relationship)
- External influences on impacts (e.g. COVID-19, individual motivation, other individual circumstances)

8. Reflections and next steps

Aim: to discuss key learning from the set-up and early delivery of SW!TCH Lives.

- Reflections on progress / success of scheme so far
  - What has worked well
  - Particular challenges / barriers
- Impact of COVID-19
  - How COVID-19 has affected delivery (e.g. referrals, staffing, delivery model, partnership working, interest/enthusiasm etc.)
  - Facilitators and barriers (e.g. things that have made it easier/harder to deliver since COVID-19)
  - Anticipated ongoing impact
- Any other changes expected that may influence delivery and impact in schools
  - Staff changes
- Hopes for scheme going forward

  - Reflections on whether/how the scheme is currently meeting expectations
  - Thoughts on reality of achieving aims (viability etc.)
  - Views on sustainability
- Lessons learned and recommendations
  - Key challenges and facilitators
  - If you were to do this again, what changes would you make?

9. Close

- Final closing comments: any additions/questions
- Thank participants
- Check that participants are comfortable with the content of the interview in light of the limits to anonymity.

End recording, thanks and close

Appendix L – Topic guide for use with SW!TCH stakeholders

- **Research objectives (see Appendix J)**
- **Topic guide notes (see Appendix J)**

1. Introduction

See Appendix J.

2. Background and context

Aim: to understand the organisation and participant's background and involvement.

- Organisational background and context
  - Overview: when and how Lifeline was established; priority areas of focus (including rationale and funding streams)
  - Overview of current work (briefly) – which client group(s) they work with, how and why
- Overview of participant's involvement
  - Current position / job title
  - Length of time in role
  - Key responsibilities

3. Aims of SW!TCH Lives

Aim: to explore participant's views on why the intervention is needed.

- Aims and aspirations for the programme: how it is intended to work and with whom; views on need/rationale for scheme
- Designing and developing SW!TCH Lives
  - When and how programme was established
  - Participant's role in design and development stage
  - Any particular opportunities offered by YEF partnership/commissioning for SW!TCH Lives

4. Implementation and governance

Aim: to understand how the programme was set up and is managed.

- Set up and implementation of the SW!TCH Lives programme to date
  - Overview of what has happened so far
  - Any outstanding implementation activities
  - Whether set-up has been in line with expectations
  - Key facilitators/barriers to set-up
  - Impact of COVID-19

- Funding and resources available for intervention set-up and implementation
  - Views on level of funding and resources available
  - Any gaps/challenges
- Governance and management
  - Internal management: how SW!TCH Lives is managed internally within Lifeline
  - External governance: how they work with YEF and any other partners
  - Involvement in any local networks or partnerships: role and purpose of any steering groups / project boards etc.
  - Views on what works well / less well.
- Selection and recruitment of schools
  - Process to select areas and schools to work with
  - Which areas and schools were chosen (including rationale)
  - Overview of recruitment process – when, who involved, how process is managed
  - Responses from schools that were approached (positive and negative)
  - Any facilitators and/or barriers to school selection and recruitment

5. Communication and training

Aim: to explore communication with school and the level of training and support that Lifeline youth workers and local artist receive in preparation for and during delivery of SW!TCH Lives.

- Information and communication with school staff about SW!TCH Lives
  - What information and communication about the scheme is offered
  - How Lifeline work with schools throughout implementation and delivery (e.g. regular updates and feedback, ad hoc communications etc.)
  - What has worked well / is planned; anything they would do differently
- Information and communication with Lifeline youth workers and local artist about SW!TCH Lives.
  - What information and communication about the scheme is offered
  - What has worked well/is planned; anything they would do differently
- Overview of guidance and training provided to youth workers and local artist
  - At set-up / ongoing (probe what is delivered and to whom)
  - Nature of the training provided (content and mode, any variation in guidance/ training for different staff roles)
  - Views on why training was considered important (or not)
- Views on the efficacy of guidance / training provision
  - What has worked well / less well (probe how this is known: their own assessment / from feedback received)
  - Gaps in training / anything they would do differently
  - Challenges during the scheme's early delivery that could be addressed by improved training

6. Delivery of universal programme

Aim: to explore what is delivered in the universal element, models of delivery and views on efficacy.

Note for researcher: may need to remind participants that we'd like to focus on delivery during the current academic year. However, you can ask the participant to reflect back on the previous year where helpful and consider how COVID-19 impacted on the programme delivery.

- Overview of delivery to date across schools
  - Stage of delivery: whether and when started in schools (probe how many / which and rationale for selection); anticipated completion timeframe (if known)
  - Facilitators and barriers to delivery
- Nature of universal element delivery
  - Which children are involved / how children are selected (probe age band, needs; whether parental consent is required; extent of choice for children)
  - What is delivered to children (probe any variation between schools/classes)
  - Number of sessions, frequency, length
  - Format, length, and duration of delivery
  - Content, coverage, flexibility
  - What a typical workshop is expected to look like
  - Overview of resources provided to youth workers delivering universal element
- Support for youth workers / local artist
  - Type of support offered (e.g. debrief with senior members of staff)
  - Facilitators/barriers to support provision
- Communication and feedback with staff delivering the universal element – overview of how Lifeline stakeholders are updated on progress

What is working well and less well; and early lessons / areas for improvement

7. Delivery of the targeted programme

Aim: to understand 1:1 mentoring delivered to children, including scope and progress of delivery and views on efficacy.

Note for researcher: remind participants that the focus is on the current academic year. However, you can ask the participant to reflect back on the previous year where helpful to do so. Probe for any changes in delivery because of COVID-19 if relevant.

- Overview of work to date
  - Whether programme has started in schools (how many, which schools, and rationale for selection)
  - Facilitators and barriers to delivery
- How children are selected
  - Who is/is not eligible and why

  - Who is involved in selection (probe for extent of pupil choice; parent/guardian communication and consent)
  - What works well and less well about selection process
  - Facilitators and barriers

- What is delivered to children, including any variation between individuals
  - Format, length, and duration of delivery, how people are engaged etc.
  - Probe for what is working well / less well and any early lessons.

- Other LifeLine or SW!TCH activities that the pupils may have engaged in e.g. positive activities

- Communication and feedback
  - How LifeLine monitor progress
  - Feedback to schools and other stakeholders

What is working well and less well; areas for improvement

8. Outcomes and impacts

Aim: to explore perceived and expected outcomes and opportunities.

- Key outcomes the scheme aims to achieve. What constitutes a successful / unsuccessful outcome for:
  - Young people receiving universal element (probe around increased knowledge of youth crime and violence)
  - Young people receiving targeted element (probe around self-esteem, coping with conflict, interactions with adults, confidence, sense of purpose, school engagement)
  - Teachers and schools (probe relationships with students, discussion of difficult topics, managing behaviour, other)
  - Lifeline
  - Any others stakeholders/wider society

- Perceived impact/s of scheme so far and longer term/ anticipated impacts – probe how Lifeline find out about/measure progress
  - Young people receiving universal element; receiving targeted element (probe differences between any particular groups)
  - Teachers and schools (probe relationships with students, discussion of difficult topics, managing behaviour, other)
  - Lifeline
  - Any others stakeholders/wider society

- Any unexpected/unintended impact(s) – probe positive and negative for the groups as above

- Elements of the programme perceived to lead to these impacts / have the most impact (e.g. mentor-mentee relationship)

- External influences on impacts (e.g. COVID-19, individual motivation, other individual circumstances)

9. Reflections and next steps

Aim: to discuss key learning from the set-up and early delivery of SW!TCH Lives.

- Reflections on progress / success of scheme so far
  - What has worked well
  - Particular challenges/barriers
- Impact of COVID-19 *(Researcher note: may have been covered above)*
  - How COVID-19 has affected delivery (e.g. referrals, staffing, delivery model, partnership working, interest/ enthusiasm etc.)
  - Facilitators and barriers (e.g. things that have made it easier/harder to deliver since COVID-19)
  - Anticipated ongoing impact
- Any other changes expected that may influence delivery and impact of programme
- Hopes for scheme going forward
  - Reflections on whether/how the scheme is currently meeting expectations
  - Thoughts on reality of achieving aims (viability etc.)
  - Views on sustainability
- Lessons learned and recommendations
  - Key challenges and facilitators
  - If you were to do this again, what changes would you make?

10. Close

- Final closing comments
  - Anything to add
  - Any questions
- Thank participants
- Check they're comfortable with the content of the interview in light of the limits to anonymity – agree any redactions/amendments.

End recording, thanks and close

Appendix M – Topic guide for use with pupils

- **Research objectives (see Appendix J)**
- **Topic guide notes (see Appendix J)**

1. Introduction

See Appendix J.

2. Background and context (for focus groups and interviews)

Aim: to 'warm up' and provide some context for the discussion.

- **A little bit about them**
  - Age/school year (**focus groups**: name)
  - Area they live in
  - Favourite thing to do when they're not in school (briefly)

- **Their local area**
  - What is it like
  - Sense of safety

- **Their school**
  - What it is like going to school there – what words would they use to describe it
  - What do they like most about school, and anything they don't like (e.g. activities/clubs, friendship groups, school meals)
  - What types of actions do teachers take when pupils break the rules

2. Initial awareness and understanding of SW!TCH Lives (for focus groups and interviews)

Aim: to explore participants' initial awareness, understanding and views of the intervention

- **When did they first hear about the SW!TCH Lives programme**
  - Who told them about it (e.g. a teacher, a SW!TCH youth worker)
  - What information were they given about the programme (*probe for*: what were they told about the workshop in school / the mentoring sessions)

- **What were their initial thoughts about it and why**
  - Level of interest in the topic / relevance of topic
  - Expectations – what would it help with and how

- **Purpose and aims of SW!TCH Lives (briefly)**
  - What is the aim/purpose of SW!TCH Lives

- Views on need to learn about serious youth violence and crime in their school

Interviewer note, to use if awareness is low or varies across the group: *SW!TCH Lives is designed to help stop young people being drawn into crime and violence. The aim is to raise awareness among young people about the consequences of youth crime and violence more generally and to reduce the chances of being involved in offending and excluded from school.*

The workshop (universal element) covers knife crime, gun crime, exploitation and grooming, and gang culture. Pupils are also provided with information on 'joint enterprise', stop and search, and what to do if someone is stabbed.

3. Views and experiences of participating in workshop (universal element – focus groups and interviews)

Aim: To understand the pupils' views on the content and delivery of SW!TCH Lives.

Views on the content of the universal workshop

- Views on the information provided in the presentation (e.g. about the different types of crime discussed)
  - How did they make them feel (e.g. shocked, worried, sad, confused, stressed etc.) – *want to explore these feelings and understand why they felt what they did*.
  - Interest in the topics
  - Were there things that they knew already – what were they?
  - Was any information new, surprising or unexpected
  - Anything that made them think differently about:
    - Crime generally
    - The types of crime/issues discussed (e.g. knife crime, gun crime, exploitation and grooming, joint enterprise)
    - Impacts on families and friends of those involved
    - Impacts on young people who might get involved in/ commit these sorts of crimes

- How did they feel after the workshop
  - Awareness of who they could go to for support
  - Did they discuss with peers/ teachers/ parents further – how did this make them feel?
- Any suggestions for improvement/ changes to the workshop content (*probe:* what could have made it more engaging, relevant)

Views and experiences of workshop delivery

- Length of workshop
- Workshop size and composition
- Views on delivery style of youth workers
  - Who delivered the workshop(s)

  - Presentation of material
  - Communication style
  - Amount of group discussion/ sitting and listening
  - Did they feel able/ comfortable to speak up/ discuss issues

- Any experience of learning about serious youth violence and crime before
  - Where (in school/ other places)
  - What was it like
  - How did it compare (good/ less good)
- Any suggestions for improvement/ changes to the workshop format

4. Views and experiences of participating in mentoring (targeted element – for interviews only)

Experience of being selected for 1:1 mentoring

- When were they told/ who told them about it (e.g. a teacher, SW!TCH youth worker)
- What information were they given about it
- Any insight into why they were selected to take part/ what the aim of the mentoring is
- Choice about whether to take part or not
- Initial thoughts about it and why (e.g. did it sound interesting/ or not, any concerns, worries)

Experience of working with their mentor

- Views on relationship with mentor
  - How relatable is their mentor (e.g. similar background/ experiences)
  - Ease talking openly with their mentor (why/ why not, what helps/ doesn't help being able to talk openly)
- Views on mentoring style (e.g. communication style, presentation of material)
- What works well/ less well about working with their mentor
- Views on 1:1 mentoring format vs group discussion

Views and experiences of the mentoring delivery

- What does a typical mentoring session look like
  - Views on frequency and length of mentoring sessions
  - Where are they held (e.g. at school, home)

Interviewer note: 1:1 mentoring takes place at school during the school day. However, additional mentoring support outside of school is provided by the SW!TCH Lives team through weekly positive activities, holiday programmes (trips and residentials) and home visits.

- How many sessions have they taken part in (*probe*: have they missed any sessions and why)
  - What happens if they don't attend a session
- Explore impact of Covid-19 on the sessions (e.g. face-to-face format, number of sessions)
- Any suggestions for improvement/ changes to the mentoring format

Views and experiences of the mentoring session content *(Interviewer note: some of these questions may have been covered when discussing format/ delivery in section above, use flexibly)*

- Content of discussion

Note for interviewer: *there is a booklet with worksheets on vision, identity, and purpose for use by mentors in one-to-one sessions; however, the approach is very responsive to the needs of the pupil. As such, youth workers can also create a bespoke programme of activities and discussion topics etc.*

  - Topics discussed (e.g. individual ambitions, personal strengths, health, dealing with conflict, possible career paths)
  - Extent to which discussions are led by YP/ mentor and views on this
  - Action planning (*probe for*: is there a formal action plan? If so, what's the process involved in developing the plan, details of individual action plan and views on this)
  - Anything discussed or learnt that made them think differently about:
    - Their future
    - Their ambitions
    - Their individual strengths

- How did they feel after the sessions (probe: who could they go to for support – mentor, teachers, parents, peers etc.)
- What did they like/ dislike about the mentoring sessions
- Comparison to other forms of support they may have received in the past
- Any suggestions for improvements/ changes to the session content (probe: what would have made it more engaging, relevant?)

5. Knowledge, attitudes, and behaviours (for focus groups and interviews)

Aim: To briefly explore if SW!TCH Lives has raised awareness of issues surrounding serious youth violence and crime.

What do they think that the consequences of being involved in youth violence are crime are

- Consequences now (probe: impacts on self and others e.g. physical/psychological harm, exclusions, youth justice implications)
- Consequences impacting future (e.g. criminal record, education & job opportunities)

Changes in attitudes/ views about serious youth crime and violence crime because of taking part in SW!TCH Lives

- How have their views and attitudes changed because of taking part in the SW!TCH Lives workshop (*and mentoring sessions, if applicable)*

6. Outcomes and impact of SW!TCH Lives

Aim: To gather pupil's direct reflections on whether the SW!TCH Lives programme has impacted their knowledge, attitudes and behaviour.

What impact has taking part in SW!TCH Lives had on them.

- How they feel about serious youth crime and violence (e.g. knife crime, gun crime, gangs, exploitation and grooming, drug use)
- Their awareness of the issues surrounding serious youth crime and violence (*probe for*: psychological impact on family and friends, legal consequences, medical facts about stabbing, police powers)
- On their own behaviour
- On how they would deal with a situation where a friend was involved in crime e.g. carrying a knife, involved in a gang
- Awareness of who they can talk to for support around issues related to serious youth violence and crime (e.g. concerns, to ask for advice if they feel pressured to carry a knife, become involved in drugs or to join a gang)
- Whether they would talk to a trusted adult for support

Mentee specific (targeted element – interviews only):

What impact has taking part in 1:1 mentoring had on them.

- Understanding of and ability to spot the warning signs of escalating distress and anger (e.g. do they have alternative strategies to deal with conflict, anger or sadness)
- Ability to avoid situations which will result in themselves getting excluded
- Understanding of their 'purpose' and personal ambitions
- Awareness of career opportunities that exist and how they can achieve their goals.
- Sense of confidence/ control/ ability to express how they feel
- On their friends/ family

Looking to the future

- Plans for future engagement with their mentor

- Feelings about their individual action plan if applicable (e.g. optimistic / sceptical)
- Any other hopes and aspirations from their involvement with the SW!TCH programme

7. Summary

Aim: Understand pupils' overall reflections on the SW!TCH Lives programme

- Key things that pupils took away from the programme
- 'Best' parts of the workshop / mentoring (e.g. what did they find most interesting, helpful)
- Parts that could be improved
- Anything that was missing
- If pupils would recommend the programme to others – at all, of their age, other ages

8. Close

- Final closing comments: any additions/questions
- Thank participants
- Check that participants are comfortable with the content of the interview / focus group in light of the limits to anonymity
- Ensure participant has / will be given a copy of the support information sheet

End recording, thanks and close

Appendix N – Topic guide for use with teachers

- **Research objectives (see Appendix J)**
- **Topic guide notes (see Appendix J)**

1. Introduction

- See Appendix J.

2. Background and context

Aim: to understand the participant's background and involvement.

- Overview of roles and responsibilities
  - School they work for / school/s they work in
  - Current role, including length of time in post
  - Children they work with (age groups, SEND etc.)
- Responsibilities in relation to SW!TCH LIVES (probe stages of their involvement)
  - Check what project is known as in their schools

3. Aims of programme and school involvement

Aim: to explore the participant's views on why SW!TCH is needed

- How they would describe the SW!TCH Lives programme as a whole / what are it's aims
  - Aims of universal element vs. targeted element.
  - Views on need/rationale for the programme
- Reasons for schools taking part in the programme
- Any facilitators and/or barriers to school involvement
  - Prior to COVID-19 / non-COVID-19 related
  - During COVID-19 / impact of COVID-19

4. Information and communication

Aim: to explore views on information and support that school staff receive in preparation for and during delivery of SW!TCH Lives.

- Process of schools' involvement with SW!TCH [if known]
  - Recruitment process – when school was approached, who was involved, how process was managed
- Views on how Lifeline/SW!TCH work with schools throughout implementation and delivery (e.g. regular updates and feedback, ad hoc communications etc.)

  - Views on information provision – what works well, any gaps / areas for improvement
  - What information and communication about the programme they've received (inc. mode, how and when – including at start of scheme and during delivery)

- What has worked well / is planned; anything they would do differently

5. Delivery of universal programme

Aim: To explore delivery to date, participant's views on delivery and available support.

Note for researcher: this section should be used flexibly for school leads and the focus should be on their perception of delivery i.e. from observing / chaperoning the workshops.

Note for researcher: may need to remind participants that we'd like to focus on delivery in the current academic year. However, how COVID-19 impacted (or continues to impact) on the programme can be discussed.

Remember that pupils in a particular year group only receive one workshop.

- Overview of delivery to date
  - When youth workers started delivering workshops this academic year
  - Is the school new to the programme?
  - Number of workshops delivered / how many are due to be delivered
  - Facilitators and barriers to delivery

- Scope of delivery
  - Which children are involved (probe age band, needs, whether parental consent is required, extent of choice for children)
  - Average length of workshop

- What is delivered to children (probe any variation between schools/classes)
  - Content, coverage, flexibility
  - What a typical workshop looks like

- Views on content and resources provided by Lifeline/SW!TCH
  - Reflections on resources (for youth workers, for children)
  - Any adaptations made (including rationale)
  - Whether used these resources; how well did youth workers/pupils engage with resources
  - How well pupils engaged with content and workshops

- Barriers and facilitators to delivery of workshops
  - What works well about workshops
  - What doesn't work well about workshops

6. Delivery of the targeted programme

Aim: to understand 1:1 mentoring delivered to children, including scope and progress of delivery.

Note for researcher: this section should be used flexibly for school leads and should focus on their perception of delivery i.e. from involvement in referral of pupils to the targeted element or from pupil feedback.

- Number of pupils the youth worker is delivering one-to-one mentoring to in the school
- How children are selected for mentoring
  - Who is/is not eligible and why
  - Who is involved in selection; extent of pupil choice; parent/guardian communication and consent
  - What works well and less well about selection process
  - Views on whether the 'right' pupils are selected
  - Facilitators and barriers
- What a typical mentoring session looks like (Note for researcher: teacher may not know exactly – probe for what they are aware of)
  - Whether a plan is followed every session
  - How the content of a session is planned
  - Views on content (e.g. creating PDP, evaluating goals, reviewing challenges)
  - Signposting to external support
  - Is a record of session content kept?
  - Relationship/ rapport building between mentor and mentee
  - How well pupils engaged with content
    - What works well / less well
- Barriers and facilitators to delivery of mentoring
  - Suggestions for improvement for delivery
- Other SW!TCH or Lifeline activities pupils may have engaged in
- Pupil withdrawal / drop out from the programme
  - Frequency
  - Reasons for this
  - Attempts to re-engage
- Communication and feedback
  - How youth workers monitor progress
  - Feedback / working with teachers, schools and other stakeholders – what and to whom
  - What is working well and less well; areas for improvement

7. Outcomes and impacts

Aim: to explore perceived and expected outcomes and opportunities.

- Key outcomes the scheme aims to achieve. What constitutes a successful / unsuccessful outcome for:

  - Young people receiving universal element (probe around increased knowledge of youth crime and violence)
  - Young people receiving targeted element (probe around self-esteem, coping with conflict, interactions with adults, confidence, sense of purpose, school engagement)
  - Teachers and schools (probe relationships with students, discussion of difficult topics, managing behaviour, other)
  - Lifeline
  - Any others stakeholders/wider society
- Perceived impact/s of scheme so far and longer term/ anticipated impacts
  - Young people receiving universal element; receiving targeted element (probe differences between any particular groups)
  - Teachers and schools (probe relationships with students, discussion of difficult topics, managing behaviour, other)
  - Lifeline
  - Any others stakeholders/wider society
- Any unexpected/unintended impact(s)
- Elements of the programme perceived to lead to these impacts / have the most impact (e.g. mentor-mentee relationship)
- External influences on impacts (e.g. COVID-19, individual motivation, other individual circumstances)

8. Reflections and next steps

Aim: to discuss key learning from the set-up and early delivery of SW!TCH Lives.

- Reflections on progress / success of scheme so far
  - What has worked well
  - Particular challenges / barriers
- Impact of COVID-19
  - How COVID-19 has affected delivery (e.g. referrals, staffing, delivery model, partnership working, interest/enthusiasm etc.)
  - Facilitators and barriers (e.g. things that have made it easier/harder to deliver since COVID-19)
  - Anticipated ongoing impact
- Any other changes expected that may influence delivery and impact in schools
  - Staff changes
- Hopes for scheme going forward
  - Reflections on whether/how the scheme is currently meeting expectations
  - Thoughts on reality of achieving aims (viability etc.)
  - Views on sustainability

- Lessons learned and recommendations
  - Key challenges and facilitators
  - If you were to do this again, what changes would you make?

9. Close

- Final closing comments: any additions/questions
- Thank participants
- Check that participants are comfortable with the content of the interview in light of the limits to anonymity.

End recording, thanks and close

YOUTH ENDOWMENT FUND

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