

# MEASURING SUCCESS

A document detailing the statistics collected by One-Eighty from  
September 2013-August 2014



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# 1. Summary

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## 1.2 Background of One-Eighty

One-Eighty emerged from the Youth Offending Service in Oxfordshire as part of the research and production of a resource manual looking at the various reasons why a young person might disengage from education. This research was based around the Critical Thinking Theory – exposing young people to a collaborative exploration of their life and their motivation. It looks at critical moments of their life and helps them evaluate the evidence by which they acted. This, in effect, allows a young person to create a more positive framework of how they might adjust their behaviors in the future. The process by which the Critical Thinking theory operates is the foundation of other therapies like Cognitive Behavioral Therapy and Systemic Therapy.

Research showed that the resource manual, although effective for 76% of young people presenting disengaging behaviours, was not effective for all young people. What this generic model lacked was something designed around a young person's specific needs. Therefore, One-Eighty spent 2 years designing a bespoke 1-2-1 framework that would allow for more challenging behaviours / young people from more complex environments to be supported. The statistics here are designed to help understand and evaluate this latter model: the Intensive 1-2-1 Advanced Provision (IAP).

## 1.3 Aims of the evaluation

The Key Objectives of this evaluation are to:

- Summarize the key information taken from One-Eighty's statistics database;
- To present a simple framework for referral agents to see both strengths and weaknesses of One-Eighty's provision so they can make balanced judgments about whether One-Eighty is the right service for their young person;
- To assess the impact of One-Eighty in Oxfordshire in both the short term and long term;
- To understand whether One-Eighty represents good value for money and to help it to improve on value for money as it develops.

## 1.4 Methodology

This section briefly summarizes the statistical recording and evaluation methodology of One-Eighty.

- One-Eighty primarily collects demographic data for its Intensive 1-2-1 interventions. However, it also collects simple demographic data for Kick Start, and its pilot CBT programme. It does not collect information as part of other projects or programmes except for information regarding the numbers of people referred to its service, and who attend the projects or training programme. Feedback with regards to the content of the training / projects are collected – but are not presented here.
- Information additional to demographic data (i.e. success data) is only collected for the 1-2-1 intensive programme. Demographic data (including information about the young person and family challenges) is collected through application to various bodies known to the young person / family at the point of referral (i.e. Social Services, Police, NHS, Early Intervention Service, School/College). This information is collated using the Youth Justice Onset Framework and acts as a baseline from which conclusions can be drawn if change is detected.
- Correlations have been calculated to a statistical significance of  $p < 0.05$  unless otherwise stated.
- Behaviour change is identified through four individual systems:
  - 1)** The Onset Assessment, in addition to collecting information from professional agencies, also collects questionnaire information from both the young person and parents and integrates this information to produce a score of the likely causes of a young person's behaviour, as well as a score of risk. This is re-scored at the end of the intervention to measure change in both the young person's behavior and family / environmental changes.
  - 2)** Using a predetermined framework of targets, the expected changes One-Eighty will aim to achieve are set based on the information in the Onset (as a baseline) and these targets are formally measured again at the end of the support period, and informally each week using a weekly report system. Success in each target is evaluated by the referrer based on the evidence presented to them by One-Eighty, and a demonstrated change in behavior in the areas that were deemed challenging. This information is recorded as part of the closure process.
  - 3)** Young people themselves are asked to set the targets they wish to achieve as part of the intervention using the Intervention Plan framework. Often these targets will correlate closely to the targets identified by the referrer. Young people can adjust their targets at a midway review. Young people use a Final Review document to detail how they feel they have made changes, where they felt they could still improve, and any other information they wish to capture about the process of the intervention. Some of this information is presented in this document.
  - 4)** One-Eighty measures a young person as 'successful' if they meet the criteria set for 3 or more of their overall targets. Long term success is measured through sustained change in at least 2 of their targets two months following the end of their support.
- Statistics are processed by the lead staff member on each case and statistics are recorded by the senior administrator. Statistics are analyzed using Microsoft Excel and SPSS. Some correlations within the report are speculative.
- For measuring cost and benefit to society a baseline was created using the NCS YES 2013 report data.

- For measuring the cost & benefit to schools the research from The Education Endowment Fund toolkit was used.

## 2. Demographics

### 2.1 How many people received a service from One-Eighty

As shown in Figure 1, in the academic year of 2013/2014, through its various support programmes, One-Eighty reached 440 people with support. There was a strong emphasis in 2013-2014 on introducing more preventative and resilience projects, which aimed to reduce the need for 1:2:1 intensive referrals further down the life path of young people. As part of a parenting pilot, 2 parents from both secondary and primary families were supported alongside their child.

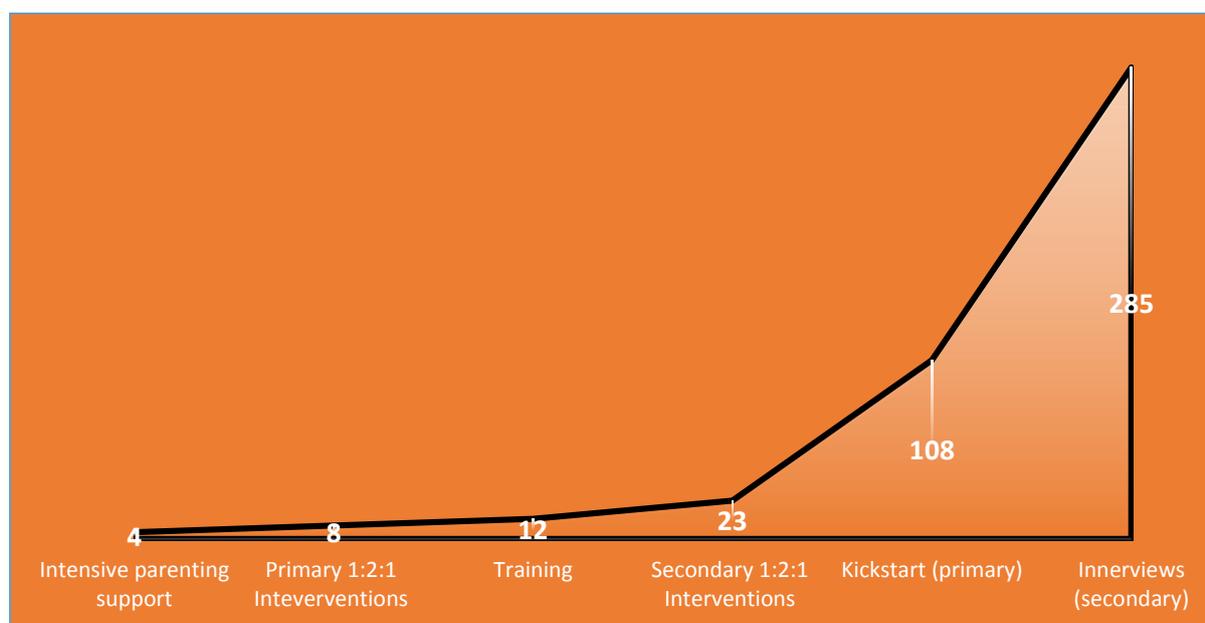


Figure 1: Number of people accessing a One-Eighty provision

### 2.2 Age

74% (n=23) of referrals to the intensive 1-2-1 intervention were secondary school aged (12+) young people and 26% (n=8) were primary aged. The average (mean) age of the primary students was 9.2. The average age of secondary students was 14.8.

## 2.3 Gender

Out of 27 young people who met the criteria for statistical analysis, there were twenty males and 7 females.

## 2.4 Location

Location was based the location of the school that the young person attended/was on role. At the point of referral Figure 2 shows that almost half of the children and young people for 1:2:1 intensive support were from the Oxford City and South Oxfordshire areas\*.

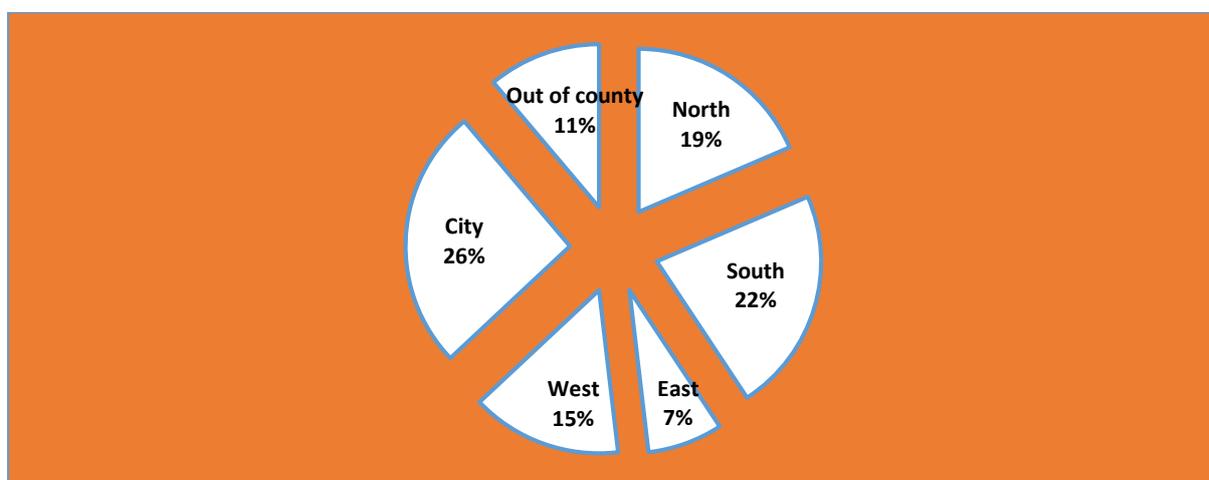


Figure 2: Location of young people accessing a One-Eighty provision

\*If the young person was no longer attending school, their home/place of residence (including foster home, or children's home) would be used to plot location. 'Out of County' refers to Looked After Children (LAC ) who have moved out of County during the intervention (and the intervention has continued), or where they have been out of County at the start of the intervention and the role of the intervention was to integrate them into an Oxfordshire school. All LAC children One-Eighty supported had birth families based in Oxfordshire.

## 3. Factors influencing behaviour

### 3.1 Factors – Children & Young People

Assessments that correctly identified causation were a strong prerequisite of success. The graph below shows the various factors present in young people referred to One-Eighty. This information helps One-Eighty observe patterns, and offers an indication of how to identify young people heading toward disengagement/exclusion. Figure 3 shows that 30% of the children & young people referred

to One-Eighty had reached the point where they had totally disengaged from all aspects of education and were refusing to work successfully with education professionals or had been excluded without an alternative provision available.

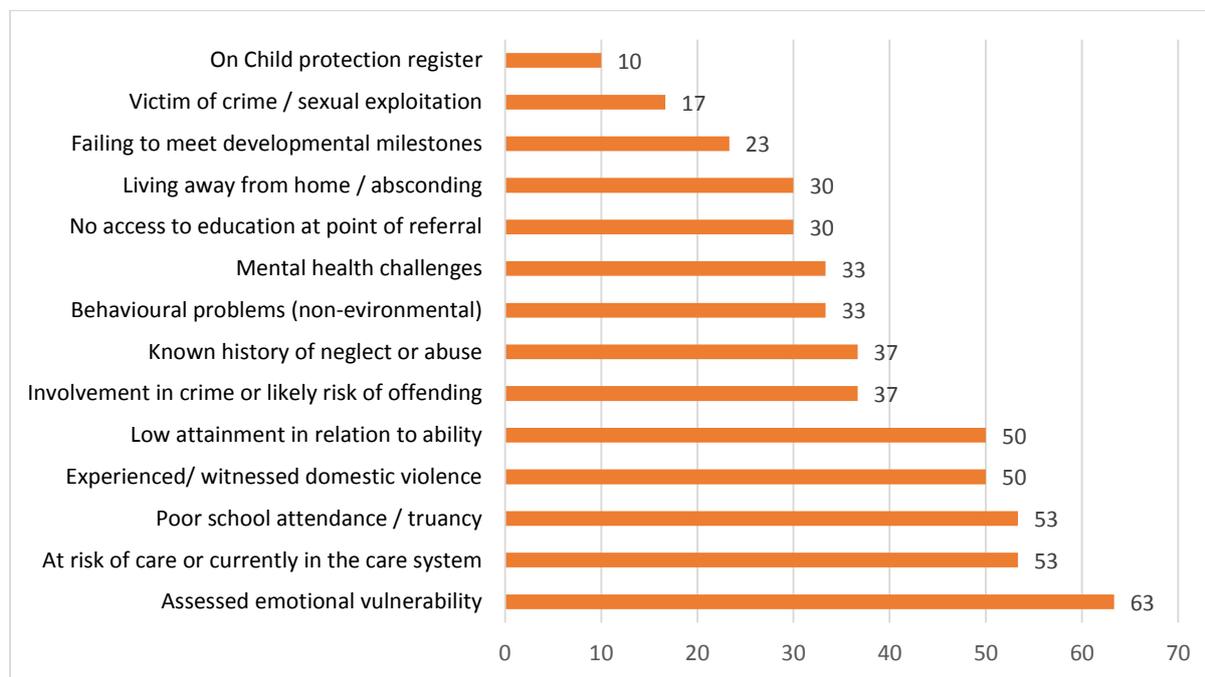


Figure 3: Factors affecting young people referred to One-Eighty (% of total referrals)

Although ability was a factor in disengagement (in theory those with low ability in a subject are likely to fall behind and then disengage) it only accounted for half of those accessing One-Eighty support. What was found instead was that 50% of those who received support were not behind in their subjects (despite truanting lessons) and in fact measured as high ability. One-Eighty found that offering tuition alongside behaviour support saw many young people reach age-appropriate academic goals. However, 23% of the children & young people engaged with One-Eighty had a physical or learning disability, which the referral school indicated was likely to be a key factor in their negative behaviour & decision making.

One-Eighty found that 63% of referrals measured high for emotional vulnerability, but only half of this (33%) had diagnosed (or widely accepted) mental health challenges (i.e. open currently or previously to CAMHS services). Referral schools indicated that, whether or not they were open to CAMHS, this vulnerability was a key factor in their ability to engage successfully in a school setting.

Comment on this Statistic:

This information is based on information known about the referred young person. Information related to more sensitive or sexual issues (i.e. history of neglect / sexual exploitation) may be unknown at the point of referral. Also, as a control group was not measured, these factors may be seen across the general population and may not indicate risk, although there is a range of documented evidence linking these risk factors and school disengagement in other samples (see: Suttontrust.com).

The category for living at home and absconding was combined, and in some cases these terms may mean different things.

As referrals come at the point when young people are disengaging, it is unclear, in the cases of those young people involved in criminal activity, whether criminal activity is the trigger for disengagement or whether educational disengagement will lead young people to look for alternative forms of engagement (i.e. engagement in crime).

The reasons for emotional vulnerability were varied, and sometimes hard to separate and pin point. A pervading feature running through over 90% of the aforementioned cases were factors related to family difficulties and may be somewhat out of the young person's control. These have been identified in the graph below.

### 3.2 Factors – Family

Figure 4 refers to statistics collected about the family (either parents or siblings) of a referred young person. Information was collected through meetings with families, school staff who know the families, and support agencies who have worked with the families.

There were many statistically correlations linking young person's behaviour with family and community environment. The feature with the most the significant relationship was known substance misuse. Substance misuse in the family indicated that the family often had a known antisocial behaviour or risk of sanctions evictions ( $\chi^2 = 5.80, p < .05$ ), and known neglect or abuse ( $\chi^2 = 4.03, p < .05$ ), with a YP more likely to have experience both than either/or. Secondary to this, those involved with substance misuse were more likely to have experienced or witnessed domestic violence ( $\chi^2 = 3.14, p .076$ ), have a parental break up ( $\chi^2 = 2.77, p .096$ ) but for them to continue to live in the same house ( $\chi^2 = 3.14, p = .076$ ).

A YP who with undiagnosed emotional vulnerability was more likely to have known involvement in crime or likely risk of offending ( $\chi^2(1,27) = 2.97, p = .850$ ).

There was also a correlation between those struggling to attend school and behaviours that meant they also absconded from home regularly ( $\chi^2 = 5.08, p < .050$ ) possibly indicating that the attendance issues at school were not strictly linked to education or school environment. Mental Health was linked to absconding behaviours ( $\chi^2 = 3.43, p = .064$ ).

Statistics also showed that young people who were failing to meet developmental milestones were more likely to be on the child protection register ( $\chi^2 = 2.97, p = .085$ ).

Finally, there was a link between young people who have been a victim of crime or exploitation and familial neglect / abuse previously or following YP ( $\chi^2 = 3.23, p .072$ ).

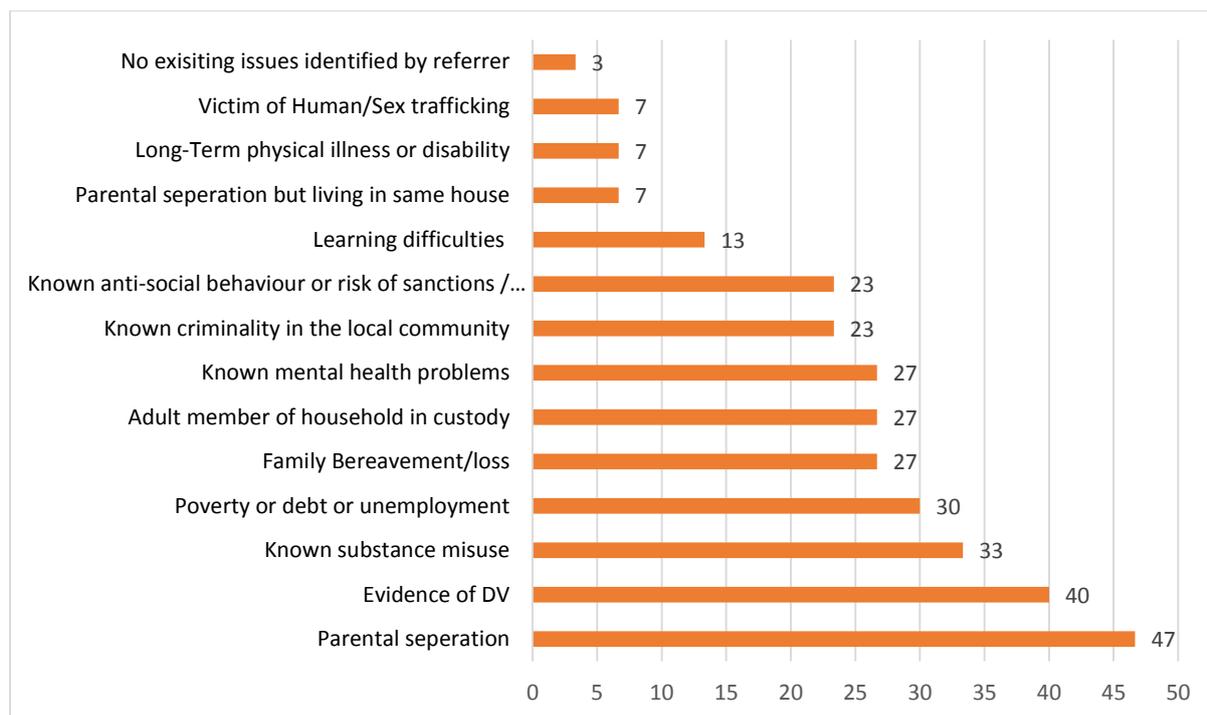


Figure 4: Family factors possibly having an effect on referred young person (%)

Additionally to this graph, of those measured, 90% of families were receptive to the One-Eighty support at the point of referral, but only half of this figure could apply parenting structures that One-Eighty suggested, or accepted support for themselves.

Comment on this Statistic:

Parental separation was a key feature in nearly half of all referrals (this was not measured against LAC cases, so the figure may be higher). It was also identified by many children and young people as a feature they believed began their disengagement. However, because parental separation happens for many reasons, it was not clear whether the behaviour in the family before the separation was any more of a factor than the separation itself and whether young people identified it as a key event because of the emotional impact rather than the trigger.

Once again, these factors were not measured against a control group, and therefore the above example of parental separation maybe a cultural norm rather than a factor in behaviour.

## 4. Impact

### 4.1 Overall success measured

Of the 31 young people who started the support, 20 completed a full intervention period. Figure 5 below shows the success rate against all 31 young people referred to the service. However, those

who complete a full intervention without drop-out (19 out of 20) are 95% likely to achieve their targets and reintegrate back into school provision \*.



Figure 5: Young people achieving success by the end of the intervention period

#### Comments on this Statistic:

11 young people (36%) were unable to complete a 1-2-1 intensive programme and more information is needed on the factors of why young people struggled, and at what point in the programme did they struggle the most. All of those that disengaged in support were secondary school students, but this was also linked to the freedom of movement older students had. What has been identified so far is that family loss (identified as recent prison sentences to family members / bereavement / mental health breakdown) have been triggers for disengagement in some cases.

#### 4.2 Specific targets set and achieved

At the start of an intervention the young person is set targets identified by the referrer. These targets are SMART targets drawn out of nine key categories (identified in Figure 6). Each young person is set a minimum of 3 targets and a maximum of 5 targets. At the end of every session the young person is scored on a scale of achievement (0 -4) as a monitoring tool, and a final formal score is given as part of the closing process. All of the young people that were set an attendance target or a transition target achieved their target in 2013/14.

Increased attendance at school was the most achieved target, followed by engagement and academic achievement. Engagement refers to targets set for young people who have a history of refusal when working with professional services. Academic achievement is related to formal recognition of success above what was expected of them before the intervention (i.e. GCSEs /SATs). Academic achievement was only set as a formal measured target if a child or young person was not attending school or if they were significantly behind (and where this would affect successful re-integration).

Whole family change was the most difficult target to measurably achieve because of the continued competing pressures on a family, which the intervention had less control over. For the interventions where a One-Eighty worker was exclusively dedicated to parental support this significantly improved the likelihood of the young person achieving three or more of their targets.

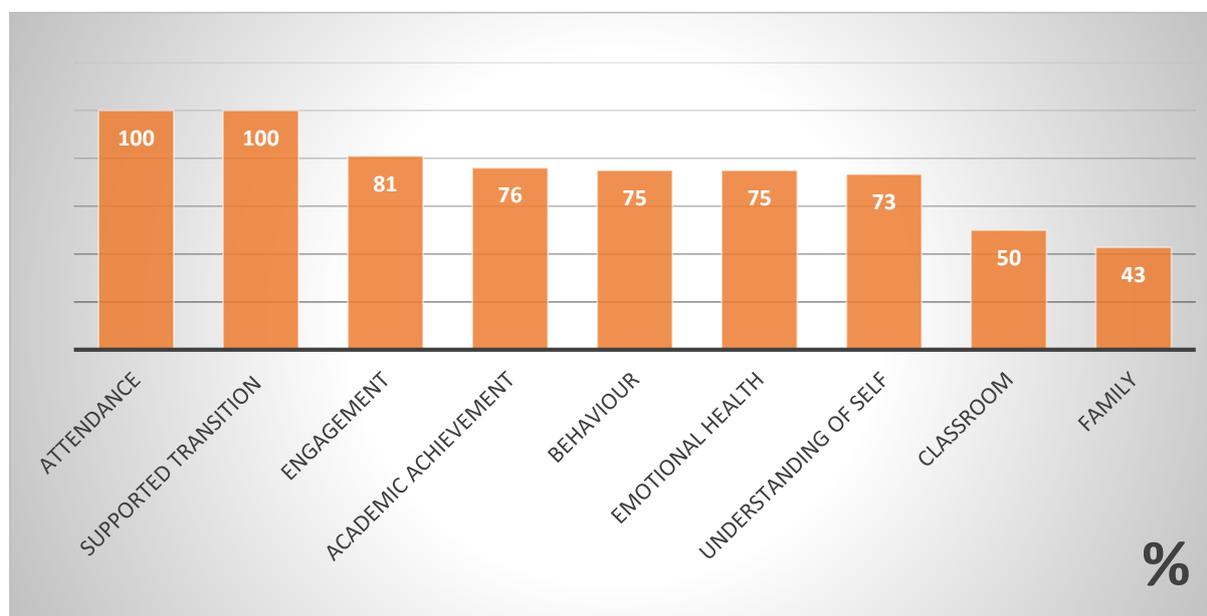


Figure 6: Categories of targets set & achieved (%)

Comment on this Statistic:

Of those initially identified as ‘emotionally vulnerable’, 75% no longer felt that their emotional state impacted their ability to integrate in lessons that they previously were unable to attend. This was a subjective measure, and in 2014/15 this will be captured using standardised measures to give validity.

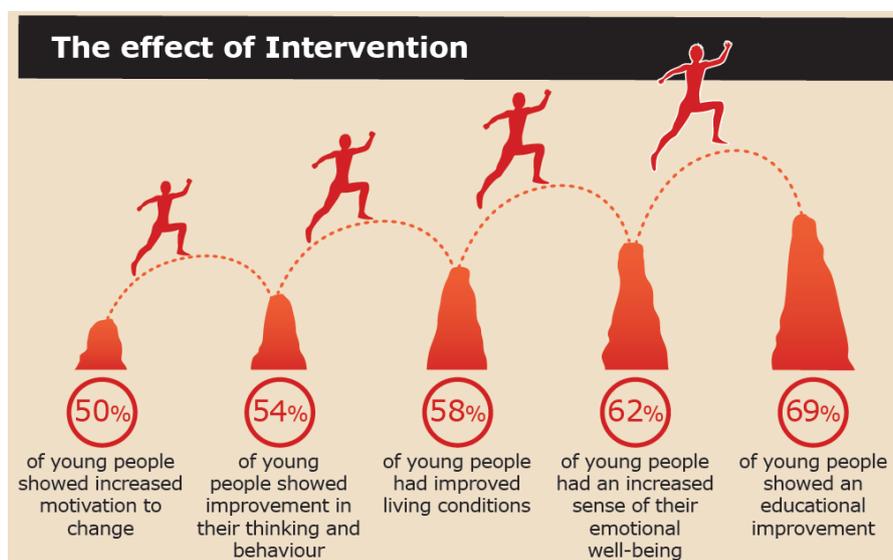
The graph shows that although personal behavioural change is possible, the application to the classroom is more difficult. This could be because a young person needs a stronger sense of resilience against the negative effects of peer pressure, pressure from teachers, and academic pressure.

### 4.3 Secondary effects of success

Using an Onset assessment rating scale One-Eighty could identify the general vulnerabilities of the young people, additional to educational related challenges. Measured again at the end of the intervention showed that some of the ratings for the above categories had significantly improved (improved by more than 2 points) by the final session. This indicates that by improving the factors that affect behaviour in school, this also affects behaviour in other environments. There were 12 sections evaluated.

Figure 7 shows that, after academic success, there were secondary improvements in emotional wellbeing followed closely by improved living conditions, thinking & behaviour in the community and

a general motivation to change other aspects of their life outside of the classroom. These observations were observed even if they were not specifically addressed as part of the intervention



*Figure 7: Secondary effects of intervention outside of the classroom*

Comment on this Statistic:

As the score is set at the point of assessment, the Onset score difference is easily affected by new information uncovered during the intervention (for example, a score for family factors may be low if abuse is unknown at the point of assessment). Therefore, end scores for 'family & personal relationships', and 'neighbourhood' often negatively increased which affected the average and indicated less change than there sometimes was. Also, scores were generalised in order to offer a simpler interpretation. More specific information about secondary change could be produced from the information collected, including possible predictions.

## 4.4 Feedback

### 4.4.1 Feedback from Clients

Ninety-eight per cent of young people (from April 2014) said that they 'would definitely' or 'might' recommend One-Eighty to a friend.

John (aged 14) 'I didn't realise that how I was feeling was changing my behaviour so much. I can see that there are things that I need to change that I didn't realise existed before'.

Roheem (aged 16) 'I hated science before, but when we started doing experiments I could see how science was going to be important for me – even for washing my clothes! I think I hated science because I was always worried about it.'

Sarah (aged 13) ‘... It was only when I went into care that I got your help to understand why I was always so angry ... but I wish someone had told me about it earlier.’

Melody (aged 6) ‘I got to go into school after not being allowed to for ages. Everyone was really nice, and I knew that I didn’t want to upset them anymore.’

Chris (aged 10) ‘I don’t throw chairs in the classroom anymore and I’ve made a friend called Ben who I play with’.

#### 4.4.2 Feedback from Families

Sibling W said ‘She’s still sometimes annoying but I think I can understand a bit more why she’s getting so angry.’

Foster carer H said ‘He’s just a different child. Not only is he enjoying school a lot more, he’s counting all the peas on his plate AND eating them!’

Parent S said ‘I would never work with anyone in the past, but when I saw what changes you made to my son I thought it was worth a shot to help myself’

Partner D said ‘I’ve seen my husband find comfort and reassurance about his anxiety through your support. He is a lot more relaxed and the kids feel more able to be themselves around him now’.

#### 4.4.3 Feedback from Professionals

‘Staff seem to be able to relate to the young people and promote their best interests. Communication was great from staff to other professionals. The client has almost completely changed her attitude and behaviour around to where she was at the end of 2012’. Trudy Such, Children and Social Care team.

‘Despite challenges with our young person One-Eighty was extremely supportive and understanding. It gave our young person a strong sense of being valued and enabled the work to be concluded more positively’. Rachel Ealey, Welfare manager, North Oxfordshire Academy.

‘Our young person was extremely tentative about engaging in education and without the patience and perspective of One-eighty he may not have engaged as well as he has. He went from 39% of attendance in mainstream classes to 92% and there have been no further exclusions. He has increased by at least one level in English and Maths’. Sarah Pignegui, Specialist behaviour and learning manager, Virtual School for Looked After Children and Care Leavers.

#### Further Comments:

Often young people would report that they didn’t feel they had achieved a target even though standardised measures indicated otherwise. This possibly linked into how much they believed they had the potential to change.

Many young people said that they were not clear what One-Eighty was when they started working with One-Eighty and as a result staff are now more clear with young people about One-Eighty’s ethos and pattern of working.

Although all young people are asked for feedback at the end of their intervention using the End of Intervention Review form (which includes questions like ‘What you enjoyed’ / ‘what did you feel didn’t work’) this data was not formally recorded in statistics until April 2014.

## 4.5 Long term impact

Over all, out of the 19 young people who achieved significant levels of change, 10 (52.6%) showed ‘sustained successes or ‘improving success’ after two months. After 6 months this figure was 4 (26.3%). An additional 3 young people were described as having ‘limited success’ after 6 months. A characteristic of those that sustained success was that they had additional support accessible to them if they needed it following the end of the One-Eighty intervention period.

As many young people referred to One-Eighty have experienced other services and who have struggled to see success in them, the initial success target demonstrates that most of the young people worked with have a capacity to change.

Further Comments:

Long term Figures were not collected for young people who did not complete the full intervention period.

Data collection was based on phone calls with referrers and there was not a formal feedback process/ form/ set of questions.

## 5. Value for money

### 5.1 Cost & Benefits

For every young person completing the course, for every £1 spent on them there will be between £2.56 and £6.31 gained for society and government as a whole in the areas of education and confidence alone.

### 5.2 Long term – Benefits to the referrer

Those referred to One-Eighty for behaviour had on average three 1-hour detentions per week. The time cost to staff time equates to 114 hours over the year. Detentions for successful students on average were reduced by three quarters = a time saving to school of 85.5 hours per year.

The Education Endowment Foundation (<http://educationendowmentfoundation.org.uk/>) has found that working closely with agencies like One-Eighty can be more effective than providing in-house support for young people receiving pupil premium. It also shows that using One-Eighty in the early stages of a problem is more effective than using it as a last option. Both in terms of costs and long term outcomes.

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For more information, visit The Education Endowment Foundation website for further details:

<http://educationendowmentfoundation.org.uk/toolkit/>

### What One-Eighty delivers (The Educational Endowment fund):

Mentoring	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month
Individualised instruction	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Parental involvement	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Reading comprehension strategies	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Social and emotional learning	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
One to one tuition	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Behaviour interventions	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months

### Key:



Average impact is estimated in terms of additional months progress in attainment

Cost is based on the estimated cost of implementing an approach

Evidence estimates are based on the availability and quality of evidence

### What is known to be less effective:

Setting or streaming	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-1 month
Teaching assistants	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month
Repeating a year	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-4 months

For young people referred with complex families, One-Eighty's family work may have lengthened the gap before any social care or even LAC intervention. Cost to the local authority to provide social work provision is on average £3,500 for Family support, and ±£6,000 to have an allocated social worker. For a LAC the support cost can range from £20,000 and £60,000 depending on whether they are able to successfully access mainstream education.

5.3 Long term – Benefits to society

<b>Costs and Benefits of One-Eighty 2014</b>			
Direct costs to work with Children & Young People (not including administration & Management costs)	<b>£78,120 = 31 young people</b>		
	<b>Benefits to Society</b>	<b>Savings to Govt.</b>	
Benefits from future increased earnings of One-Eighty Children & Young People due to increased confidence in education & learning	£90,839.92	£38,153	
Benefits from future increased earnings of Children & Young People as a result of reengagement in education	£0-£133,000	£0-£55,860	
<b>Total</b>	£90,839.92 - £223,839.92	£38,153 - £94,013	<b>£317,852.92</b>

Cost were calculated including all young people who started the programme (i.e. whether or not they dropped out). In this calculation we have averaged each young person to cost £2520). Benefit costs were calculated using the proportion of participants that completed the whole programme, so those who dropped out may still have benefitted in some way that is not captured.

Further Comments:

In calculating these figures one must be aware of the following:

Estimating the economic benefits relies on predicting future behaviour and attitudes based on results drawn from academic research that studied cohorts in different education systems and labour markets over many years, and thus these estimates are subject to high levels of uncertainty.

The economic research literature, despite always showing a positive correlation, itself is not always consistent about the size of the correlated economic benefits of improved engagements and benefits of education.

## 6. Conclusions

### 6.1 Strengths and Weaknesses

One-Eighty's key strength is its range of interventions offered to its young people. In many respects, because of this range, it is a bespoke provision that is easily adaptable to a diverse selection of young people. Very few services that publish statistics have previously been able to address both attendance and emotional vulnerability within the same intervention.

One-Eighty is a multi-skilled professional team, which allows assessments to incorporate a broad mix of conceptual frameworks, allowing for creative conclusions to complex and comorbid problems. School staff and professionals from settings with less flexibility in time (i.e. school) or narrow skill focus (i.e. a mental health service) will be unable to meet the demands of these more complex problems in a way One-Eighty may be able to.

We can see from the report that assessment is a crucial aspect of support; problems need to be clearly identified (both obvious and under the surface, both explicit and implicit) in order to implement the correct approach to the problem(s). What was clear through the data collection process was that conclusions couldn't be drawn about causation simply from presenting behaviours. On many occasions, scores rose over the course of support because more information was discovered about the origin of issues or environmental difficulties that were preventing change in the presenting issues. What we found from the data collection process / analysis was that the assessments that correctly identified causation were a strong prerequisite of success.

Although in the short-term the provision was regarded as costly by some services, there is much evidence to say that long-term savings of behaviour change outweigh this cost (compared to using in-house provision). However, not all referral agents (i.e. schools) allocate budget to using external services and therefore they are less able to access a provision like ours. Bespoke multi-professional provisions are more likely to show success over generalised programmes (The Complex Learning Difficulties and Disabilities Research Project - Professor Barry Carpenter, OBE August 2011), but the costs associated to them limit their uptake. 31 young people were evaluated over the year, and these low numbers make quantitative analysis difficult. Higher numbers of young people accessing the service would be needed in order to give a more representative view of changing behaviour in Oxfordshire.

### 6.3 Measuring success in the future

One-Eighty will continue to develop its assessment strategy to offer an even more adaptable framework for complex young people, as assessment has been shown to be a crucial aspect of good-quality support

Ideally One-Eighty would like to look at correlation and causation together, to come up with findings that may be able to influence further research into the link between history / environment and changes in behaviour. This therefore means data collection needs to be standardised across all cases, and young person's opinion and voice should be incorporated into this measurement as

## **Statistics – 2013/14 – One-Eighty**

standard. One-Eighty will also prioritise collecting information across all its programmes including training.

Relationships with partner schools should be built upon to enable a clear referral structure, and a clear understanding of the objectives that One-Eighty can achieve in the give time frame for various types of complex cases. One-Eighty will endeavour to communicate assessment findings to schools in a way that can be utilised by staff within the school. Education settings will be given clear guidance on the value of multi-professional services like One-Eighty.

**Appendix 1: Report of Statistical Analysis for One-Eighty**

The analysis produced 10 statistically significant results ( $p < .05$ ), 6 moderately significant results ( $p < .075$ ) and 5 marginally significant results ( $p < .100$ ), which are all reported in full. Table 1. shows how the variables were split into YP features and family features, based on my own judgement. If any of these are thought to be incorrect, or any others need to be added, please advise and I will run further analysis.

**Table 1. Features identified as being either related to the YP or to the family**

<b>Yp Features</b>	<b>Family Features</b>
No access to education at point of referral	At risk of care or currently in the care system
Known involvement in crime or likely risk of offending	On child protection register
Victim of crime sexual exploitation	Experienced Witnessed domestic violence
Failing to meet developmental milestones	Known neglect or abuse
Poor school attendance truancy	Living away from home absconding
Low attainment in relation to ability	Family bereavement loss
Emotional vulnerability	Parental break up but living in the same house
Behavioural problems not related to difficult environmental circumstances	Parental break up
Mental health problems	Poverty or debt or unemployment
Teenage pregnancy	Known antisocial behaviour or risk or sanctions evictions
No existing issues identified by referrer	Siblings in closed adoption no contact
Known criminality in the community	Siblings in closed adoption no contact
Known substance misuse	
Known mental health problems	
Long term physical illness or disability	
Learning difficulties	
Victim of Human Sex trafficking	

P values for every chi squared run can be found at the end of the report, under 'Appendix 2'.

**Summary of findings**

The most significant results involved a YP who was a *victim of Human Sex trafficking*. They were more likely to be *on child protection register*  $\chi^2(1,27) = 27.00, p < .001$  and have experienced *parental break up but living in the same house*  $\chi^2(1,27) = 12.98, p < .001$ , but as this is based on one case of *victim of Human Sex trafficking* these results should be treated with caution.

The YP feature with the most marginal/moderate or significant relationships to family features was *known substance misuse*. The most significant of these were *known antisocial behaviour or risk of sanctions evictions*  $\chi^2(1,27) = 5.80, p < .05$ , and *known neglect or abuse*  $\chi^2(1,27) = 4.03, p < .05$ , with a YP more likely to have

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experience both. Also, marginally significant were *experienced witnessed domestic violence*  $\chi^2(1,27) = 3.14, p = .076$ , *parental break up but living in the same house*  $\chi^2(1,27) = 3.14, p = .076$ , and *parental break up*  $\chi^2(1,27) = 2.77, p = .096$ .

A YP with *no access to education at the point of referral* was more likely to be *living away from home/absconding*  $\chi^2(1,27) = 5.08, p < .050$ , and on the *child protection register*  $\chi^2(1,27) = 3.64, p = .057$ .

A YP with a *known involvement in crime or a likely risk of offending* was likely to have *known antisocial behaviour or risk of sanctions*  $\chi^2(1,27) = 5.80, p < .050$ .

A YP who was a *victim of crime sexual exploitation* was likely to have *known neglect or abuse*  $\chi^2(1,27) = 3.23, p = .072$ .

A YP who was *failing to meet developmental milestones* was more likely to be on the *child protection register*  $\chi^2(1,27) = 2.97, p = .085$ .

A YP who with *emotional vulnerability* was more likely to have *no access to education at point of referral*  $\chi^2(1,26) = 4.40, p < .05$ , and *known involvement in crime or likely risk of offending*  $\chi^2(1,27) = 2.97, p = .850$ .

A YP with *mental health problems* was more likely to have experienced *parental break up but living in the same house*  $\chi^2(1,27) = 5.13, p < .05$ .

A YP with *known criminality in the community* was more likely to have experienced *parental break up*  $\chi^2(1,27) = 2.79, p = .095$  and *known antisocial behaviour or risk or sanctions evictions*  $\chi^2(1,27) = 6.67, p < .05$ .

A YP with *known mental health problems* was more likely to be *living away from home absconding*  $\chi^2(1,27) = 3.43, p = .064$  and have experienced *parental break up but living in the same house*  $\chi^2(1,27) = 6.17, p < .05$ .

A YP experiencing *long term physical illness or disability* was more likely to have also experienced *poverty or debt or unemployment*  $\chi^2(1,27) = 3.64, p = .057$ , and *known antisocial behaviour or risk or sanctions evictions*  $\chi^2(1,27) = 3.64, p = .057$ .

*Poor school attendance, low attainment in relation to ability, behavioural problems not related to difficult environmental circumstances and learning difficulties* failed to show any relationship with features related to the family.

There were no cases to report of *teenage pregnancy or no existing issues identified by referrer*.

It is worth mentioning the impact of *parental break up but living in the same house* as a family feature. This was related to a YP feature more than any other.

***Appendix 2: Full list of p values***

No access to education at point of referral

- At risk of care or currently in the care system p=.221
- **On child protection register p=.057**
- Experienced Witnessed domestic violence p= .535
- Known neglect or abuse p=.601
- **Living away from home absconding p = .024**
- Family bereavement loss p= .458
- Parental break up but living in the same house p= .326
- Parental break up p= .214
- Poverty or debt or unemployment p = .138
- Known antisocial behaviour or risk or sanctions evictions p=.138
- Siblings in closed adoption no contact p= .586

Known involvement in crime or likely risk of offending

- At risk of care or currently in the care system p=.530
- On child protection register p=.398
- Experienced Witnessed domestic violence p= .381
- Known neglect or abuse p= .679
- Living away from home absconding p= .135
- Family bereavement loss p= .143
- Parental break up but living in the same p= .223
- Parental break up p= .381
- Poverty or debt or unemployment p= .143
- **Known antisocial behaviour or risk or sanctions evictions p= .016**
- Siblings in closed adoption no contact p=.219

Victim of crime sexual exploitation

- At risk of care or currently in the care system p= .547
- On child protection register p= .671
- Experienced Witnessed domestic violence p=.183
- **Known neglect or abuse p=.072**
- Living away from home absconding p= .826
- Family bereavement loss p= .885
- Parental break up but living in the same p= .540
- Parental break up p= .809
- Poverty or debt or unemployment p= .247
- Known antisocial behaviour or risk or sanctions evictions p=.148
- Siblings in closed adoption no contact p= .671

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### Failing to meet developmental milestones

- At risk of care or currently in the care system p=.780
- **On child protection register p= .085**
- Experienced Witnessed domestic violence p= .922
- Known neglect or abuse p= .305
- Living away from home absconding p= .943
- Family bereavement loss p=.557
- Parental break up but living in the same p= .419
- Parental break up p=.922
- Poverty or debt or unemployment p= .639
- Known antisocial behaviour or risk or sanctions evictions p= .557
- Siblings in closed adoption no contact p=.547

### Poor school attendance truancy

- At risk of care or currently in the care system p=.149
- On child protection register p=.219
- Experienced Witnessed domestic violence p= .930
- Known neglect or abuse p= .679
- Living away from home absconding p= .280
- Family bereavement loss p=.143
- Parental break up but living in the same p= .782
- Parental break up p=.381
- Poverty or debt or unemployment p= .675
- Known antisocial behaviour or risk or sanctions evictions p= .174
- Siblings in closed adoption no contact p=.398

### Low attainment in relation to ability

- At risk of care or currently in the care system p=.191
- On child protection register p=.255
- Experienced Witnessed domestic violence p= .603
- Known neglect or abuse p= .930
- Living away from home absconding p= .637
- Family bereavement loss p=.214
- Parental break up but living in the same p= .869
- Parental break up p=.194
- Poverty or debt or unemployment p= .121
- Known antisocial behaviour or risk or sanctions evictions p= .535
- Siblings in closed adoption no contact p=.255

### Emotional vulnerability

- **At risk of care or currently in the care system p=.036**

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- **On child protection register p=.085**
- Experienced Witnessed domestic violence p= .922
- Known neglect or abuse p= .446
- Living away from home absconding p= .943
- Family bereavement loss p=.639
- Parental break up but living in the same p= .419
- Parental break up p=.432
- Poverty or debt or unemployment p= .639
- Known antisocial behaviour or risk or sanctions evictions p= .100
- Siblings in closed adoption no contact p=.547

### Behavioural problems not related to difficult environmental circumstances

- At risk of care or currently in the care system p=.851
- On child protection register p=.398
- Experienced Witnessed domestic violence p= .930
- Known neglect or abuse p= .701
- Living away from home absconding p= .824
- Family bereavement loss p=.601
- Parental break up but living in the same p= .223
- Parental break up p=.930
- Poverty or debt or unemployment p= .601
- Known antisocial behaviour or risk or sanctions evictions p= .675
- Siblings in closed adoption no contact p=.398

### Mental health problems

- At risk of care or currently in the care system p=.946
- On child protection register p=.116
- Experienced Witnessed domestic violence p= .221
- Known neglect or abuse p= .525
- Living away from home absconding p= .561
- Family bereavement loss p=.215
- **Parental break up but living in the same p= .024**
- Parental break up p=.706
- Poverty or debt or unemployment p= .822
- Known antisocial behaviour or risk or sanctions evictions p= .822
- Siblings in closed adoption no contact p=.508

### Teenage pregnancy

No cases

### No existing issues identified by referrer

No cases

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### Known criminality in the community

- At risk of care or currently in the care system p=.235
- On child protection register p=.547
- Experienced Witnessed domestic violence p= .922
- Known neglect or abuse p= .895
- Living away from home absconding p= .373
- Family bereavement loss p=.639
- Parental break up but living in the same p= .385
- **Parental break up p=.095**
- Poverty or debt or unemployment p= .639
- **Known antisocial behaviour or risk or sanctions evictions p= .010**
- Siblings in closed adoption no contact p=.547

### Known substance misuse

- At risk of care or currently in the care system p=.851
- On child protection register p=.219
- **Experienced Witnessed domestic violence p= .096**
- **Known neglect or abuse p= .045**
- Living away from home absconding p= .525
- Family bereavement loss p=.143
- **Parental break up but living in the same p= .076**
- **Parental break up p=.096**
- Poverty or debt or unemployment p= .143
- **Known antisocial behaviour or risk or sanctions evictions p= .016**
- Siblings in closed adoption no contact p=.219

### Known mental health problems

- At risk of care or currently in the care system p=.124
- On child protection register p=.219
- Experienced Witnessed domestic violence p= .922
- Known neglect or abuse p= .446
- **Living away from home absconding p= .064**
- Family bereavement loss p=.639
- **Parental break up but living in the same p= .013**
- Parental break up p=.326
- Poverty or debt or unemployment p= .557
- Known antisocial behaviour or risk or sanctions evictions p= .100
- Siblings in closed adoption no contact p=.547

### Long term physical illness or disability

- At risk of care or currently in the care system p=.197

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- On child protection register p=.842
- Experienced Witnessed domestic violence p= .255
- Known neglect or abuse p= .219
- Living away from home absconding p= .116
- Family bereavement loss p=.586
- Parental break up but living in the same p= .773
- Parental break up p=.362
- **Poverty or debt or unemployment p= .057**
- **Known antisocial behaviour or risk or sanctions evictions p= .057**
- Siblings in closed adoption no contact p=.842

### Learning difficulties

- At risk of care or currently in the care system p=.606
- On child protection register p=.671
- Experienced Witnessed domestic violence p= .396
- Known neglect or abuse p= .488
- Living away from home absconding p= .160
- Family bereavement loss p=.885
- Parental break up but living in the same p= .540
- Parental break up p=.183
- Poverty or debt or unemployment p= .885
- Known antisocial behaviour or risk or sanctions evictions p= .247
- Siblings in closed adoption no contact p=.671

### Victim of Human Sex trafficking

- At risk of care or currently in the care system p=.420
- **On child protection register p<.001**
- Experienced Witnessed domestic violence p= .255
- Known neglect or abuse p= .219
- Living away from home absconding p= .116
- Family bereavement loss p=.586
- **Parental break up but living in the same p<.001**
- Parental break up p=.255
- Poverty or debt or unemployment p= .586
- Known antisocial behaviour or risk or sanctions evictions p= .586
- Siblings in closed adoption no contact p=.842